2019-2020 New and Revised Curriculum

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GREATER EGG HARBOR REGIONAL HIGH SCHOOL DISTRICT

AP Art History

2019
# AP Art History

## Unit Plan 1-Global Prehistory, 30,000 - 500 BCE

### Pacing

1 week

### Unit Objectives

Students will be able to:
- Explain how cultural practices, belief systems, and/or physical setting affect art and art making.
- Explain how materials, processes, and techniques affect art and art making.
- Explain how theories and interpretations of works of art are shaped by visual analysis as well as by other disciplines, technology, or the availability of evidence.

### Unit Summary

Students will identify a work of art (or group of related works of art).

Students will describe contextual elements of a work of art (or group of related works of art).

Students will describe visual elements of a work of art (or group of related works of art).

Students will explain how artistic decisions about form, style, material, technique, and/or content shape a work of art (or group of related works of art).

Students will analyze a work of art beyond the image set and explain how decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).

Students will describe one or more art historically relevant interpretations of a work of art (or group of related works of art), its reception, or its meaning.

Students will explain how one or more art historically valid interpretations of a work of art (or group of related works of art) are derived from an analysis of its form, style, materials, content, function, context, reception, and/or meaning.

### Essential Questions

- How does the study of art contribute to our greater understanding of cultural practices and belief systems?
- How does art provide clues for understanding a culture and its history when we have nothing else to investigate?
- In what ways does the study of global prehistoric art require the contributions of other disciplines? Why?
- How do the materials and techniques of global prehistoric art shape and define those works?

### Interdisciplinary Connections / 21st Century Themes & Skills

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Consider the environmental, social and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

### Unique Assessments

- Personal Progress Checks
- College Board generated tests

### Modifications

- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Advance notes
- Extended time
- Pre-teach concepts/Preload students with key information and content vocabulary words
- Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models
- Use of eDictionaries
- Incorporate visuals
- Ensure students understand directions and have materials
- Speak clearly and slowly
Core Instructional Materials
- Gardner’s Art Through the Ages: 15th Edition
- Barron’s AP Art History
- Gateway to Art: Understanding the Visual Arts
- Khan Academy

Unit Resources/Links/Suggested Field Trips
- https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-art-history
- https://www.learner.org/courses/globalart/
- https://www.youtube.com/results?search_query=art+assignment
- https://ias.utah.edu/resources/arthistory/index.php
- Gardner’s Art Through the Ages: 15th Edition
- Barron’s AP Art History
- Gateway to Art: Understanding the Visual Arts

Standards
1. 1.2A Grade 12 CPI 1
   - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
2. 1.2A Grade 12 CPI 2
   - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
3. 1.3D Grade 12 CPI 4
   - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
4. 1.4A Grade 12 CPI 1
   - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
5. 1.4A Grade 12 CPI 2
   - Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
6. 1.4A Grade 12 CPI 3
   - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
7. 1.4B Grade 12 CPI 1
   - Formulate criteria for arts evaluation using principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
8. 1.4B Grade 12 CPI 3
   - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Unit Documents
No documents have been uploaded to this unit

Lessons in Unit
There are no lessons in this unit

Created on 07/11/2019 by Cleary, Christine
Last Updated on 08/03/2019 by ccleary
### Pacing
4-5 Weeks

### Unit Objectives
Students will be able to:
- Explain how cultural practices, belief systems, and/or physical setting during the Ancient Mediterranean times (3500 BCE-300 CE) affect art making.
- Explain how materials, processes, and techniques of the Ancient Mediterranean times (3500 BCE-300 CE) affect art and art making.
- Explain how interactions with other cultures affect art and art making.
- Explain how theories and interpretations of works of art from the Ancient Mediterranean times (3500 BCE-300 CE) are shaped by visual analysis as well as by other disciplines, technology, or the availability of evidence.
- Explain how purpose, intended audience, or patron affect art making.

### Unit Summary
Students will:
- Explain how and/or why context influences artistic decisions about form, style, materials, content, and/or function in the creation or meaning of a work of art (or group of related works of art).
- Describe similarities and/or differences in two or more works of art using appropriate and relevant points of comparison.
- Attribute a work of art to a specific artist, culture, art historical style, or object type from the image set.
- Justify an attribution of a work of art by explaining similarities with work by a specific artist, culture, art historical style, or object type from the image set.
- Explain how a specific work of art demonstrates continuity and/or change within an artistic tradition, style or practice.
- Explain how the possible intent, purpose, and/or function shape the creation or meaning of a work of art (or group of related works of art).
- Explain how artistic decisions about form, style, materials, and/or context of a work of art elicit a response or shape its reception.
- Articulate a defensible claim about one or more works of art.
- Using specific and relevant evidence, support a claim about one or more works of art (or group of related works of art).

### Essential Questions
- What can the physical setting of a work of art tell us about what was important to the culture in which it was created?
- How does purpose or function influence works of art and express cultural characteristics of societies?

### Interdisciplinary Connections / 21st Century Themes & Skills
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

### Unique Assessments
- Personal Progress Checks
- College Board generated tests

### Modifications
Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.

- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Advance notes
- Extended time
- Pre-teach concepts/Preload students with key information and content vocabulary words
- Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models
- Use of eDictionaries
- Incorporate visuals
- Ensure students understand directions and have materials
- Speak clearly and slowly
- Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words
- Repeat information (e.g., key concepts, directions)
- Accommodations to physical requirements
- Use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**Core Instructional Materials**

- Gardner's Art Through the Ages: 15th Edition
- Barron's AP Art History
- Gateway to Art: Understanding the Visual Arts
- Khan academy

**Unit Resources/Links/Suggested Field Trips**

- https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-arthistory
- https://www.learner.org/courses/globalart/
- Philadelphia Museum of Art
- https://www.youtube.com/results?search_query=art+assignment
- https://ias.utah.edu/resources/arthistory/index.php
- Gardner's Art Through the Ages: 15th Edition
- Barron's AP Art History
- Gateway to Art: Understanding the Visual Arts

**Standards**
1. **1.1D Grade 12 CPI 1**
   - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

2. **1.2A Grade 12 CPI 1**
   - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

3. **1.2A Grade 12 CPI 2**
   - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

4. **1.3D Grade 12 CPI 4**
   - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

5. **1.4A Grade 12 CPI 1**
   - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

6. **1.4A Grade 12 CPI 2**
   - Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

7. **1.4A Grade 12 CPI 3**
   - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftmanship, cultural context, and originality as criteria for assigning value to the works.

8. **1.4A Grade 12 CPI 4**
   - Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

9. **1.4B Grade 12 CPI 1**
   - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

10. **1.4B Grade 12 CPI 2**
    - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

11. **1.4B Grade 12 CPI 3**
    - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

**Unit Documents**

No documents have been uploaded to this unit.

**Lessons in Unit**

There are no lessons in this unit.

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 06/03/2019 by celeary
AP Art History
Unit Plan 3 · Early Europe and Colonial Americas

Pacing
8-9 weeks

Unit Objectives
Students will be able to:
- Explain how cultural practices, belief systems, and/or physical setting affect art and art making.
- Explain how interactions with other cultures affect art and art making.
- Explain how materials, processes, and techniques affect art and art making.
- Explain how purpose, intended audience, or patron affect art and art making.
- Explain how theories and interpretations of works of art are shaped by visual analysis as well as by other disciplines, technology, or availability of evidence.

Unit Summary
Students will:
- Explain how two or more works of art are similar and/or different in how they convey meaning.
- Explain the influence of a specific work of art on other artistic production within or across cultures.
- Explain the meaning or significance of continuity and/or change between works of art within a related artistic tradition, style, or practice.
- Articulate a defensible claim about one or more works of art.
- Using specific and relevant evidence, support a claim about one or more works of art (or group of related works of art).
- Explain how the evidence justifies the claim.

Essential Questions
- How do the culture values and belief systems of Early European and Colonial American art relate to the purpose and function of the art and art making?
- How are the cultural interactions that developed throughout this period demonstrated in the works of art?
- What do the purpose, patron and intended audience for Early European and colonial American art communicate about the context in which it was created?

Interdisciplinary Connections / 21st Century Themes & Skills
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.
CRP6. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Unique Assessments
Personal Progress Checks,
College Board generated tests

Modifications
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Advance notes
- Extended time
- Pre-teach concepts/Preload students with key information and content vocabulary words
- Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models
- Use of eDictionaries
- Incorporate visuals
- Ensure students understand directions and have materials
- Speak clearly and slowly
- Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words
- Repeat information (e.g., key concepts, directions)
- Accommodations to physical requirements
- Use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

Core Instructional Materials

Gardner's Art Through the Ages: 15th Edition
Barron’s AP Art History
Gateway to Art: Understanding the Visual Arts
Khan academy

Unit Resources/Links/Suggested Field Trips

https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-art-history
https://www.learner.org/courses/globalart/
Philadelphia Museum of Art
https://www.youtube.com/results?search_query=art+assignment
https://las.utah.edu/resources/arthistory/index.php
Gardner's Art Through the Ages: 15th Edition
Barron's AP Art History
Gateway to Art: Understanding the Visual Arts

Standards
1. **1.1D Grade 12 CPI 1**
- Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

2. **1.2A Grade 12 CPI 1**
- Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

3. **1.3A Grade 12 CPI 1**
- Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

4. **1.3D Grade 12 CPI 4**
- Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

5. **1.4A Grade 12 CPI 1**
- Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

6. **1.4A Grade 12 CPI 2**
- Specify the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

7. **1.4A Grade 12 CPI 3**
- Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the artworks.

