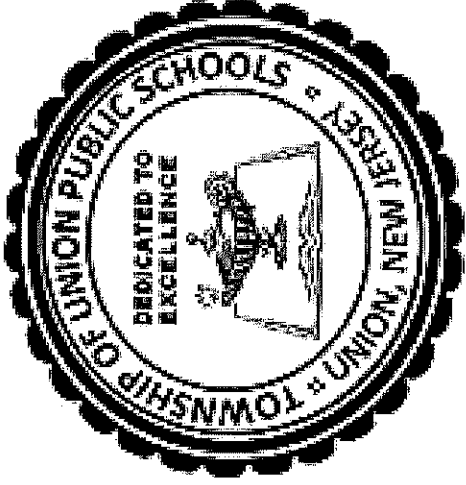


TOWNSHIP OF UNION PUBLIC SCHOOLS



Economics

June 2018

Mission Statement

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

Philosophy Statement

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

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

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

Recommended Resources

Text

- Economics Concepts and Choices, McDougal Littell.

Online Sources

- www.investopedia.com
- www.econedlink.org
- www.teachingeconomics.org

New Jersey Student Learning Standards for Social Studies

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Curriculum Units

Unit 1: Thinking in Economic Terms

Unit 2: Economic Systems

Unit 3: Principles of Economic Practices

Unit 4: Money, Banking, and Finance

Unit 5: Facing Economic Challenges

Unit 6: Government Influence in the U.S. Market Economy

Pacing Guide

| | |
|---|-------------------|
| Unit 1: Thinking in Economic Terms..... | September |
| Unit 2: Economic Systems..... | October |
| Unit 3: Principles of Economic Practices..... | Nov / Dec |
| Unit 4: Money, Banking, and Finance..... | Jan / Feb / March |
| Unit 5: Facing Economic Challenges..... | April / May |
| Unit 6 : Government Influence in the U.S. Market Economy..... | June |

Unit 1: Thinking In Economic Terms

Unit 1 will focus on introductory terms and concepts so that students can start thinking economically. The unit starts with an introduction into scarcity, as factors such as unlimited wants and limited resources are examined. The four factors of production are added to the concept of scarcity, and students then use concepts like opportunity cost, and cost benefit analysis to determine choice. This unit also focuses on the unintended consequences of choices made in economics, as students are exposed to the balancing scale that usually determines economic outcomes.

| Essential Questions | NJSLS Social Studies | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|--|----------------------|--|---------------------------------------|--|
| How does scarcity affect everyone? | 6.5.12 A.5 | Describe three economic questions that societies face because of scarcity. | Unintended Consequence Simulation. | Daily Do Now's Simulation Participation |
| How does our economy produce goods and services? | 6.5.12 A.5 | Describe the four factors of production and their uses. | Learning Opportunity Cost with Candy. | Opportunity Cost and Production Possibility Curve Worksheets |
| How does choice help create our economic system? | 6.5.12 A.5 | Consider the role of trade-offs and | Using Starburst Candies to | Class Debates |

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|--|--|---|--|-----------------------|
| <p>How do incentives influence people's choices?</p> <p>How can we maintain production considering resources is limited?</p> | <p>6.5.12 A.5</p> <p>6.5.12 A.5</p> <p>6.5.12 A.5</p> | <p>opportunity costs in making economic choices.</p> <p>Demonstrating the skills of determining cost-benefit analysis of various goods and services.</p> <p>Describe and analyze a production possibilities curve.</p> <p>Analyze how production possibilities curves demonstrate the concept of opportunity cost.</p> <p>Demonstrate how and why economists use economic models.</p> | <p>determine the 4 Factors of Production.</p> <p>Opportunity Cost worksheet.</p> <p>Production Possibility Curve Worksheets</p> <p>Class Debates – topics in economics using positive and normative analysis techniques.</p> | <p>Chapter 1 Test</p> |
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| | | Identify the differences between positive and normative economics. | |
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Assessments Linked to ELA Guidelines

