TOWNSHIP OF UNION PUBLIC SCHOOLS



Economics

July 21, 2020

Mission Statement

citizens of our global community. students can achieve academically and socially, and contribute as responsible and productive diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as The mission of the Township of Union Public Schools is to build on the foundations of honesty,

Philosophy Statement

school operates as a partner with the home and community. concepts through its educational practices. It is the belief of the Board of Education that a primary conducive to the needs of all students in general, providing therein for individual differences. The function of the Township of Union Public School System is to formulate a learning climate The Township of Union Public School District, as a societal agency, reflects democratic ideals and

Course Description

analyzed from the perspective of the industry as well as the point of view of the individual. We government in our economy will be analyzed and debated while making comparisons to other economic systems around the world. The second half of the course involves understanding equilibrium, and elasticity, through the perspective of both a supplier and a buyer. The role of approach will be taken as students gain an understanding of demand, supply, price course, students will immerse themselves in the workings of a market economy. A micro approach to understanding both micro and macroeconomics. During the first half of the Monetary and Fiscal Policy is analyzed. finish the course by taking a macro approach to economic concepts as GDP, CPI, and both the financial workings of the economy. Money, banking, and finance will be discussed and This elective course is available to Juniors and Seniors. Students will develop a practical

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Thinking in Economic Terms	20
Unit 2: Economic Systems	20
Unit 3: Principles of Economic Practices	35
Unit 4: Money, Banking, and Finance	50
Unit 5: Facing Economic Challenges	35
Unit 6: Government Influence in the U.S. Market Economy	20

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
	6.1.12.C.14.a	Describe three economic questions that societies	Annotations and
	9 1 1 1 1 1 1 1 1	face because of scarcity.	close reading activities
		Describe the four factors of production and their	Classroom Discussions Socratic
	6.1.12.C.14.c	uses.	seminars, and
	0113717	Consider the teleparate affects of the second secon	Debates
	0. 1. 12. C. 14.D	costs in making economic choices.	Analysis of graphic
	6.1.12.C.16.a		organizers and notes
Tnir 1		Demonstrating the skills of determining cost-	 Annotated Timelines
Thinking in	6.1.12.C.16.b	benefit analysis of various goods and services.	Teacher and student led Down-Doint
	6.1.12.C.16.c	Describe and analyze a production possibilities	Presentations
		CUTY6.	 Class Trips to
		Analyze how production possibilities curves	applicable historical
		demonstrate the concept of opportunity cost	Definitions of key
			terms and concepts
		Demonstrate now and why economists use	Individual/Group
		Identify the differences between positive and	Presentations
		normative economics.	Document Based
Suggested Resources Provide links to chaffic	Economics Concepts and Choices	pts and Choices	essavs
resources/ activities	www.investopedia.com www.econedlink.org		Written responses to
	www.teachingeconomics.org	nomics.org	queries
	https://www.ngpf.org/	<u>org/</u> history org/light rights timeling in amorious bistory/	 Summary and
	https://commonse	https://commonsenseeconomics.com/websites/	Analysis of
	http://www.finding	http://www.findingdulcinea.com/guides/Education/High-School-Economics.html	Videos/Documentari
	https://www.leari	https://www.learningreviews.com/educational/free-social-studies-websites-	es/Hims
	apps-kids/economics	ics	The state of the s