8. **1.4A Grade 12 CPI 4**
- Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

9. **1.4B Grade 12 CPI 1**
- Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

10. **1.4B Grade 12 CPI 2**
- Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

11. **1.4B Grade 12 CPI 3**
- Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

**Unit Documents**

No documents have been uploaded to this unit

**Lessons in Unit**

There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer

Last Updated on 08/03/2019 by ccleary
AP Art History
Unit Plan 4 - Later Europe and Americas, 1750-1980

Pacing
8-9 weeks

Unit Objectives
Students will be able to:
- Explain how cultural practices, belief systems, and/or physical setting affect art and art making of later Europe and American art.
- Explain how interactions with other cultures affect art and art making of later Europe and American art.
- Explain how materials, processes, and techniques affect art and art making of later Europe and American art.
- Explain how purpose, intended audience, or patron affect art and art making of later Europe and American art.
- Explain how theories and interpretations of works of art from later Europe and America are shaped by visual analysis as well as by other disciplines, technology, or availability of evidence.

Unit Summary
Students will:
- Investigate interactions within and across cultures in later European and American art.
- Learn how purpose and audience affect European and later American art.
- Study materials, processes, and techniques in later European and American art.
- Discuss theories and interpretations of later European and American art.

Essential Questions
- How did cultural interactions influence and shape the creation of art and artistic traditions in later Europe and the Americas?
- How is art and art making in this period shaped by advances in technology, increased availability of materials, and wider dissemination of techniques?

Interdisciplinary Connections / 21st Century Themes & Skills
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Unique Assessments
Personal Progress Checks
College Board generated tests

Modifications
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Advance notes
- Extended time
- Pre-teach concepts/Preload students with key information and content vocabulary words
- Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models
- Use of eDictionaries
- Incorporate visuals
- Ensure students understand directions and have materials
- Speak clearly and slowly
- Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words
- Repeat information (e.g., key concepts, directions)
- Accommodations to physical requirements
- Use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts
### Standards

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<th>Standards</th>
<th>Description</th>
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<tr>
<td>1. 1.1D Grade 12 CPI 1</td>
<td>Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</td>
</tr>
<tr>
<td>2. 1.2A Grade 12 CPI 1</td>
<td>Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</td>
</tr>
<tr>
<td>3. 1.2A Grade 12 CPI 2</td>
<td>Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</td>
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<tr>
<td>4. 1.3D Grade 12 CPI 4</td>
<td>Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</td>
</tr>
<tr>
<td>5. 1.4A Grade 12 CPI 1</td>
<td>Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</td>
</tr>
<tr>
<td>6. 1.4A Grade 12 CPI 2</td>
<td>Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</td>
</tr>
<tr>
<td>7. 1.4A Grade 12 CPI 3</td>
<td>Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</td>
</tr>
<tr>
<td>8. 1.4A Grade 12 CPI 4</td>
<td>Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</td>
</tr>
<tr>
<td>9. 1.4B Grade 12 CPI 1</td>
<td>Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</td>
</tr>
<tr>
<td>10. 1.4B Grade 12 CPI 2</td>
<td>Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</td>
</tr>
<tr>
<td>11. 1.4B Grade 12 CPI 3</td>
<td>Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</td>
</tr>
</tbody>
</table>
### Unit Plan 5 - Indigenous Americas, 1000 BCE-1980 CE

**Pacing**
2 weeks

**Unit Objectives**
Students will be able to:
- Explain how cultural practices, belief systems, and/or physical setting affect art and art making of the indigenous Americas.
- Explain how interactions with other cultures affect the art and art making of the indigenous Americas.
- Explain how materials, processes, and techniques affect the art and art making of the indigenous Americas.
- Explain how purpose, intended audience, or patron affect art and art making of the indigenous Americas.
- Explain how theories and interpretations of works of art from the indigenous Americas are shaped by visual analysis as well as by other disciplines, technology, or availability of evidence.

**Unit Summary**
Students will:
- examine interactions within and across cultures in indigenous American art.
- learn about materials, processes, and techniques in indigenous American art.
- explain the purpose and audience in Indigenous American art.
- discuss theories and interpretations of Indigenous American Art.

**Essential Questions**
- What similarities and differences appear in the art of the indigenous Americas?
- How do the similarities and differences apparent in the art of the Indigenous Americas help us understand how diverse these cultures were from one another?
- What do the intended purposes or audiences for the art of the indigenous Americas demonstrate about the cultures that created it?

**Interdisciplinary Connections / 21st Century Themes & Skills**
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Unique Assessments**
- Personal Progress Checks
- College Board generated tests

**Modifications**
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Advance notes
- Extended time
- Pre-teach concepts/Preload students with key information and content vocabulary words
- Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models
- Use of eDictionaries
- Incorporate visuals
- Ensure students understand directions and have materials
- Speak clearly and slowly
- Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words
- Repeat information (e.g., key concepts, directions)
- Accommodations to physical requirements
- Use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

### Core Instructional Materials

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<tbody>
<tr>
<td>Gardner's Art Through the Ages: 15th Edition</td>
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<td>Barron's AP Art History</td>
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<td>Gateway to Art: Understanding the Visual Arts</td>
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<tr>
<td>Khan academy</td>
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### Unit Resources/Links/Suggested Field Trips

- https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-art-history
- https://www.learner.org/courses/globalart/
- Philadelphia Museum of Art
- https://www.youtube.com/results?search_query=art+assignment
- https://ias.utah.edu/resources/arthistory/index.php
- Gardner's Art Through the Ages: 15th Edition
- Barron's AP Art History
- Gateway to Art: Understanding the Visual Arts

### Standards
1. **1.1.10 Grade 12 CPI 1**
   - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

2. **1.2.2A Grade 12 CPI 1**
   - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

3. **1.2A Grade 12 CPI 2**
   - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

4. **1.3D Grade 12 CPI 4**
   - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

5. **1.4A Grade 12 CPI 1**
   - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

6. **1.4A Grade 12 CPI 2**
   - Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

7. **1.4A Grade 12 CPI 3**
   - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

8. **1.4A Grade 12 CPI 4**
   - Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

9. **1.4B Grade 12 CPI 1**
   - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

10. **1.4B Grade 12 CPI 2**
    - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

11. **1.4B Grade 12 CPI 3**
    - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

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**Unit Documents**

No documents have been uploaded to this unit

**Lessons in Unit**

There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer

Last Updated on 08/03/2019 by ccley
# Unit Plan 6 - Africa, 1100-1980

## Pacing
2 weeks

## Unit Objectives
Students will be able to:
- Explain how cultural practices, belief systems, and/or physical setting affect art and art making in Africa.
- Explain how interactions with other cultures affect the art and art making of Africa.
- Explain how materials, processes, and techniques affect art and art making in Africa.
- Explain how purpose, intended audience, or patron affect art and art making in Africa.
- Explain how theories and interpretations of works of art in Africa are shaped by visual analysis as well as by other disciplines, technology, or availability of evidence.

## Unit Summary
Students will:
- explore the cultural contexts of African art.
- investigate the purpose and audience in African art.
- describe the theories and interpretations of African art.

## Essential Questions
- What do the various theories and interpretations of the art of Africa tell us about the different cultures?
- How do the purposes and functions of African art compare to the art of other cultures in other time periods and locations?
- What is the significance of these similarities and differences?

## Interdisciplinary Connections / 21st Century Themes & Skills
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## Unique Assessments
- Personal Progress Checks
- College Board generated tests

## Modifications
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Advance notes
- Extended time
- Pre-teach concepts/Preload students with key information and content vocabulary words
- Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models
- Use of eDictionaries
- Incorporate visuals
- Ensure students understand directions and have materials
- Speak clearly and slowly
- Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words
- Repeat information (e.g., key concepts, directions)
- Accommodations to physical requirements
- Use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

## Core Instructional Materials
Standards

1. 1.1D Grade 12 CPI 1
-Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

2. 1.2A Grade 12 CPI 1
-Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

3. 1.2A Grade 12 CPI 2
-Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

4. 1.3D Grade 12 CPI 4
-Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

5. 1.4A Grade 12 CPI 1
-Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

6. 1.4A Grade 12 CPI 2
-Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

7. 1.4A Grade 12 CPI 3
-Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

8. 1.4A Grade 12 CPI 4
-Evaluate how exposure to various cultures affects individual, emotional, intellectual, and kinesthetic responses to artwork.

9. 1.4B Grade 12 CPI 1
-Evaluate how exposure to various cultures affects individual, emotional, intellectual, and kinesthetic responses to artwork.

