



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9-12

SUBJECT: Marketing

Unit 4: Economics			
Duration: December			
Essential Questions	<ul style="list-style-type: none"> *Explain how the infrastructure of a country is related to the factors of production. *Into what two broad categories have economists classified all economic systems? *In which economic system does the government let the market answer the three basic economic questions? *How can businesses increase productivity? *Why is a double-digit inflation bad for an economy? *Why is low unemployment good for a nation? *What three factors affect business cycles? 		
-Enduring Understandings	<ul style="list-style-type: none"> • Students will explain, understand and define the following : economy, resources, capital, land, labor, entrepreneurship, factors of production, infrastructure, scarcity, command economy, market economy, capitalism, socialist, communist, privatization, productivity, GDP, inflation, consumer price index, business cycle, prosperity, recession, depression, recovery 		
Relevant Standards:	<p>NJSLS: 9.3.12 Career Awareness, Exploration & Preparation NJSLS: 9.1A; 9.2A; 9.2B; 9.2C 9.2E; 9.2F Technology:</p>		



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(i.e.; NJSLs; NGSS)	
Interdisciplinary Connections: ELA, Math, Social Studies, Science	
Tier 2 Vocabulary: Analyze, Contrast, Compare, Demonstrate, Apply, Resume, Experience	
Tier 3 Vocabulary: Contracts, Public Relations, Goods, Services, Demographics, Psychographics, Allowances, incentives, Recession, Depression	
Core Instructional Materials/Resources/Digital Tools Websites- NJCAN, Almostrealproducts.com, Learndoeearn.com, Schmoop.com Text-Investigating Your Career, Jordan and Crews, 2013	
Sources New Jersey Student Learning Standards (2016) - http://www.state.nj.us/education/cccs/2016/math/standards.pdf New Jersey Student Learning Standards - Technology (2014) - http://www.state.nj.us/education/cccs/2014/tech/8.pdf Career Ready Practices (2014) - http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf Pearson enVision 2.0 (2016) - https://www.pearsonrealize.com/index.html#/	
21st Century Themes and Skills: (CRP/NJSLS Standards)	<u>To apply the standards that apply copy and paste from the link.</u> 12 Career Ready Practices follow the link below. NJSLS



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	<p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf 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. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>http://www.stste.nj.us/education/ccss/2014/tech/8.pdf</p> <p>NJSLS: Technology Literacy 8.1A, 8.1B</p>	
<p>Assessments and Performance Tasks:</p>	<p>Formative:Teacher created individual and group projects Home work Written and oral tests and quizzes</p>	



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Summative: Quarterly assessments with the standards embedded within

Alternative: Project based assessment pertaining to relevant classroom topics

Differentiation/Accommodations/Modifications

Differentiation/Accommodations/Modifications				
Gifted and Talented	English Language Learners		Students with Disabilities 504 Plans Students at risk of academic failures	
<i>(content, process, product and learning environment)</i>	Highlight key vocabulary through close reading Use graphic organizers		<i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by</i>	



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<p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Use of Higher Level Questioning Techniques</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Students present on topic of interest and curriculum related</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Paired Learning</p> <p>Alternative assignments</p> <p>Culturally related project based assignments</p>	<p><i>the IEP or 504 team) Such as but not limited to the following:</i></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p>	
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