Suggested Resources Provide links to specific resources activities				bystems	Unit 2 Economic						
Economics Concepts and Cr www.investopedia.com www.econedlink.org www.teachingeconomics.org					6.1.12.0.16.b	6.1.12.C.16.a	6.1.12.C.15.b	6.1.12.C.14.c	6.1.12.6.14.b	6.1.12.C.14.a	www.marketwatch.com
Economics Concepts and Choices. www.investopedia.com www.econedlink.org www.teachingeconomics.org	Explain why modern economies are becoming increasingly global.	Identify the main characteristics of a mixed economy.	Explain the advantages and disadvantages of a market economy.	Analyze the circular flow model.	economies. Describe how a market economy works.	Identify modern examples of command	Describe the main features of a command economy.	Analyze how modern forces are changing traditional economies.	ystellis.	Identify the three main types of economic	N.COM
											 Summary and analysis of guest speakers

	https://www.ngpf.org/ http://www.lgbtqhistor https://commonsensee http://www.findingdulcin https://www.flearningre apps-kids/economics www.marketwatch.com	https://www.ngpf.org/ http://www.ngpf.org//gbt-rights-timeline-in-american-history/ http://commonsenseeconomics.com/websites/ http://www.findingdulcinea.com/guides/Education/High-School-Economics.html https://www.learningreviews.com/educational/free-social-studies-websites- apps-kids/economics www.marketwatch.com
Unit 3 Principles of Economic Practices	6.1.12.C.14.a	Define demand and outline what the law of demand explains.
	6.1.12.C.14.c	Explain how to interpret and create demand schedules and curves.
	6.1.12.C.15.b 6.1.12.C.16.a	Determine a change in quantity demanded vs. a change in demand.
	6.1.12.C.16.b 6.1.12.C.16.c	Analyze what factors can cause change in demand.
		Identify the difference between elastic and inelastic demand.
		Explain how to create and interpret supply schedules and curves.
		Determine how businesses calculate production costs.

Unit 4 Money, Banking, and 6,1,12 Prinance	www.in www.e www.ie https:// https:// Provide inte. 10 parjie nzourzes/ activities provinces/ activities mww.in https:// https:// https:// https:// https:// https:// www.in					
6.1.12.C.14.a Discuss how money is necessary as a universal medium of exchange.	www.investopedia.com www.econedlink.org https://www.ngpf.org/ https://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/ https://commonsenseeconomics.com/websites/ https://www.learningreviews.com/education/High-School-Economics.html https://www.learningreviews.com/educational/free-social-studies-websites- apps-kids/economics http://nglcc.org/report (Report on the impact of LGBTQ-owned businesses) www.marketwatch.com	Describe how the government uses price ceilings and price floors.	Analyze how the price system works.	Understand how market equilibrium is reached. Explain how demand and supply interact to determine equilibrium price.	Explain the difference between elastic and inelastic supply.	Explain the difference between change in quantity supplied and change in supply.

States and foreign markets. 6.1.12.C.16.b Analyze the structure of the Financial System. 6.1.12.C.16.c Understand the relationship between money supply and inflation. Analyze the impact of changes in interest rates. Analyze and understand the connection between countries and policies with regard to our global economy. Economics Concepts and Choices. www.investopedia.com www.econedlink.org https://www.labtqhistory.org/lgbt-rights-timeline-in-american-history/ https://www.labtqhistory.org/lgbt-rights-timeline-in-american-history/ https://www.labtqhistory.org/lgbt-rights-timeline-in-american-history/ https://www.labtqhistory.org/lgbt-rights-final-firee-social-strudies-websites- apps-kids/economics www.marketwatch.com 6.1.12.C.14.a Identify how the unemployment rate is measure

Unit 6 Government Influence in the U.S. Market Economy	Suggested Resources Provide links to specific resources/activities	
6.1.12.C.14.a Understand the government's role in the economy. 6.1.12.C.14.b Analyze Government revenue and spending. 6.1.12.C.14.c Describe how fiscal policy is generated.	Economics Concepts and Choices. www.investopedia.com www.econedlink.org https://www.leachingeconomics.org/lgbt-rights-timeline-in-american-history/ https://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/ https://commonsenseeconomics.com/websites/ http://www.findingdulcinea.com/guides/Education/High-School- Economics.html https://www.learningreviews.com/educational/free-social-studies-websites- apps-kids/economics www.marketwatch.com	6.1.12.C.14.b Analyze how the poverty line is measured. 6.1.12.C.14.c 6.1.12.C.15.b Calculating CPI and PPI in order to gage inflation. Understanding the Lorenz Curve in gaging income inequality.