10. 1.4B Grade 12 CPI 2
-Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

11. 1.4B Grade 12 CPI 3
-Determine how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Unit Documents

No documents have been uploaded to this unit

Lessons in Unit

There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 08/03/2019 by ccleary
**Unit Plan 7 - West and Central Asia, 500 BCE-1980 CE**

### Pacing

1-2 weeks

### Unit Objectives

Students will be able to:
- Explain how cultural practices, belief systems, and/or physical setting affect art and art making in West and Central Asia.
- Explain how interactions with other cultures affect art and art making in West and Central Asia.
- Explain how materials, processes, and techniques affect art and art making in West and Central Asia.
- Explain how purpose, intended audience, or patron affect art and art making in West and Central Asia.
- Explain how theories and interpretations of works of art from West and Central Asia are shaped by visual analysis as well as by other disciplines, technology, or availability of evidence.

### Unit Summary

Students will:
- Investigate materials, processes, and techniques in West and Central Asia.
- Learn about the purpose and audience in West and Central Asian art.
- Explain nuances of an issue by analyzing multiple variables.
- Explain relevant and insightful connections.
- Explain how or why an art historical claim is or is not effective.
- Qualify or modify a claim by considering diverse or alternative views or evidence.

### Essential Questions

- How have the cultural interchanges between West and Central Asia and the rest of the world had an influence on the development of art and artistic traditions?
- How have the material processes and techniques employed in art making in West and Central Asia influenced art within and across cultures?

### Interdisciplinary Connections / 21st Century Themes & Skills

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### Unique Assessments

- Personal Progress Checks
- College Board generated tests

### Modifications

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Page 1 of 3
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Advance notes
- Extended time
- Pre-teach concepts/Preload students with key information and content vocabulary words
- Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models
- Use of eDictionaries
- Incorporate visuals
- Ensure students understand directions and have materials
- Speak clearly and slowly
- Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words
- Repeat information (e.g., key concepts, directions)
- Accommodations to physical requirements
- Use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**Core Instructional Materials**

Gardner's Art Through the Ages: 15th Edition
Barron's AP Art History
Gateway to Art: Understanding the Visual Arts
Khan academy

**Unit Resources/Links/Suggested Field Trips**

https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-art-history
https://www.learner.org/courses/globalart/
Philadelphia Museum of Art
https://www.youtube.com/results?search_query=art+assignment
https://ias.utah.edu/resources/arthistory/index.php
Gardner's Art Through the Ages: 15th Edition
Barron's AP Art History
Gateway to Art: Understanding the Visual Arts

**Standards**

Page 2 of 3
1. **1.1D Grade 12 CPI 1**
   - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

2. **1.2A Grade 12 CPI 1**
   - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

3. **1.2A Grade 12 CPI 2**
   - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

4. **1.3D Grade 12 CPI 4**
   - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

5. **1.4A Grade 12 CPI 1**
   - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

6. **1.4A Grade 12 CPI 2**
   - Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

7. **1.4A Grade 12 CPI 3**
   - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

8. **1.4A Grade 12 CPI 4**
   - Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

9. **1.4B Grade 12 CPI 1**
   - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

10. **1.4B Grade 12 CPI 2**
    - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
AP Art History

Unit Plan 8 - South, East and Southeast Asia, 300 BCE-1980 CE

Pacing
3 weeks

Unit Objectives
Students will be able to:
- Explain how cultural practices, belief systems, and/or physical setting affect art and art making in South, East and Southeast Asia between 300 BCE and 1980 BC.
- Explain how interactions with other cultures affect art and art making in South, East and Southeast Asia between 300 BCE and 1980 BC.
- Explain how materials, processes, and techniques affect art and art making in South, East and Southeast Asia between 300 BCE and 1980 BC.
- Explain how purpose, intended audience, or patron affect art and art making in South, East and Southeast Asia between 300 BCE and 1980 BC.
- Explain how theories and interpretations of works of art of South, East and Southeast Asia between 300 BCE and 1980 BC are shaped by visual analysis as well as by other disciplines, technology, or availability of evidence.

Unit Summary
Students will:
- investigate the materials, processes, and techniques in South, East, and Southeast Asia.
- study the purpose and audience in South, East, and Southeast Asian art.
- examine interactions within and across cultures in South, East and Southeast Asian art.
- discuss theories and interpretations of South, East and Southeast Asian art.

Essential Questions
- How do style and form convey the belief systems and cultural practices of South, East, and Southeast Asian art?
- How do the artistic traditions in these regions contribute to our knowledge of each of these cultures?
- How is the global nature of art in this region a result of cultural interactions, and how is this demonstrated through the artistic traditions of Asian art?

Interdisciplinary Connections / 21st Century Themes & Skills
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Unique Assessments
Personal Progress Checks
College Board generated tests

Modifications
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Advance notes
- Extended time
- Pre-teach concepts/Preload students with key information and content vocabulary words
- Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models
- Use of eDictionaries
- Incorporate visuals
- Ensure students understand directions and have materials
- Speak clearly and slowly
- Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words
- Repeat information (e.g., key concepts, directions)
- Accommodations to physical requirements
- Use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

### Core Instructional Materials
- Gardner's Art Through the Ages: 15th Edition
- Barron's AP Art History
- Gateway to Art: Understanding the Visual Arts
- Khan academy

### Unit Resources/Links/Suggested Field Trips
- https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-art-history
- https://www.learner.org/courses/globalart/
- Philadelphia Museum of Art
- https://www.youtube.com/results?search_query=art+assignment
- https://fas.utah.edu/resources/arthistory/index.php
- Gardner's Art Through the Ages: 15th Edition
- Barron's AP Art History
- Gateway to Art: Understanding the Visual Arts

### Standards
1. **1.1D Grade 12 CPI 1**
   - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

2. **1.2A Grade 12 CPI 1**
   - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

3. **1.2A Grade 12 CPI 2**
   - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

4. **1.3D Grade 12 CPI 4**
   - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

5. **1.4A Grade 12 CPI 1**
   - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

6. **1.4A Grade 12 CPI 2**
   - Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

7. **1.4A Grade 12 CPI 3**
   - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

8. **1.4A Grade 12 CPI 4**
   - Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

9. **1.4B Grade 12 CPI 1**
   - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

10. **1.4B Grade 12 CPI 2**
    - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

11. **1.4B Grade 12 CPI 3**
    - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

**Unit Documents**

No documents have been uploaded to this unit

**Lessons in Unit**

There are no lessons in this unit

Created on 07/11/2019 by Cleary, Christine
Last Updated on 08/03/2019 by ccleary
AP Art History
Unit Plan 9 - The Pacific, 700-1980 CE

Pacing
1-2 weeks

Unit Objectives
Students will be able to:
- Explain how cultural practices, belief systems, and/or physical setting affect art and art making the Pacific between 700-1980 CE.
- Explain how interactions with other cultures affect art and art making the Pacific between 700-1980 CE.
- Explain how materials, processes, and techniques affect art and art making in the Pacific between 700-1980 CE.
- Explain how theories and interpretations of works of art from the Pacific between 700-1980 CE are shaped by visual analysis as well as by other disciplines, technology, or availability of evidence.
- Explain how purpose, intended audience, or patron affect art and art making in the Pacific between 700-1980 CE.

Unit Summary
Students will:
- examine materials, processes, and techniques in Pacific art.
- investigate interactions within and across cultures in Pacific art.
- discuss theories and interpretations of Pacific art.

Essential Questions
- How do the materials, processes, and techniques demonstrate the unique aspects and situations of the cultures of the Pacific?
- How does the purpose, function, or intended audience both define and often constitute and active part of the arts of the pacific?

Interdisciplinary Connections / 21st Century Themes & Skills
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Unique Assessments
Personal Progress Checks
College Board generated tests

Modifications
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Advance notes
- Extended time
- Pre-teach concepts/Preload students with key information and content vocabulary words
- Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models
- Use of eDictionaries
- Incorporate visuals
- Ensure students understand directions and have materials
- Speak clearly and slowly
- Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words
- Repeat information (e.g., key concepts, directions)
- Accommodations to physical requirements
- Use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

Core Instructional Materials
Standards

1. 1.1A Grade 12 CPI 1
   - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

2. 1.2A Grade 12 CPI 1
   - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

3. 1.2A Grade 12 CPI 2
   - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

4. 1.3D Grade 12 CPI 4
   - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

5. 1.4A Grade 12 CPI 1
   - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

6. 1.4A Grade 12 CPI 2
   - Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

7. 1.4A Grade 12 CPI 3
   - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

8. 1.4A Grade 12 CPI 4
   - Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

9. 1.4B Grade 12 CPI 1
   - Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

10. 1.4B Grade 12 CPI 2
    - Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

11. 1.4B Grade 12 CPI 3
    - Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

Unit Documents

No documents have been uploaded to this unit

Lessons in Unit

There are no lessons in this unit

Created on 07/11/2019 by Cleary, Christine
Last Updated on 08/03/2019 by ccleary
# AP Art History

## Unit Plan 10 - Global Contemporary, 1980 CE to Present

### Pacing
4 weeks

### Unit Objectives

Students will be able to:
- Explain how cultural practices, belief systems, and/or physical setting affect art and art making in global contemporary art.
- Explain how interactions with other cultures affect art and art making in global contemporary art.
- Explain how materials, processes, and techniques affect art and art making in global contemporary art.
- Explain how purpose, intended audience, or patron affect art and art making in global contemporary art.
- Explain how theories and interpretations of works of global contemporary art are shaped by visual analysis as well as by other disciplines, technology, or availability of evidence.