Unit 1: Industrialization and Urbanization

1. Determining Unintended Consequences **6.W.1-10**
2. Class Debates (Normative vs. Positive Economics) **6.SL.1-6**
3. Chapter 1 Assessment (short answers) **6.RIT.1-10**

Key Vocabulary Terms

Unit 1: Thinking In Economic Terms

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|-------------|-------------------------------|-------------------------|
| 1. Scarcity | 8. Factors of Production | 15. Normative Economics |
| 2. Goods | 9. Incentives | |
| 3. Services | 10. Utility | |
| 4. Needs | 11. Opportunity Cost | |
| 5. Wants | 12. Cost Benefit Analysis | |
| 6. Labor | 13. Production Possibly Curve | |
| 7. Capital | 14. Positive Economics | |

Unit 2 Economic Systems

This unit focuses on the three major economic systems around the globe. Students will immerse themselves in the positive and negative attributes of these economic systems. The role of consumers and government entities will be examined in these particular systems. Concepts such as innovation, social mobility, education, and government involvement will be examined in each of the systems. Case studies will be used to take a historical approach to determining the vitality and effectiveness of these economic systems.

| Essential Questions | NJSLS Social Studies | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|---|-----------------------------|---|---|--|
| Why is there no room for growth in a traditional economy? | 6.5.12 A.5 | Identify the three main types of economic systems. | Economics Systems Simulation "Survivor Game" | Do Now's Survivor questions and map. |
| How does everybody in a traditional economy benefit to some degree? | 6.5.12 A.5 | Analyze how modern forces are changing traditional economies. | Communism vs. Socialism DBQ Traditional Economy Case | Communism vs. Socialism DBQ Economic Case Study |
| | 6.5.12 B.8 | | | |

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|--|---|---|--|---|
| <p>Explain how communism and socialism differ?</p> <p>How is innovation limited in a command economy?</p> <p>Describe the main feature of a market economy.</p> <p>Explain the government's role in a market economy?</p> <p>How does the circular flow model describe the inner workings of a market economy?</p> | <p>6.5.12 B.8</p> <p>6.5.12 B.8</p> | <p>Describe the main features of a command economy.</p> <p>Identify modern examples of command economies.</p> <p>Describe how a market economy works.</p> <p>Analyze the circular flow model.</p> <p>Explain the advantages and disadvantages of a market economy.</p> <p>Identify the main characteristics of a mixed economy.</p> | <p>Study.</p> <p>Pure Market Simulation.</p> <p>Economic Systems Essay</p> | <p>Pure Market Simulation.</p> <p>Chapter 2 Writing Prompt.</p> |
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Explain why
modern
economies are
becoming
increasingly
global.

Assessments Linked to ELA Guidelines

Unit 2: Economic Systems

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|-------------------------------------|-------------------|
| 1. Survivor Game Analysis | 6.W.1-10 |
| 2. Analysis of Pure Market Activity | 6.W.1-10 |
| 3. DBQ – Communism vs. Socialism | 6.RIT.1-10 |
| 4. Economic Systems Essay | 6.RIT.1-10 |

Key Vocabulary Terms

Unit 2: Economic Systems

1. Market Economy
2. Command Economy
3. Traditional Economy
4. Capitalism
5. Specialization
6. Mixed Economy
7. Pure Market Economy
8. Socialism
9. *Laissez Faire*
10. Factor Market
11. Product Market
12. Voluntary Exchange

Unit 3: Principles of Economic Practices

In this unit students will understand the concepts of supply and demand as the leading factors in price allocation. Students will analyze factors leading to a change in quantity demanded, as well as quantity supplied. Market forces creating a surplus and shortage will be examined as students analyze how market equilibrium is obtained. Elasticity of demand and supply is also determined from the perspective of the consumer and the producer. Students will understand revenue schedules and determine based on statistical analysis, the issue of diminishing returns from the perspective of marginal costs. All of these concepts will be reinforced in a practical manner as students create their own small businesses using the concepts discussed in this unit.