Economics Concepts and Choices. www.investopedia.com www.econedlink.org www.teachingeconomics.org https://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/ https://commonsenseeconomics.com/websites/ https://www.findingdulcinea.com/guides/Education/High-School- Economics.html https://www.learningreviews.com/educational/free-social-studies-websites- apps-kids/economics www.marketwatch.com	Analyze U.S. economic diplomacy and geopolitical issues and their effects of global markets.	6.1.12.C.15.b Understand the influence of the federal reserve

Curricular Units

6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e.,	Connection of the control of the con
How does scarcity affect everyone?	Unit 1: Thinking in Economic Terms Critical Knowledge & Skills ("Unpacked" Standards) Content-Specific Practices
Annotations and close reading activities Classroom Discussions, Socratic seminars, and	n Economic Terms Content-Specific Practices
Unintended Consequence Simulation.	Standard Mastery Examples (The Student will be able to:)

economics using positive and normative analysis techniques.	PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts	How can we maintain production considering resources is limited?	6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas
Class Debates – topics in	Analysis of graphic organizers and notes Annotated Timelines Teacher and student led		6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.
Production Possibility Curve Worksheets	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates	How do incentives influence people's choices?	6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
	Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers		6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.
Opportunity Cost worksheet.	Individual/Group Presentations Document Based Question analysis and essays Written responses to queries		distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
Using Starburst Candies to determine the 4 Factors of Production.	Class Trips to applicable historical sites/monuments Definitions of key terms and concepts	How does choice help create our economic system?	snould intervene at the local, state, and national levels on issues related to the economy. 6.1.12.C.14.c Analyze economic trends, income
Learning Opportunity Cost with Candy.	Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led Decrease of the presentations	How does our economy produce goods and services?	government spending and taxation) and monetary (i.e., interest rates) policies. 6.1.12.C.14.b Judge to what extent government

						economy and workforce.	competition on the United States
Summar speakers	Videos	Summ	Writte	analysi	Docur	Presen	Individ
Summary and analysis of guest speakers	os/Documentaries/Films	Summary and Analysis of	Written responses to queries	analysis and essays	Document Based Question	Presentations	Individual/Group

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Unit 1 Su	Unit 1 Suggested Modifications/Accommodations/Extension Act	ion Activities
English Language Learners (ELL) When passible, provide links to specific samples/documents/ assignments/etc.	Special Education / 504 When possible, provide links to specific samples/ documents/ assignments/us.	Gifted and Talented When possible, provide links to specific samples (documents) assignments (etc.
a. Read written instructions/Google translate	a. Students may be provided with note organizers /	 Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	 Preferred seating to be determined by student and 	•
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	 d. Provide modified assessments when necessary. 	
when not on task.		

commercial or professional audience and present it to peers and/or professionals in that related area for review.	decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible, provide links to specific camples [documents [assignments] atc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a	English: DBQs, Essays
career.	Art: Debt Awareness Posters
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and	
globally.	Math: Stock Market Project
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social	
media on employer decisions.	

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Pure Market Simulation.	Debates Analysis of graphic organizers and notes Annotated Timelines	Describe the main feature of a market economy.	6.1.12.C.16.b Predict the impact of technology on the global workforce and on
Traditional Economy Case Study.	Annotations and close reading activities Classroom Discussions, Socratic seminars, and	How is innovation limited in a command economy?	6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
	Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Explain how communism and socialism differ.	income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society. 6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.
Communism vs. Socialism DBQ	Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts	How does everybody in a traditional economy benefit to some degree?	G.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy. G.1.12.C.14.c
documents/ assignments/etc. Economics Systems Simulation "Survivor Game"	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers	Why is there no room for growth in a traditional economy?	6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
When possible, provide links to specific samples/ documents/ assignments/ etc.	(when applicable)	("Unpacked" Standards)	