### Unit Summary

Students will:
- examine materials, processes, and techniques in global contemporary art.
- learn about purpose and audience in global contemporary art.
- investigate interactions within and across cultures in global contemporary art.
- discuss theories and interpretations of global contemporary art.

### Essential Questions

- How has globalization influenced art and art making from 1980 to the present, and how has art and art making in turn, influenced global culture?
- How does a global culture contribute to theories and interpretations of contemporary art and art making?
- How have art making and artistic traditions both changed and retained continuities despite the modern materials, processes, and techniques employed by artists?

### Interdisciplinary Connections / 21st Century Themes & Skills

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

### Unique Assessments

- Personal Progress Checks
- College Board generated tests

### Modifications

- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Advance notes
- Extended time
- Pre-teach concepts/Preload students with key information and content vocabulary words
- Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models
- Use of eDictionaries
- Incorporate visuals
- Ensure students understand directions and have materials
- Speak clearly and slowly
- Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words
- Repeat information (e.g., key concepts, directions)
- Accommodations to physical requirements
- Use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts.
Core Instructional Materials

Gardner’s Art Through the Ages: 15th Edition
Barron’s AP Art History
Gateway to Art: Understanding the Visual Arts
Khan academy

Unit Resources/Links/Suggested Field Trips

https://www.khanacademy.org/humanities/ap-art-history/introduction-ap-art-history
https://www.learner.org/courses/globalart/
https://art21.org/artists/
Philadelphia Museum of Art
https://www.youtube.com/results?search_query=art+assignment
https://ias.utah.edu/resources/arthistory/index.php
Gardner’s Art Through the Ages: 15th Edition
Barron’s AP Art History
Gateway to Art: Understanding the Visual Arts

Standards

1.1.1.10 Grade 12 CPI 1
-Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

2.1.2A Grade 12 CPI 1
-Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

3.1.2.2A Grade 12 CPI 2
-Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

4.1.3A Grade 12 CPI 4
-Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

5.1.4A Grade 12 CPI 1
-Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

6.1.4A Grade 12 CPI 2
-Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

7.1.4A Grade 12 CPI 3
-Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

8.1.4A Grade 12 CPI 4
-Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

9.1.4B Grade 12 CPI 1
-Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

10.1.4B Grade 12 CPI 2
-Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

11.1.4B Grade 12 CPI 3
-Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Unit Documents

No documents have been uploaded to this unit

Lessons in Unit

There are no lessons in this unit

Created on 07/11/2019 by Cleary, Christine
Last Updated on 08/03/2019 by ccleary
# AP Government and Politics: United States

## 1. Foundations of American Democracy 2019

### Pacing

1.1 Ideals of Democracy (3 class periods)
1.2 Types of Democracy (3 class periods)
1.3 Government Power & Individual Rights (2 class periods)
1.4 Challenges of the Articles of Confederation (2 class periods)
1.5 Ratification of the US Constitution (2 class periods)
1.6 Principles of American Gov (2 class periods)
1.7 Relationship between the States and Federal Government (2 class periods)
1.8 Constitutional interpretations of Federalism (3 class periods)
1.9 Federalism in Action (2 class periods)

### Unit Objectives

**LOR-1** A balance between governmental power and individual rights has been a hallmark of American political development.

**LOR-1.A** Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.

**LOR-1.B** Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.

**CON-1** The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.

**CON-1.A** Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.

**CON-1.B** Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.

**CON-1.C** Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system.

**PMI-1** The Constitution created a competitive policy-making process to ensure the people's will is represented and that freedom is preserved.

**PMI-1.A** Explain the constitutional principles of separation of powers and "checks and balances" for the U.S. political system.

**PMI-1.B** Explain the implications of separation of powers and "checks and balances" for the U.S. political system.

**CON-2** Federalism reflects the dynamic distribution of power between national and state governments.

**CON-2.A** Explain how societal needs affect the constitutional allocation of power between the national and state governments.

**CON-2.B** Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.

**CON-2.C** Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.

### Unit Summary

This first unit sets the foundation for the course by examining how the framers of the Constitution set up a structure of government intended to stand the test of time. Compromises were made during the Constitutional Convention and ratification debates, and these compromises focused on the proper balance between individual freedom, social order, and equality of opportunity.

### Essential Questions

1. Why are there debates about the balance of power between the federal and state governments?
2. Is the Bill of Rights necessary? Why or why not?
3. How does the Constitution affect you and the choices you make?

### Interdisciplinary Connections / 21st Century Themes & Skills

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

### Unique Assessments
Concept Application FRQ
1.A Describe political principles, institutions, processes, policies, and behaviors.
1.B Explain political principles, institutions, processes, policies, and behaviors.
1.C Compare political principles, institutions, processes, policies, and behaviors.
1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

Source Analysis
4.A Describe the author's claim(s), perspective, evidence, and reasoning.
4.B Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.
4.C Explain how the implications of the author's argument or perspective may affect political principles, institutions, processes, policies, and behaviors.
4.D Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.

Modifications
G/T: Supply reading materials on a wide variety of subjects and levels.
ELL: Preferential seating
IEP: Use multimedia components (e.g., videos, text with audio, slideshows, graphics).
504: Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words.
A/R: Questions read aloud

Core Instructional Materials
FEDERALIST NO. 10-The Same Subject Continued: The Union as a Safeguard Against Domestic Faction and Insurrection
BRUTUS NO. 1-To the Citizens of the State of New-York
THE DECLARATION OF INDEPENDENCE
THE CONSTITUTION OF THE UNITED STATES (INCLUDING THE BILL OF RIGHTS AND SUBSEQUENT AMENDMENTS)
FEDERALIST NO. 51
MCCULLOUGH V. MARYLAND (1819)
UNITED STATES V. LOPEZ (1995)

Unit Resources/Links/Suggested Field Trips
- teachingamericanhistory.org/library/document/federalist-no-10/
- teachingamericanhistory.org/library/document/brutus-1/
- www.archives.gov/exhibits/charters/declaration_transcript.html
- www.ushistory.org/documents/confederation.htm
- constitutioncenter.org/interactive-constitution
- teachingamericanhistory.org/library/document/federalist-no-51/

Standards
1. **6.1A Grade 12 CPI 14.D**
- Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

2. **6.1A Grade 12 CPI 14.E**
- Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

3. **6.1A Grade 12 CPI 14.F**
- Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

4. **6.1A Grade 12 CPI 14.G**
- Assess the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

5. **6.1A Grade 12 CPI 14.H**
- Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6. **6.1A Grade 12 CPI 2.A**
- Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.

7. **6.1A Grade 12 CPI 2.B**
- Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

8. **6.1A Grade 12 CPI 2.C**
- Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

9. **6.1A Grade 12 CPI 2.D**
- Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

10. **6.1A Grade 12 CPI 2.E**
- Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.

11. **6.1A Grade 12 CPI 16.A**
- Examine the impact of media and technology on political and social issues in a global society.

### Unit Documents

1. Unit 1 Vocabulary.docx
2. UNIT ONE QUESTIONS.docx
3. Copy of Blackout Dol.docx
4. constitutional scavenger hunt.docx
5. Federalist Papers.pdf
6. Redesign_Unit 1 Review Packet.docx

### Lessons in Unit

There are no lessons in this unit

Created on 07/08/2019 by House, Jennifer

Last Updated on 07/28/2019 by jerney
2. Interactions Among Branches of Government 2019

### Pacing

2.1 Congress: The Senate and the House (2 class periods)
2.2 Structures, Powers, and Functions of Congress (3 class periods)
2.3 Congressional Behavior (2 class periods)
2.4 Roles and Powers of the President (2 class periods)
2.5 Checks on the Presidency (2 class periods)
2.6 Expansion of Presidential Power (3 class periods)
2.7 Presidential Communication (2 class periods)
2.8 The Judicial Branch (2 class periods)
2.9 Legitimacy of the Judicial Branch (2 class periods)
2.10 The Court in Action (2 class periods)
2.11 Checks on the Judicial Branch (2 class periods)
2.12 The Bureaucracy (3 class periods)
2.13 Discretionary and Rule-Making Authority (2 class periods)
2.14 Holding the Bureaucracy Accountable (2 class periods)
2.15 Policy and the Branches of Government (2 class periods)

### Unit Objectives

**CON-3** The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.
- **CON-3.A** Describe the different structures, powers, and functions of each house of Congress
- **CON-3.B** Explain how the structure, powers, and functions of both houses of Congress affect the policy-making process.
- **CON-3.C** Explain how congressional behavior is influenced by election processes, partisanship, and divided government.

**CON-4** The presidency has been enhanced beyond its expressed constitutional powers.
- **CON-4.A** Explain how the president can implement a policy agenda.
- **CON-4.B** Explain how the president’s agenda can create tension and frequent confrontations with Congress.
- **CON-4.C** Explain how presidents have interpreted and justified their use of formal and informal powers.
- **CON-4.D** Explain how communication technology has changed the president’s relationship with the national constituency and the other branches.

**CON-5** The design of the judicial branch protects the Supreme Court’s independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice.
- **CON-5.A** Explain the principle of judicial review and how it checks the power of other institutions and state governments.
- **CON-5.B** Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court’s power.
- **CON-5.C** Explain how other branches in the government can limit the Supreme Court’s power.