| Essential Questions | NJSLS Social Studies | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|---|----------------------|--|---|--|
| What is demand? | 6.5.12 A.7 | Define demand and outline what the law of demand explains. | Creating a small business project (students will create a small business from the ground up utilizing | Business Project Portfolio and Presentation. |
| How could demand affect price and supply? | 6.5.12 A.7 | Explain how to | | Graphing supply and demand curves. |

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| <p>Describe a market demand curve</p> <p>What factors could affect demand?</p> <p>How could buying more than one of the same items affect demand?</p> | <p>6.5.12 A.7</p> <p>6.5.12 A.7</p> <p>6.5.12 A.7</p> <p>6.5.12 A.7</p> | <p>interpret and create demand schedules and curves.</p> <p>Determine a change in quantity demanded vs. a change in demand.</p> | <p>principles from this unit.)</p> <p>Identifying and graphing demand and supply charts.</p> <p>Identifying and graphing elasticity of demand and supply</p> | <p>Factors of demand and supply worksheet.</p> <p>Graphing supply and demand achieving market equilibrium.</p> |
| <p>Why would you buy a substitute product?</p> <p>Explain factors that will result in a change in demand.</p> | <p>6.5.12 A.7</p> <p>6.5.12 A.5</p> <p>6.5.12 A.5</p> | <p>Analyze what factors can cause change in demand.</p> <p>Identify the difference between elastic and inelastic demand.</p> <p>Explain how to create and interpret supply schedules and curves.</p> | <p>Advertising Activity (students will choose a product and determine how advertising has effected its demand)</p> <p>Graphing price equilibrium</p> <p>Government intervention</p> | <p>Price Ceiling and Price Floor worksheets.</p> <p>Chapter 4 test</p> <p>Chapter 4 test</p> <p>Chapter 6 test</p> |
| <p>What is elasticity of demand?</p> <p>Explain how elasticity is determined?</p> | <p>6.5.12 A.5</p> | <p>Explain how to create and interpret supply schedules and curves.</p> | <p>Graphing price equilibrium</p> <p>Government intervention</p> | <p>Chapter 6 test</p> |

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| <p>What is supply in an economy?</p> <p>How could supply effect price and demand?</p> <p>What are the costs in production?</p> <p>What is elasticity of supply?</p> <p>What affects elasticity of supply?</p> <p>When would price and demand be considered equal?</p> <p>How does change in demand and supply affect price equilibrium?</p> <p>Why would a</p> | | <p>Determine how businesses calculate production costs.</p> <p>Explain the difference between change in quantity supplied and change in supply.</p> <p>Explain the difference between elastic and inelastic supply.</p> <p>Understand how market equilibrium is reached.</p> <p>Explain how demand and supply interact to determine equilibrium price.</p> | <p>Activity (students will analyze how price ceilings and floors are implemented, and the reasoning for doing so)</p> <p>Completing a Production Cost and Revenue Schedule</p> <p>Understanding Black Markets</p> <p>Activity (students will choose a product and determine why and how there is a black market available).</p> | |
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company practice
competitive
pricing?

What is a price
ceiling and why
would it be used?

Analyze how the
price system works.

Describe how the
government uses
price ceilings and
price floors.

Assessments Linked to ELA Guidelines

Unit 3: Principles of Economic Practices

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| 1. Factors of Supply and Demand Activity | 6.W.1-10 |
| 2. Advertising Activity | 6.SL.1-6 |
| 3. DBQ – Supply and Demand | 6.RIT.1-10 |
| 4. DBQ – Market Equilibrium | 6.RIT.1-10 |
| 5. Business Projects | 6.SL.1-6 |

Key Vocabulary Terms

Unit 3: Principles of Economic Practices

1. Demand
2. Quantity Demanded
3. Elasticity of Demand
4. Substitute Goods
5. Complimentary Goods
6. Income Effect
7. Supply
8. Quantity Supplied
9. Proportion of Income
10. Necessity vs. Luxury
11. Market Equilibrium
12. Marginal Cost
13. Marginal Revenue
14. Surplus
15. Shortages