	United States economy and workforce.	business organizations, and overseas competition on the	6.1.12.0.16.0 Assess the impact of international trade plobal	entrepreneurship.
	economy?	model describe the inner workings of a market	How does the circular flow	Explain the government's role in a market economy?
Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	Presentations Document Based Question analysis and essays	concepts Individual/Group	historical sites/monuments Definitions of key terms and	
		Economic Systems Essay		

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Art: Debt Awareness Posters	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
English: DBQs, Essays	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sa/SS standards as well as samples! documents! assignments! as: Refer to the NI Student Learning Standards	21st Century Skills When possible provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills
	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Unit 2 Connections Career Readiness Practices When possible, provide links to sperific samples documents assignments stc. Refer to the NI Career Readiness Practices	Unit? NISLS - Technology When possible provide links to specific samples! documents! assignments! tas. Refer to the NI Technology Standards.
dy guides to reinforce key topics. Extended time on assessments when needed. Preferred seating to be determined by student and cher. Provide modified assessments when necessary. b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)	b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. study guides to reinforce key b. Extended time on assessments c. Preferred seating to be determing to be determined t

9.2.8.B.5 Analyze labor market trends using state and federal	Math: Stock Market
labor market information and other resources available	
online.	

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

et Project

Advertising Activity (students will choose a	Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest	What is elasticity of	6.1.12.C.15.b Assess economic priorities related to international and
Identifying and graphing elasticity of demand and supply	Individual/Group Presentations Document Based Question analysis and essays Written responses to queries	What factors could affect demand?	distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
Identifying and graphing demand and supply charts.	Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and	Describe a market demand curve	should intervene at the local, state, and national levels on issues related to the economy. 6.1.12.C.14.c
from the ground up utilizing principles from this unit.)	Debates Analysis of graphic organizers and notes Annotated Timelines	How could demand affect price and supply?	taxation) and monetary (i.e., interest rates) policies. 6.1.12.C.14.b
Creating a small business project (students will create a small business	Annotations and close reading activities Classroom Discussions, Socratic seminars, and	What is demand?	6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and
Standard Mastery Examples (The Student will be able to:)	Content-Specific Practices (when applicable)	Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards
	Unit 3: Principles of Economic Practices	Unit 3: Principles o	

Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest
Document Based Question analysis and essays
Definitions of key terms and
rowerroint rresentations Class Trips to applicable historical sites /monuments
Annotated Timelines Teacher and student led
Debates Analysis of graphic organizers
Socratic seminars, and
Annotations and close reading activities Classroom Discussions

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		Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Formative Assessment When possible, provide links to specific samples/documents/assignments/etc.	Unit 3 A
		Tests, Quizzes, Projects	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/ atc.	Unit 3 Assessment Plan

Junes Su	Unit 3 Suggested Modifications/Accommodations/Extension Acti	ion Activities
English Language Learners (ELL) When possible, provide links to specific samples (documents)	Special Education / 504 When possible, provide links to spatife samples (documents / assignments / etc.	Giffed and Talented When passible, provide links to specific samples' documents' assignments' etc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	 c. Preferred seating to be determined by student and 	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	e. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Unit 3 Connections Career Readiness Practices When pacifile, provide links to pecific samples / documents/ axignments/ etc. Refer to the NI Career Readiness Practices	Unit NJSLS - Technology When possible, provide links to specific samples desaments designments des. Refer to the NJ Technology Standards