**PMI-2** The federal bureaucracy implements federal policies.
- **PMI-2.A** Explain how the bureaucracy carries out the responsibilities of the federal government.
- **PMI-2.B** Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation.
- **PMI-2.C** Explain how Congress uses its oversight power in its relationship with the executive branch.
- **PMI-2.D** Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.
- **PMI-2.E** Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts.

### Unit Summary

The Constitution grants specific powers to Congress, the presidency, and the courts, each of which exercises informal powers (developed through political practice, tradition, and legislation). Because power is widely distributed, and checks prevent one branch from overreaching or usurping powers from the others, institutional actors are in the position where they must both compete and cooperate in order to govern. In this unit, students continue to explore policy making, focusing on its complexity and the idea that it is a process involving multiple governmental institutions and actors.

### Essential Questions

- How do the branches of government interact with each other?
- How does the structure and function of each branch affect the policy-making process?
- How does presidential behavior influence congressional behavior?
- How does the judicial branch maintain its independence and legitimacy?
- How does the federal bureaucracy carry out policy and how can it be held accountable?
1. Which branch of government is the most powerful? Why?
2. Are there really checks and balances when one political party controls all three branches of government? Why or why not?
3. In what ways has the evolution of government powers affected Americans and their daily lives?

Interdisciplinary Connections / 21st Century Themes & Skills

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.

Unique Assessments

Concept Application FRQ
1.A Describe political principles, institutions, processes, policies, and behaviors.
1.B Explain political principles, institutions, processes, policies, and behaviors.
1.C Compare political principles, institutions, processes, policies, and behaviors.
1.D Describe political principles, institutions, processes, policies, and behaviors illustrated in different scenarios in context.
1.E Explain how political principles, institutions, processes, policies, and behaviors apply to different scenarios in context.

Source Analysis
4.A Describe the author's claim(s), perspective, evidence, and reasoning.
4.B Explain how the author's argument or perspective relates to political principles, institutions, processes, policies, and behaviors.
4.C Explain how the implications of the author's argument or perspective may affect political principles, institutions, processes, policies, and behaviors.
4.D Explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.

Modifications

G/T: Invite students to explore different points of view on a topic of study and compare the two.
ELL: Advance notes
IEP: Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models
504: Sit where he/she learns best (for example, near the teacher)
A/R: Demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

Core Instructional Materials

SCOTUS Case Analysis (Baker v. Carr [1962])
SCOTUS Case Analysis (Shaw v. Reno [1993])
Federalist No. 70
SCOTUS Case Analysis (Marbury v. Madison [1803])
Federalist No. 78

Unit Resources/Links/Suggested Field Trips

constitutioncenter.org/interactive-constitution
teachingamericanhistory.org/library/document/federalist-no-70/
teachingamericanhistory.org/library/document/federalist-no-78/
http://law2.umkc.edu/faculty/projects/trials/conlaw/baker.html
http://law2.umkc.edu/faculty/projects/trials/conlaw/baker.html
https://www.scotusblog.com/case-files/cases/shelby-county-v-holder/
https://www.c-span.org/video/?c4738354/shaw-v-reno

Standards
1. **6.1A Grade 12 CPI 10.A**
- Evaluate the arguments regarding the role of the federal government during the New Deal era.

2. **6.1A Grade 12 CPI 10.B**
- Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.

3. **6.1A Grade 12 CPI 11.B**
- Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.

4. **6.1A Grade 12 CPI 12.B**
- Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

5. **6.1A Grade 12 CPI 14.A**
- Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

- Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.

7. **6.1A Grade 12 CPI 14.C**
- Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

8. **6.1A Grade 12 CPI 14.D**
- Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

9. **6.1A Grade 12 CPI 2.D**
- Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

10. **6.1A Grade 12 CPI 3.D**
- Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

11. **6.1C Grade 12 CPI 9.A**
- Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

12. **6.1C Grade 12 CPI 9.C**
- Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

13. **6.3A Grade 12 CPI A.2**
- Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

14. **6.3C Grade 12 CPI C.1**
- Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

15. **6.3D Grade 12 CPI D.1**
- Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

16. **6.3D Grade 12 CPI D.2**
- Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

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**Unit Documents**

1. unit 2 Vocabulary.docx
2. Unit 2 FRQ - Constitution - QUIZ.docx
3. Committee Scavenger Hunt-key.docx
4. Senate Committee_ Space, Science and Transportation.pptx
5. Unit 2 - Fed 70 & 78 - Foundational Document Organizer.docx
6. Redesign_ Interactions Review Packet (1).docx

**Lessons in Unit**

There are no lessons in this unit

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Created on 07/11/2019 by Emney, James
Last Updated on 07/28/2019 by jerney
3. Civil Liberties and Civil Rights 2019

Pacing

3.1 The Bill of Rights (2 class periods)
3.2 Freedom of Religion (3 class periods)
3.3 Freedom of Speech (3 class periods)
3.4 Freedom of the Press (2 class periods)
3.5 Right to Bear Arms (2 class periods)
3.6 Amendments: Balancing Individual Freedom with Public Safety (2 class periods)
3.7 Selective Incorporation (2 class periods)
3.8 Amendments: Due Process and the Rights of the Accused (3 class periods)
3.9 Amendments: Due Process and the Right to Privacy (2 class periods)
3.10 Social Movements & Equal Protection (3 class periods)
3.11 Government Responses to Social Movements (2 class periods)
3.12 Balanced Minority and Majority Rights (2 class periods)
3.13 Affirmative Action (2 class periods)

Unit Objectives

LOR-2 Provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals.
LOR-2.A Explain how the U.S. Constitution protects individual liberties and rights.
LOR-2.B Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.
LOR-2.C Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.
LOR-3 Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment's due process clause to prevent state infringement of basic liberties.
LOR-3.A Explain the implications of the doctrine of selective incorporation.
LOR-3.B Explain the extent to which states are limited by the due process clause from infringing upon individual rights.

PRD-1 The Fourteenth Amendment's equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality.
PRD-1.A Explain how constitutional provisions have supported and motivated social movements.
PRD-1.B Explain how public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time.
PMI-3.A Explain how the government has responded to social movements.

CON-6 The Court's interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen-state interactions. At times, it has restricted minority rights and, at others, protected them.
CON-6.A Explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights.

Unit Summary

The U.S. Constitution, primarily through the Bill of Rights and the Fourteenth Amendment, protects the civil liberties and civil rights of citizens, though the extent of those protections and the need to protect the safety and general welfare of individuals has long been debated. Students will connect the founding principles of our government to the debates over the appropriate balance of liberty and order, noting how citizens and other groups have pursued policy solutions to protect the civil liberties and civil rights of all Americans. Laying the foundation for later discussions about other ways citizens can participate in the government.

Essential Questions

1. In what ways does the Constitution attempt to limit abuse of government powers?
2. How can individuals and groups help protect civil liberties and civil rights?
3. Why have Supreme Court decisions about civil liberties and civil rights changed over time?

Interdisciplinary Connections / 21st Century Themes & Skills

CRP5. Consider the environmental, social, and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.
CRP9. Model integrity, ethical leadership, and effective management.
CRP12. Work productively in teams while using cultural global competence.
### Unique Assessments

**SCOTUS Application FRQ**

2.A Describe the facts, reasoning, decision, and majority opinion of required Supreme Court cases.

2.B Explain how a required Supreme Court case relates to a foundational document or to other primary or secondary sources.

2.C Compare the reasoning, decision, and majority opinion of a required Supreme Court case to a nonrequired Supreme Court case.

2.D Explain how required Supreme Court cases apply to scenarios in context.

### Modifications

- G/T: Allow open forums and debates in the classroom about controversial issues.
- ELL: Use graphic organizers
- IEP: Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words
- 504: Use a highlighter to identify and maintain student's attention to key concepts (e.g., content vocabulary words, key words in directions, phrases, sentences, main ideas, page numbers, questions which students will be expected to answer)
- A/R: Provide summaries of lessons/modules/chapters

### Core Instructional Materials

**US Constitution and Amendments**
- Engel v. Vitale (1962)
- Wisconsin v. Yoder (1972)
- Schenck v. United States (1919)
- New York Times Co. v. United States (1971)
- McDonald v. Chicago (2010)
- Gideon v. Wainwright (1963)
- Roe v. Wade (1973)
- "Letter from a Birmingham Jail"
- Brown v. Board of Education (1954)
- The Civil Rights Act of 1964
- Title IX of the Education Amendments Act of 1972
- The Voting Rights Act of 1965
- Regents of the University of California v. Bakke (1978)

### Unit Resources/Links/Suggested Field Trips

- [https://www.oyez.org/cases/1968/21](https://www.oyez.org/cases/1968/21)
- [http://landmarkcases.c-span.org/Case/5/Schenck-v-United-States](http://landmarkcases.c-span.org/Case/5/Schenck-v-United-States)
- [web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf](http://landmarkcases.c-span.org/Case/5/Schenck-v-United-States)
- [http://landmarkcases.c-span.org/Case/12/Roe-V-Wade](http://landmarkcases.c-span.org/Case/12/Roe-V-Wade)
- [https://www.landmarkcases.org/cases/gideon-v-wainwright](https://www.landmarkcases.org/cases/gideon-v-wainwright)

### Standards
1. 6.1A Grade 12 CPI 11.C
- Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.

2. 6.1A Grade 12 CPI 13.B
- Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

3. 6.1A Grade 12 CPI 13.C
- Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.