Unit 4: Money Banking and Finance

This unit focuses on our national banking system, the creation of currency in our system, and personal finance. Students will learn how our banking system creates currency and money, through practices such as fractional reserve lending. Students will determine the investment options in our banking system. Financial markets will be examined as students understand how these markets are affected by multiple situations and scenarios. Students will use their knowledge of market forces and business cycles to determine an investment strategy they can apply to their own lives based on their individual financial goals.

| Essential Questions | NJSLS Social Studies | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|--|--------------------------|---|---|--|
| Why is it necessary to use money as a medium for exchange? | 6.5.12 B.1 6.5.12 B.1 | Discuss how money is necessary as a universal medium of exchange. Determine how the modern banking system creates debt | Create your own currency activity (students will create currency describing the reasoning behind the details in their currency. | Currency Activity Money Quiz |
| What gives money its value? | 6.5.12 B.1 6.5.12 B.1 | | | Create Your Own Portfolio Stock Market Simulation |

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| <p>How does fractional reserve lending create inflation?</p> <p>What advantages are there to understanding financial markets as potential investment opportunities?</p> <p>How does interest play a role in financial decisions?</p> <p>What determines market behaviors?</p> <p>What investment opportunities are advantageous to my particular situation?</p> | <p>6.5.12 B.8 6.5.12 B.8 6.5.12 B.8 6.5.12 A.5</p> | <p>and inflation.</p> <p>Understand the Stock Market and its function as a global market exchange.</p> <p>Understand the relationship between the United States and foreign markets.</p> <p>Analyze the structure of the Financial System.</p> <p>Understand the relationship between money supply and inflation.</p> <p>Analyze the impact of changes in interest rates.</p> <p>Analyze and</p> | <p>Money Quiz (students will take a quiz demonstrating their knowledge of the symbolism and details the U.S. currency.</p> <p>Stock Market Portfolio Activity (students will participate in an ongoing real time simulated brokerage portfolio on the NYSE.</p> <p>How Would I like to Live? Activity (students will research the cost of their lives right after college while living on their own.</p> <p>Simulated Portfolio</p> | <p>Cost of Living Activity</p> <p>Chapter 10 test</p> <p>Chapter 12 test</p> |
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| | | <p>understand the connection between countries and policies with regard to our global economy.</p> | <p>Project (students will create a diversified portfolio demonstrating where to locate their money as they go through life and manage their wealth.)</p> | |
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Assessments Linked to ELA Guidelines

Unit 4: Money Banking and Finance

1. Stock Market Portfolio
2. Cost of Living Activity
3. Stock Market Simulation
4. Create Your Own Currency

- 6.W.1-10**
6.SL.1-6
6.RIT.1-10
6.RIT.1-10

Key Vocabulary Terms

Unit 4: Money Banking and Finance

1. Barter
2. Medium of Exchange
3. Standard of Value
4. Store of Value
5. Commodity Money
6. Fiat Currency
7. Dow Jones
8. NASDAQ
10. Dividends
11. Stock
12. IPO
13. Bear Market
14. Bull Market
15. Bond

Unit 5: Facing Economic Challenges

This unit focuses on the challenges faced in a market economy. Students will analyze how the unemployment rate is calculated. Students will determine how much inflation is setting into the market by analyzing the Consumer and Producer Price Indexes. The role that the Government and Federal Reserve take in trying to regulate the economy will be analyzed by students. The nations poverty line will be examined as individual case studies will immerse students in personal and institutional situations that create and maintain poverty in the United States.

| Essential Questions | NJSLS Social Studies | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|---|----------------------|--|--------------------------|-----------------------|
| How is unemployment measured? | 6.5.12 B.1 | Identify how the unemployment rate is measured. | Poverty Line Case Study | Case Study Worksheets |
| What impact does unemployment have on the economy and on individuals? | 6.5.12 B.1 | Analyze how the poverty line is measured. | National Debt Case Study | CPI DBQ |
| | 6.5.12 A.6 | | CPI and Inflation DBQ | Graph Analysis |
| | 6.5.12 A.6 | | | Debt Awareness |