8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible provide links to specific samples / documents / assignments / etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sel/SS standards as well as samples/documents/ assignments/etc. Refer to the MI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	English: DBQs, Essays
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Art: Debt Awareness Posters
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Math: Stock Market Project
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

demonstrating where to	Document Based Question	What investment	business organizations, and overseas competition on the
Simulated Portfolio Project (students will create a	Definitions of key terms and concepts Individual/Group Presentations	What determines market behaviors?	6.1.12.C.16.c Assess the impact of international trade, global
living on their own.	Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments	How does interest play a role in financial decisions?	6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.
How Would I like to Live? Activity (students will research the cost of their lives right after college while	Classroom Discussions, Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes	to understanding financial markets as potential investment opportunities?	political, and social impact of new and emerging technologies on individuals and nations.
	Annotations and close reading	\A!\\\\\\\\\\	6.1.12.C.16.a Evaluate the economic
time simulated brokerage portfolio on the NYSE.	Summary and analysis of guest speakers		impact on society. 6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.
Stock Market Portfolio Activity (students will participate in an ongoing real	Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films	How does fractional reserve lending create inflation?	income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their
take a quiz demonstrating their knowledge of the symbolism and details the U.S. currency.	Definitions of key terms and concepts Individual/Group Presentations		related to the economy. 6.1.12.C.14.c Analyze economic trends
Money Quiz (students will	PowerPoint Presentations Class Trips to applicable historical sites/monuments	What gives money its value?	Judge to what extent government should intervene at the local, state,

	speakers		
	Summary and analysis of guest		
	Videos/Documentaries/Films		
wealth.)	Summary and Analysis of	particular situation?	
through life and manage their	Written responses to queries	advantageous to my	workforce.
locate their money as they go	analysis and essays	opportunities are	tes economy and

Unit 4 Su	Unit 4 Suggested Modifications/Accommodations/Extension Activities	ion Activities
English Language Learners (ELL) When possible, provide links to specife comples! documents! assignments! etc.	Special Education / 504 When possible, provide links to specific samples/ documents/ assignments/etc.	Gifted and Talented When possible, provide links to specific samples/documents/ assignments/etc.
a. Read written instructions	a. Students may be provided with note organizets /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	c. Preferred seating to be determined by student and	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	-
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	E. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal		
Presentations		
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CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Unit 4 Connections Career Readiness Practices When possible, provide links to specific samples I documents assignments of the NJ Career Readiness Practices	Uni When possible, provide lines to specific samples/ documents/ assignments/etc. Refer to the NI Technology Standards

8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible, provide links to sperific samples! documents! assignments etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links: to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a	English: DBQs, Essays
career.	Art: Debt Awareness Posters
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math. Stock Market Droject
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

	Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines	measured?	government spending and taxation) and monetary (i.e., interest rates) policies. 6.1.12.C.14.b
National Debt Case Study	Annotations and close reading activities Classroom Discussions,	How is unemployment	6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of erate and national fiscal (i.e.
Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/stc.	Content-Specific Practices (when applicable)	Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards
Ó	Unit 5: Facing Economic Challenges	Unit 5: I	

government should intervene		PowerPoint Presentations	interactive charts
at the local, state, and	What impact does	Class Trips to applicable	describing social
national levels on issues	unemployment have on the	historical sites/monuments	
ו כומנכט נט נוופ פנטווטוווץ.	economy and on individuals?	Definitions of key terms and	economic level in the
6.1.12.C.14.c		concepts	Ollited States
Analyze economic trends,		Individual/Group	
income distribution, labor		Presentations	
participation (i.e.,	now do economists measure	Document Based Question	
employment, the composition	poverty:	analysis and essays	Debt Awareness Posters
government and consumer		Written responses to queries	J
debt and their impact on		Summary and Analysis of	Foverty Lille Case Study
society.		Videos/Documentaries/Films	
		Summary and analysis of guest	
6.1.12.C.15.b	writat challenges lie in a global	speakers	
Assess economic priorities	economy?	,	
related to international and			CPI and Inflation DBQ
domestic needs, as reflected			
in the national budget.	The state of the s		