4. 6.1A Grade 12 CPI 14.A
- Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

5. 6.1A Grade 12 CPI 14.B
- Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.

6. 6.1A Grade 12 CPI 14.C
- Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

7. 6.1A Grade 12 CPI 2.A
- Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.

8. 6.1A Grade 12 CPI 2.B
- Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

9. 6.1A Grade 12 CPI 6.C
- Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

10. 6.1A Grade 12 CPI 7.B
- Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

11. 6.1B Grade 12 CPI 13.B
- Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.

12. 6.1C Grade 12 CPI 13.A
- Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.

13. 6.1C Grade 12 CPI 6.A
- Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

14. 6.1D Grade 12 CPI 13.A
- Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

15. 6.1D Grade 12 CPI 13.B
- Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

16. 6.1D Grade 12 CPI 4.D
- Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

17. 6.1A Grade 12 CPI 1.B
- Analyze how gender, property ownership, religion, and legal status affected political rights.

18. 6.1A Grade 12 CPI 4.B
- Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.

19. 6.1A Grade 12 CPI 4.E
- Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

20. 6.1A Grade 12 CPI 4.C
- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

21. 6.1A Grade 12 CPI 13.A
- Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

22. 6.1D Grade 12 CPI 14.D
- Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

23. 6.1D Grade 12 CPI 14.E
- Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

24. 6.1D Grade 12 CPI 2.B
- Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

25. 6.1D Grade 12 CPI 2.E
- Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

26. 6.1D Grade 12 CPI 4.E
- Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

27. 6.3A Grade 12 CPI A.2
- Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

**28. 6.3D Grade 12 CPI D.1**
- Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

**Unit Documents**
1. unit 3 vocabulary.docx
2. Unit 3 Exam Questions.docx
3. Supreme Court Valentine.docx
4. SCOTUS Related cases.docx
5. Supreme Court Cases APGoPo.docx
6. Unit 3 Review Packet.docx

**Lessons in Unit**
There are no lessons in this unit

Created on 07/08/2019 by House, Jennifer
Last Updated on 07/31/2019 by jenney
4. American Political Ideologies and Beliefs 2019

Pacing
4.1 American Attitudes about Government & Politics (2 class periods)
4.2 Political Socialization (2 class periods)
4.3 Changes in Ideology (2 class periods)
4.4 Influence of Political Events on Ideology (2 class periods)
4.5 Measuring Public Opinion (2 class periods)
4.6 Evaluating Public Opinion Data (2 class periods)
4.7 Ideologies of Political Parties (2 class periods)
4.8 Ideologies and Policy-Making (2 class periods)
4.9 Ideologies and Economic Policy (3 class periods)
4.10 Ideology and Social Policy (3 class periods)

Unit Objectives
MPA-1 Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change
MPA-1.A Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.
MPA-1.B Explain how cultural factors influence political attitudes and socialization.

MPA-2 Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions.
MPA-2.A Describe the elements of a scientific poll.
MPA-2.B Explain the quality and credibility of claims based on public opinion data.

PMI-4 Widely held political ideologies shape policy debates and choices in American policies.
PMI-4.A Explain how ideologies of the two major parties shape policy debates.
PMI-4.B Explain how U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.
PMI-4.C Describe different political ideologies on the role of government in regulating the marketplace.
PMI-4.D Explain how political ideologies vary on the government's role in regulating the marketplace.
PMI-4.E Explain how political ideologies vary on the role of the government in addressing social issues.
PMI-4.F Explain how different ideologies impact policy on social issues.

Unit Summary
Connecting the application of political science methods to the development of social and economic policies that Americans support, advocate for, and adopt is foundational to understanding the ideologies of political parties and patterns of political participation. American political beliefs are shaped by founding ideals, core values, linkage institutions (i.e., elections, political parties, interest groups, and the media in all its forms), and the changing demographics of citizens.

Essential Questions
1. How do our core beliefs about the role of government affect our behavior?
2. How does our view of what freedom is shape our opinions?
3. Why are some opinion polls better than others?
4. How can policy-makers use information from political science to make decisions?

Interdisciplinary Connections / 21st Century Themes & Skills
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.

Unique Assessments
### Data Analysis FRQ

1. **A** Describe the data presented.
2. **B** Describe patterns and trends in data.
3. **C** Explain patterns and trends in data to draw conclusions.
4. **D** Explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
5. **E** Explain possible limitations of the data provided.
6. **F** Explain possible limitations of the visual representation of the data provided.

### Modifications

- **G/T**: Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- **ELL**: Avoid slang and colloquial expressions
- **IEP**: Provide summaries of lessons/modules/chapters
- **504**: Take frequent breaks, such as after completing a task
- **A/R**: Sit where he/she learns best (for example, near the teacher)

### Core Instructional Materials

- Data analysis (political socialization)
- Data analysis (ideology by generations)
- Data analysis (measuring public opinion data)
- Analytical reading (ideology and social policy)

### Unit Resources/Links/Suggested Field Trips

- [https://www.realclearpolitics.com/epolls/latest_polls/](https://www.realclearpolitics.com/epolls/latest_polls/)
- [https://fivethirtyeight.com/](https://fivethirtyeight.com/)
- [https://www.pewresearch.org/topics/polling/](https://www.pewresearch.org/topics/polling/)

### Standards
1. 6.1A Grade 12 CPI 12.A
- Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.

2. 6.1A Grade 12 CPI 12.B
- Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

3. 6.1A Grade 12 CPI 2.A
- Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.

4. 6.1A Grade 12 CPI 2.B
- Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

5. 6.1A Grade 12 CPI 2.D
- Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

6. 6.1A Grade 12 CPI 4.A
- Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

8. 6.1A Grade 12 CPI 4.C
- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

9. 6.1A Grade 12 CPI 5.A
- Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

10. 6.1A Grade 12 CPI 5.C
- Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

11. 6.1B Grade 12 CPI 2.A
- Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

12. 6.1C Grade 12 CPI 4.B
- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

13. 6.1C Grade 12 CPI 6.A
- Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

14. 6.1D Grade 12 CPI 15.D
- Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

15. 6.1D Grade 12 CPI 2.B
- Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

16. 6.1D Grade 12 CPI 4.D
- Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

17. 6.1D Grade 12 CPI 5.A
- Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

18. 6.1D Grade 12 CPI 5.B
- Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

19. 6.1D Grade 12 CPI 5.C
- Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

20. 6.1D Grade 12 CPI 6.C
- Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

Unit Documents
1. Polling Theme Park Project.docx
2. Unit 4 MC and FRQ.docx
3. THE BUDGET A PICTURE BOOK FOR A KINDERGARTENER.docx
4. Political ideology Quiz Results (1).docx
5. AP-DC demographic research activity.docx
6. Unit 4 Vocabulary.docx
7. Redesign_Unit 4 Review Packet.docx

Lessons in Unit
There are no lessons in this unit.
5. Political Participation 2019

Pacing

5.1 Voting Rights and Models of Voting Behavior (2 class periods)
5.2 Voter Turnout (2 class periods)
5.3 Political Parties (2 class periods)
5.4 How and Why Political Parties Change and Adapt (2 class periods)
5.5 Third-Party Politics (2 class periods)
5.6 Interest Groups Influencing Policy-Making (2 class periods)
5.7 Groups Influencing Policy Outcomes (3 class periods)
5.8 Electing a President (2 class periods)
5.9 Congressional Elections (2 class periods)
5.10 Modern Campaigns (2 class periods)
5.11 Campaign Finance (2 class periods)
5.12 The Media (2 class periods)
5.13 Changing Media (2 class periods)

Unit Objectives

MPA-3 Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation.
MPA-3.A Describe the voting rights protections in the Constitution and in legislation.
MPA-3.B Describe different models of voting behavior.
MPA-3.C Explain the roles that individual choice and state laws play in voter turnout in elections.

PMI-5 Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policy-makers.
PMI-5.A Describe linkage institutions.
PMI-5.B Explain the function and impact of political parties on the electorate and government.
PMI-5.C Explain why and how political parties change and adapt.
PMI-5.D Explain how structural barriers impact third-party and independent candidate success
PMI-5.E Explain the benefits and potential problems of interest-group influence on elections and policy making.
PMI-5.F Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.
PMI-5.G Explain how various political actors influence public policy outcomes.

PRD-2 The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.
PRD-2.A Explain how the different processes work in a U.S. presidential election.
PRD-2.B Explain how the Electoral College facilitates and/or impedes democracy.
PRD-2.C Explain how the different processes work in U.S. congressional elections.
PRD-2.D Explain how campaign organizations and strategies affect the election process.
PRD-2.E Explain how the organization, finance, and strategies of national political campaigns affect the election process.
PRD-3 The various forms of media provide citizens with political information and influence the ways in which they participate politically
PRD-3.A Explain the media's role as a linkage institution.
PRD-3.B Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.

Curricular Requirement 14: Students are provided with an opportunity to engage in a political science research or applied civics project tied to the AP U.S. Government and Politics course framework that culminates in a presentation of findings

Unit Summary

Students should understand the many ways that they can influence policy-makers and impact the decisions that will affect their daily lives. The principle of rule by the people is the bedrock of the American political system and requires that citizens engage and participate in the development of policy. Under our Constitution, governing is achieved directly through citizen participation, although there are institutions (e.g., political parties, interest groups, and mass media) that inform, organize, and mobilize support to influence government and politics, resulting in many venues for citizen influence on policy making.