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| <p>How do economists measure poverty? What challenges lie in a global economy?</p> | <p>6.5.12 B.8</p> | <p>Understand the government's role in facing economic challenges.</p> <p>Calculating CPI and PPI in order to gauge inflation.</p> <p>Understanding the Lorenz Curve in gaging income inequality.</p> | <p>Analyze graphs and interactive charts describing social economic level in the United States</p> <p>Debt Awareness Posters</p> | <p>Posters Chapter 13 Test</p> |
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Assessments Linked to ELA Guidelines

Unit 5: Facing Economic Challenges

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| 1. Writing Prompt – The Poverty Line | 6.W.1-10 |
| 2. National Debt Case Study | 6.SL.1-6 |
| 3. DBQ – CPI and PPI | 6.RIT.1-10 |
| 4. Debt Awareness Posters | 6.RIT.1-10 |

Key Vocabulary Terms

Unit 5: Facing Economic Challenges

1. Unemployment Rate
2. Full Employment
3. Frictional Unemployment
4. Seasonal Unemployment
5. Structural Unemployment
6. Cyclical Unemployment
7. Poverty Line
8. Income Inequality
9. Lorenz Curve
10. Inflation
11. Consumer Price Index
12. Producer Price Index
13. Hyperinflation
14. Deflation
15. Demand-Pull Inflation
16. Cost – Push Inflation

Unit 6: Government Influence in the U.S. Market Economy

This unit focuses on the role taken by the Federal Reserve and Congress in trying to regulate the business cycle. Students will gain an understanding of how interest rates manipulate economic activity. Government spending and revenue amounts will be a point of focus. Yearly budgets as well as trade deficits will be examined. Students will compile their research and present their findings of Monetary and Fiscal policy, accompanied by theories such as supply-side policy and the Laffer Curve to their classmates as a cumulating assessment.

| Essential Questions | NJSLS Social Studies | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|--|--------------------------|--|--|---------------|
| What is the government's role in the economy? | 6.5.12 A.6 | Understand the government's role in the economy. | Fiscal and Monetary Policy Presentations | Presentations |
| What is the government's budget and how is it created? | 6.5.12 A.6 6.5.12 B.1 | Analyze Government revenue and spending. | | |

How does the federal reserve work?

What are tax rates?

6.5.12 B.1

Describe how fiscal policy is generated.

Understand the influence of the federal reserve and monetary policy.

Analyze U.S. economic diplomacy and geopolitical issues and their effects of global markets.

Assessments Linked to ELA Guidelines

Unit 6: Government Influence in the U.S. Market Economy

1. Monetary and Fiscal Policy Presentations

6.W.1-10

6.SL.1-6

6.RIT.1-10

6.SL.1-6

Key Vocabulary Terms

Unit 6: Government Influence in the U.S. Market Economy

1. Fiscal Policy
2. Monetary Policy
3. Expansionary Fiscal Policy
4. Contractionary Fiscal Policy
5. Discretionary Fiscal Policy
6. Counsel of Economic Advisors
7. Keynesian Economics
8. Demand-Side Policy
9. Supply – Side Policy
10. Spending Multiplier Effect
11. Laffer Curve

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

| Social Studies Skill | Grades 9-12 |
|-------------------------------|--|
| Chronological Thinking | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. |
| Spatial Thinking | Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena |

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| | <p>Relate current events to the physical and human characteristics of places and regions.</p> |
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| | <p>Distinguish valid arguments from false arguments when interpreting current and historical events.</p> |
| | <p>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</p> |
| | <p>Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.</p> |
| <p>Presentational Skills</p> | <p>Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</p> |
| | <p>Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.</p> |

New Jersey Student Learning Standards
Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Resource Links

- Investopedia
- www.investopedia.com
- US Census
- https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html
- Marketwatch
- www.marketwatch.com
- primarysource.org
- <https://www.primarysource.org/>
- The Economist
- www.economist.com
- National Archives
- <https://www.archives.gov/>
- CNN Student News
- <http://www.cnn.com/cnn10>
- Nerd Wallet
- www.nerdwallet.com