Hormadive Assessment When possible, provide links to specific samples! documents! assignments!etc. Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides	
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Format rovide links to sp vns, Graphic Tickets	
Hormative Assessment finks to perfect samples down finks to perfect samples down Fraphic Organizers, Cl Tickets, Study guides	
Assessment "samples" dosuments/ assgum ganizers, Class Particip udy guides	
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	15 Assesso
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English Language Learners (ELL) When possible, provide links to specific samples / documents/ a Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations
Unit 5 Suggested Modifications/Accommodations/Extension Acc Special Education / 504 When passible, provide lines to sperific samples aboundents / a. a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested.
Activities Gifted and Talented When possible provide links to grafts samples / documents/et: a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

NISLS - Technology When possible, provide in its to specific samples/ documents/ assignments/ etc. Refer to the NI Technology Sandards	Career Readiness Practices When parible, provide links to specific samples/ documents/ assignments/ its Refer to the N Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	
8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When passible, provide lines to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links in spaijis ELA/Math/Sa/SS standards at well as samples/ decuments/ assignments/sec. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	English: DBQs, Essays
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Art: Debt Awareness Posters
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Math: Stock Market Project
9.2.8.B.7 Evaluate the impact of online activities and social	

Unit 6: Gove	Unit 6: Government Influence in the U.S. Market Economy	Market Economy	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples
6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and	What is the government's role in the economy?	Annotations and close reading activities Classroom Discussions, Socratic seminars, and	Fiscal and Monetary Policy Presentations
taxation) and monetary (i.e., interest rates) policies.	What is the government's	Debates Analysis of graphic organizers and notes	Class Discussion:
6.1.12.C.14.b Judge to what extent government should	budget and how is it created?	Annotated Timelines Teacher and student led	C
intervene at the local, state, and national levels on issues		Class Trips to applicable	rederal Reserve DBQ
related to the economy.	How does the federal reserve work?	historical sites/monuments Definitions of key terms and	Create a Tax Rate Table
6.1.12.C.14.c Analyze economic trends,		concepts Individual/Group	
income distribution, labor participation (i.e., employment, the	What are tax rates?	Presentations Document Based Question	
composition of the work		analysis and essays	
consumer debt and their		Summary and Analysis of	
milpact on society.	VPI	Videos/Documentaries/Films	

	Company of the Compan
 to the same of the	in the national budget.
	domestic needs, as reflected
	related to international and
speakers	Assess economic priorities
Summary and analysis of guest	6.1.12.C.15.b

Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Unit 6. Formative Assessment What positible, provide links to specific samples [documents] assignments [etc.]
	Tests, Quizzes, Projects	Assessment Plan Summative Assessment When possible, provide lines to specific samples documents assignments (etc.

Unit	Unit 6/Suggested Modifications/Accommodations/Extension Activiti	Activates
English Language Leatnets (EILL) When possible, provide links in specific samples/ documents/ assignments/est.	Special Education / 504 When possible, provide links to specific samples / documents/ assignments / etc.	Gifted and Talented When possible provide links to specific samples) documents/ accomments/ étc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	 Preferred seating to be determined by student and 	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	E. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

8.1.12.A.2: Produce and edit a multi-page digital document for a	aspirations by using a variety of digital tools and resources.	is	Missis Technology When possible provide lines to specific samples documents assignments sic. Refer to the NJ Technology Standards
CRP4. Communicate clearly and effectively and with reason.	CRP3. Attend to personal health and financial well-being.	CRP1. Act as a responsible and contributing citizen and employee.	Genmections Career Readiness Practices When possible provide links to specific tamples documents assignments att. Refer to the NI Career Readiness Practices

CRP5. Consider the environmental, social and economic impacts of decisions
CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sa/SS standards as well as samples/ documents/ Refer to the NI Standards Teaming Separates.
English: DBQs, Essays
Art: Debt Awareness Posters
Math: Stock Market Project
CRP5. Cor decisions. CRP6. Der CRP6. Der CRP9. Util in solving CRP11. Us CRP11. Us Engli

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