Essential Questions
1. Why do some people choose to participate in government while others do not?
2. How does your social network affect your political beliefs?
3. Why might you join a political party? Why might you choose not to?
4. How does who you are affect whether you participate or not?

**Interdisciplinary Connections / 21st Century Themes & Skills**

| CRP1. | Act as a responsible and contributing citizen and employee. |
| CRP4. | Communicate clearly and effectively and with reason. |
| CRP5. | Consider the environmental, social and economic impacts of decisions. |
| CRP9. | Model integrity, ethical leadership and effective management. |

**Unique Assessments**

Required Making the Civic Connection project (attached)

**Argumentation Essay**

5.A Articulate a defensible claim/thesis.
5.B Support the argument using relevant evidence.
5.C Use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis.
5.D Use refutation, concession, and rebuttal in responding to opposing or alternate perspectives.

**Modifications**

G/T: Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
ELL: Check for comprehension using gestures and prompts
IEP: Allow for movement and use multiple modalities while teaching
504: Extended time for completing tasks
A/R: Provide summaries of lessons/modules/chapters

**Core Instructional Materials**

Analytical Reading: 14, 19 and 26 amendments

**Unit Resources/Links/Suggested Field Trips**

http://www.opensecrets.org

**Standards**
1. 6.1A Grade 12 CPI 1.B
- Analyze how gender, property ownership, religion, and legal status affected political rights.

2. 6.1A Grade 12 CPI 14.D
- Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

3. 6.1A Grade 12 CPI 14.E
- Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

4. 6.1A Grade 12 CPI 14.F
- Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

5. 6.1A Grade 12 CPI 14.G
- Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

6. 6.1A Grade 12 CPI 16.A
- Examine the impact of media and technology on political and social issues in a global society.

7. 6.1A Grade 12 CPI 2.E
- Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.

8. 6.1A Grade 12 CPI 3.G
- Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.

9. 6.1A Grade 12 CPI 6.B
- Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

10. 6.1A Grade 12 CPI 6.C
- Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

11. 6.1B Grade 12 CPI 2.A
- Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

12. 6.1C Grade 12 CPI 12.D
- Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

13. 6.3A Grade 12 CPI A.1
- Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

14. 6.3D Grade 12 CPI D.1
- Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

Unit Documents

1. PDF Unit 5 Assessment.pdf
2. EK Unit 5 Vocabulary.docx
3. unit 5 review.docx
5. Interest Group Project.pdf
6. civic connection project.pdf

Lessons in Unit

There are no lessons in this unit.

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 07/31/2019 by jerney
<table>
<thead>
<tr>
<th>Pacing</th>
<th>4 - 5 weeks</th>
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<tbody>
<tr>
<td><strong>Unit Objectives</strong></td>
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<tr>
<td>- Identify pitches on the staff (treble, bass and C)</td>
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<td>- Identify half and whole steps</td>
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<td>- Identify rhythmic values</td>
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<td>- Identify function of pitch relative to a tonic using scale degree names</td>
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<td>- Identify major keys and key signatures</td>
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<td>- Describe beat division and meter type</td>
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<td>- Identify, notate and sight-sing rhythmic patterns</td>
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<td>- Identify tempo markings</td>
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<td>- Identify dynamics</td>
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<tr>
<td><strong>Unit Summary</strong></td>
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<tr>
<td>- Use symbols and terms to describe features of pitch in performed and notated music</td>
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<tr>
<td>- Apply knowledge of musical symbols/terms to sing pitches and rhythms of a notated melody and detect discrepancies in pitch and rhythm when comparing</td>
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<tr>
<td>- Use symbols and terms to describe features of rhythm and performed and notated music</td>
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<tr>
<td>- Use terms and symbols to describe aspects of musical design in performed and notated music (texture, timbre, instrumentation)</td>
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<tr>
<td><strong>Essential Questions</strong></td>
<td></td>
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<tr>
<td>- How are specific frequencies of sound described in music?</td>
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<tr>
<td>- How are elements of pitch and rhythm combined to produce melody?</td>
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<tr>
<td>- How is the duration of sounds and silences described in music?</td>
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<td>- What determines the number of beats per measure and the note value of one beat?</td>
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<td>- How does music offer opportunities for individual interpretation?</td>
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<tr>
<td><strong>Interdisciplinary Connections / 21st Century Themes &amp; Skills</strong></td>
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<tr>
<td>CRP6. Demonstrate creativity and innovation.</td>
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<td>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</td>
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<tr>
<td><strong>Unique Assessments</strong></td>
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<tr>
<td>AP Music Theory Free Response Question #1-2</td>
<td></td>
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<tr>
<td><strong>Modifications</strong></td>
<td></td>
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<tr>
<td>Encourage students to get involved in school clubs and extra curricular activities that support and extend their learning and experiences.</td>
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<tr>
<td>Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.</td>
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<tr>
<td>Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models)</td>
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<tr>
<td>Allow for movement and use multiple modalities while teaching</td>
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<tr>
<td><strong>Core instructional Materials</strong></td>
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<tr>
<td><strong>Unit Resources/Links/Suggested Field Trips</strong></td>
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<tr>
<td><a href="https://mdecks.com/apmusictheory.phtml">https://mdecks.com/apmusictheory.phtml</a></td>
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<td><a href="https://www.musictheory.net/">https://www.musictheory.net/</a></td>
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<tr>
<td><strong>Standards</strong></td>
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</table>

Page 1 of 2
1. **1.3B Grade 12 CPI 2**  
   - Analyze how the elements of music are manipulated in original or prepared musical scores.

2. **1.3B Grade 12 CPI 3**  
   - Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.

3. **1.3B Grade 12 CPI 4**  
   - Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

**Unit Documents**

No documents have been uploaded to this unit

**Lessons in Unit**

There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer  
Last Updated on 08/14/2019 by jrushton
## Pacing

5 weeks

## Unit Objectives

- Identify forms of the minor scale (natural, harmonic and melodic)
- Identify and notate a relative key
- Describe key relationships
- Identify chromatic, whole-tone and pentatonic scales
- Describe interval size and quality
- Identify interval inversions and compound intervals
- Identify sounding pitches that correspond to the notated pitches of a transposing instrument
- Identify performance media and vocal and instrumental timbres
- Identify features of melody
- Identify texture types
- Identify texture devices
- Identify rhythmic devices

## Unit Summary

- Use symbols and terms to describe features of pitch and rhythm in performed and notated music
- Use terms and symbols to describe aspects of musical design in performed music including texture, timbre and instrumentation and expressive elements
- Use symbols and terms to describe and apply procedures for melodic and rhythmic transformation in performed and notated music

## Essential Questions

- How are major and minor keys related?
- How are musical ideas developed through the course of a composition?
- How are irregularities in beat groupings produced and described?
- How does the manner of production (instruments and/or voices used) affect qualities of music?

## Interdisciplinary Connections / 21st Century Themes & Skills

CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

## Unique Assessments

AP Music Theory Free Response Question #3-4

Thomas Morley: My bonny lass she smilith (USE THIS RECORDING) (hint: try looking at music while you listen if you are struggling to identify fragments, key, etc: http://www3.cpdl.org/wiki/images/e/e5/My_bonny.pdf - CPDL is a great reference for non copyright music)

## Modifications

Encourage students to get involved in school clubs and extra curricular activities that support and extend their learning and experiences.
Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models
Allow for movement and use multiple modalities while teaching.

## Core Instructional Materials

Unit Resources/Links/Suggested Field Trips

https://www.musictheory.net/
http://www.teoria.com/
Standards

1. **1.1B Grade 12 CPI 1**
   - Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

2. **1.1B Grade 12 CPI 2**
   - Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

3. **1.3B Grade 12 CPI 1**
   - Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

Unit Documents

No documents have been uploaded to this unit

Lessons in Unit

There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 08/14/2019 by jrushton
AP Music Theory
Unit Plan 3 - Music Fundamentals: Triads and Chords

Pacing
3 weeks

Unit Objectives
- Describe the quality of a chord
- Identify chords using letters and Roman/Arabic numerals that indicate specific scale degree of the root, quality and bass note
- Describe the quality of a seventh chord
- Identify seventh chords using numerals to indicate scale degree

Unit Summary
- Use symbols and terms to describe features of pitch
- Use symbols and terms to describe melodic, harmonic and rhythmic relationships in performed/notated music
- Identify harmonic function of chords in a performed harmonic progression by providing an analysis using Roman and Arabic numerals
- Complete a four part harmonic progression by realizing a figured bass line and providing and Roman numerals

Essential Questions
- How are the chord qualities described?
- How do pitches in a chord function?

Interdisciplinary Connections / 21st Century Themes & Skills
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Unique Assessments
AP Music Theory Free Response Question #5-6

Modifications
Encourage students to get involved in school clubs and extra curricular activities that support and extend their learning and experiences.
Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models)
Allow for movement and use multiple modalities while teaching

Core Instructional Materials

Unit Resources/Links/Suggested Field Trips
https://apcentral.collegeboard.org/courses/ap-music-theory

Standards

Page 1 of 2
1. **1.3B Grade 12 CPI 1**
- Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

2. **1.3B Grade 12 CPI 2**
- Analyze how the elements of music are manipulated in original or prepared musical scores.

