

Winslow Township School District

9-12 Economics

UNIT III: Capitalism and the Five Fundamental Questions

Overview: Students will be able to compare the characteristics of a market system with alternatives used more extensively in other countries. Furthermore, students will be able to evaluate the benefits and costs of policies that alter trade barriers between nations, such as tariffs, embargos, and quotas.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><u>Unit III</u></p> <p>Capitalism and the Five Fundamental Questions</p>	<ul style="list-style-type: none"> • 6.1.12.EconNE.6.a • 6.1.12.EconNE.9.c • 6.1.12.EconNM.11.a • 6.1.12.EconNE.13.b • WIDA 1, 5 	<ul style="list-style-type: none"> • Analyze markets that are close to perfect competition using Excel to develop a spreadsheet analysis. • Evaluate benefits and disadvantages of four types of monopolies. • Explain what factors are included in the calculation of Gross Domestic Product and what factors cannot be measured by Gross Domestic Product. • Determine when it is more appropriate to use Nominal or Real Gross Domestic Product as a measure of an economy. • Describe in writing how the business cycle is measured and the four phases of the cycle. • Analyze the impact that natural resources, human resources, capital, and technology and innovation have on economic growth. • Identify in writing the four types of unemployment; explain how each form of unemployment affects an economy. 	<ul style="list-style-type: none"> • How should a society decide what goods and services should be provided? • How can economic growth be sustained? • How can global growth be sustained and improved?
<p><i>Unit III: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Producers and consumers determine what goods will be produced and services will be supplied. • Economic growth is affected by decisions made by both consumers and produces. • Economic growth is affected by decisions made by the government of individual nations. 		

Winslow Township School District
9-12 Economics
UNIT III: Capitalism and the Five Fundamental Questions

Curriculum Unit III	Performance Expectations		Pacing	
			Days	Unit Days
UNIT III: Capitalism and the Five Fundamental Questions	6.1.12.EconNE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.	4	20
	6.1.12.EconNE.9.c	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.	4	
	6.1.12.EconNM.11.a	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.	4	
	6.1.12.EconNE.13.b	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).	4	
	Assessment, Re-teach and Extension		4	

Winslow Township School District

9-12 Economics

UNIT III: Capitalism and the Five Fundamental Questions

Core Ideas	Performance Expectations
<p>Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.</p> <p>Governments and financial institutions influence monetary and fiscal policies.</p> <p>An expanding market for international trade promoted policies that resulted in America emerging as a world power.</p>	<p>6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p>
<p>The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.</p> <p>Governments and financial institutions influence monetary and fiscal policies.</p>	<p>6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.</p>
<p>Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</p> <p>Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p>	<p>6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.</p>

Winslow Township School District

9-12 Economics

UNIT III: Capitalism and the Five Fundamental Questions

<p>The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.</p>	<p>6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).</p>
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Winslow Township School District

9-12 Economics

UNIT III: Capitalism and the Five Fundamental Questions

Unit 3 Grades 9-12	
Assessment Plan	
<ul style="list-style-type: none"> • Discussing and reporting how various industries have competed for market share over the past 100 years. • Discussing how the advancement of technology and the changes of consumer sovereignty have shaped our modern economy and marketplace. • Daily and Unit assessments including: quizzes, tests, case studies, individual projects, group projects, Socratic seminars and reflection, homework, and surveys via Google and Microsoft. 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Debate • Oral Report • Role Playing • Think Pair Share • Projects • Portfolio • Presentations • Prezi • Gallery Walks
Resources	Activities
<ul style="list-style-type: none"> • Houghton Mifflin Harcourt Economics 2018 • https://www.fte.org/teachers/teacher-resources/lesson-plans/ • PBS Teachers-Activity Packs: “Everyone’s Business” • http://www.pbs.org/teachers/activitypacks/socialstudies/everyonesbiz/ • Links to both PBS cites and others that provide additional information such as games and full television specials on U.S. focused economic topics. • PBS Teachers—9-12 Social Studies: http://www.pbs.org/teachers/classroom/9-12/socialstudies/resources/?resource_topic=119&resource_type=&resource_site= • Source has lesson plans, audio & video clips, interactive games and activities PBS Teachers, Economy Overview, Case Studies, Ripple Effect: http://www.pbs.org/teachers/connect/resources/7543/preview/ • Examine the ripple effect of someone getting laid off. Interactive Demographic Map: • http://www.patchworknation.org/ • Can filter map to view a variety of demographic information relating to economics 	<ul style="list-style-type: none"> • Have students complete reading study guide • Have students complete Case Study in text • Students will complete a presentation on the role that consumer sovereignty has had and continues to have on a relevant, modern industry of their choice. This will allow the student to explore the nature of competition between industries in the modern business climate.

Winslow Township School District

9-12 Economics

UNIT III: Capitalism and the Five Fundamental Questions

Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

Winslow Township School District

9-12 Economics

UNIT III: Capitalism and the Five Fundamental Questions

9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District

9-12 Economics

UNIT III: Capitalism and the Five Fundamental Questions

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

Winslow Township School District

9-12 Economics

UNIT III: Capitalism and the Five Fundamental Questions

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

Grades 9-12 WIDA Can Do Descriptors:

Listening Speaking

Reading Writing

Oral Language

Students will be provided with accommodations and modifications that may include:

- Relate to and identify commonalities in economic practices in students home country
- Speak and display terminology and movement
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extend research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

Winslow Township School District

9-12 Economics

UNIT III: Capitalism and the Five Fundamental Questions

Interdisciplinary Connections

CCSSELA Standards

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Winslow Township School District

9-12 Economics

UNIT III: Capitalism and the Five Fundamental Questions

Integration of Technology Standards NJSL 8

8.1.12.F.1- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints..

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.