3. **1.3B Grade 12 CPI 3**
- Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.

4. **1.3B Grade 12 CPI 4**
- Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

**Unit Documents**

No documents have been uploaded to this unit

**Lessons in Unit**

There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 08/14/2019 by jrushton
## Unit Plan 4 - Harmony and Voice Leading: Chord Function, Cadence and Phrase

### Pacing

4 weeks

### Unit Objectives

- Identify and apply the procedures of 4-part voice leading through score analysis, error detection, writing exercises and contextual listening (sevenths chords and inversions additionally)
- Compose a bass line added to a given soprano line, following the normative harmonic procedures of 18th century music
- Use Roman and Arabic numerals to indicate the specific chords implied
- Notate pitches and rhythms of the outer voices in a performed harmonic progression that is composed in a major or minor key
- Compose a bass line added to a given soprano line following the normative melodic procedures
- Identify the beginnings, ends and lengths of phrases in performed and notated music
- Describe relationships among musical lines in performed and notated music
- Apply the procedures of 18th century chord spelling, doubling, spacing and voicing through score analysis, error detection and writing exercises
- Identify and describe harmonic function with chord progressions

### Unit Summary

- Use symbols and terms to describe and apply harmonic, melody and rhythmic procedures of 4-part voice leading (performed and notated)
- Use symbols and terms to describe motives and phrase relationships
- Notate the soprano and bass pitches of performed harmonic progression (major/minor)
- Detect discrepancies in pitch and rhythm when comparing notated and performed music
- Compose a bass line to harmonize a given melody implying harmony and identifying the harmony using numerals

### Essential Questions

- How are melody and harmony related in voice leading?
- What is the purpose of voice leading conventions?
- What kinds of rhythmic profiles are featured in 18th century chorales?
- How do cadences delineate the structure of a musical composition?
- What is the effect of interacting voices in a musical passage?

### Interdisciplinary Connections / 21st Century Themes & Skills

CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

### Unique Assessments

AP Music Theory Free Response Question #7

### Modifications

Encourage students to get involved in school clubs and extra curricular activities that support and extend their learning and experiences. Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals. Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models) Allow for movement and use multiple modalities while teaching

### Core Instructional Materials

Unit Resources/Links/Suggested Field Trips

https://mdecks.com/apmusictheory.png
https://www.8notes.com/theory/
https://apcentral.collegeboard.org/courses/ap-music-theory

### Standards
<table>
<thead>
<tr>
<th></th>
<th>1.1B Grade 12 CPI 2</th>
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<tbody>
<tr>
<td></td>
<td>Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</td>
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<tr>
<th></th>
<th>1.2A Grade 12 CPI 2</th>
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<tr>
<td></td>
<td>Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</td>
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<tr>
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<th>1.3B Grade 12 CPI 4</th>
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<td></td>
<td>Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.</td>
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<th>1.4A Grade 12 CPI 1</th>
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<tbody>
<tr>
<td></td>
<td>Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</td>
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<table>
<thead>
<tr>
<th>Unit Documents</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Lessons in Unit</th>
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<tbody>
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Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 08/14/2019 by jrushton
## AP Music Theory

### Unit Plan 5 - Harmony and Voice Leading II: Chord Progressions and Predominant Function

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<th><strong>Pacing</strong></th>
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<tbody>
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<td>4 weeks</td>
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<table>
<thead>
<tr>
<th><strong>Unit Objectives</strong></th>
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<tbody>
<tr>
<td>- Identify and describe harmonic function within a chord progression in performed/notated music</td>
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<tr>
<td>- Identify procedures of voice leading through score analysis, error detection, writing exercises and contextual listening</td>
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<tr>
<td>- Identify cadence types</td>
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<tr>
<td>- Identify and describe types of 6/4 chords used in notated music</td>
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<tr>
<td>- Identify and apply voice leading of cadential 6/4 chords</td>
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<td>- Analyze Performed and Notated Music</td>
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<tr>
<th><strong>Unit Summary</strong></th>
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<tbody>
<tr>
<td>- Use symbols and terms to describe melodic, harmonic and rhythmic relationships in performed and notated music</td>
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<tr>
<td>- Use symbols and terms to describe and apply procedures of 4-part writing in performed and notated music</td>
</tr>
<tr>
<td>- Apply knowledge of musical symbols and terms to detect discrepancies in pitch/rhythm when comparing notated and performed music in one or two voices</td>
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<tr>
<td>- Apply knowledge of common-practice tonality to spell chords and follow procedures of voice leading in harmonic progressions</td>
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</table>

### Essential Questions

- How do 18th century voice leading conventions and procedures regulate interactions of four voices in harmony?
- How and why are embellishing tones included in compositions?
- How can motives be developed and transformed?

### Interdisciplinary Connections / 21st Century Themes & Skills

CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

### Unique Assessments

- AP Central Personal Progress Check 5

### Modifications

- Encourage students to get involved in school clubs and extra curricular activities that support and extend their learning and experiences.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models).
- Allow for movement and use multiple modalities while teaching.

### Core Instructional Materials

### Unit Resources/Links/Suggested Field Trips

- [http://www.sfcmtheory.com/analysis_lectures/analysis_lectures.htm](http://www.sfcmtheory.com/analysis_lectures/analysis_lectures.htm)

### Standards
1. **1.3B Grade 12 CPI 1**
   - Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

2. **1.3B Grade 12 CPI 2**
   - Analyze how the elements of music are manipulated in original or prepared musical scores.

3. **1.3B Grade 12 CPI 3**
   - Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.

4. **1.3B Grade 12 CPI 4**
   - Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

5. **1.4B Grade 12 CPI 1**
   - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

**Unit Documents**

No documents have been uploaded to this unit

**Lessons in Unit**

There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 08/14/2019 by jrushton
## AP Music Theory

### Unit Plan 6 - Harmony and Voice Leading III: Embellishments, Motives and Melodic Devices

<table>
<thead>
<tr>
<th>Pacing</th>
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<tbody>
<tr>
<td>3 weeks</td>
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<table>
<thead>
<tr>
<th>Unit Objectives</th>
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</thead>
<tbody>
<tr>
<td>- Identify types of embellishing tones, including nonharmonic tones in performed and notated music</td>
</tr>
<tr>
<td>- Compose a bass line added to a given soprano line that incorporates unaccented passing/neighbor tones while following the normative harmonic procedures of voice leading</td>
</tr>
<tr>
<td>- Identify and apply melodic procedures in performed/notated music</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Unit Summary</th>
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</thead>
<tbody>
<tr>
<td>- Use symbols and terms to describe features of pitch, including pitch patterns/relationships, melodic features, chords, harmonic progressions and cadences in performed and notated music</td>
</tr>
<tr>
<td>- Use symbols and terms to describe melodic/harmonic/rhythmic relationships</td>
</tr>
<tr>
<td>- Compose a bass line to harmonize a given melody, implying appropriate harmony, identified using Roman and Arabic numerals</td>
</tr>
<tr>
<td>- Complete a four-part harmonic progression by realizing a figured bass line and providing a Roman numeral analysis of the progression</td>
</tr>
<tr>
<td>- Complete a four-part progression based on the Roman numeral analysis provided</td>
</tr>
<tr>
<td>- Use symbols and terms to describe and apply procedures for melodic and rhythmic transformation in performed and notated music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions</th>
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</thead>
<tbody>
<tr>
<td>- How can nonchord tones create linear flow and interest within a harmony?</td>
</tr>
<tr>
<td>- How are melodic and rhythmic procedures used to affect the structures and sound qualities of music?</td>
</tr>
<tr>
<td>- What is the relationship of motives and phrases?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interdisciplinary Connections / 21st Century Themes &amp; Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRP6. Demonstrate creativity and innovation.</td>
</tr>
<tr>
<td>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</td>
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</table>

<table>
<thead>
<tr>
<th>Unique Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Central Personal Progress Check 6</td>
</tr>
<tr>
<td>Multiple-choice: 40 questions</td>
</tr>
<tr>
<td>Free-response: 4 questions</td>
</tr>
<tr>
<td>Part writing: Roman numerals</td>
</tr>
<tr>
<td>Melodic dictation</td>
</tr>
<tr>
<td>Sight-singing</td>
</tr>
<tr>
<td>Composing a bass line</td>
</tr>
<tr>
<td>AP Music Theory Practice Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage students to get involved in school clubs and extra curricular activities that support and extend their learning and experiences.</td>
</tr>
<tr>
<td>Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.</td>
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<td>Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models)</td>
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<tr>
<td>Allow for movement and use multiple modalities while teaching</td>
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<table>
<thead>
<tr>
<th>Core Instructional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Resources/Links/Suggested Field Trips</td>
</tr>
<tr>
<td><a href="http://www.sfcmtheory.com/analysis_lectures/analysis_lectures.htm">http://www.sfcmtheory.com/analysis_lectures/analysis_lectures.htm</a></td>
</tr>
<tr>
<td><a href="https://apcentral.collegeboard.org/courses/ap-music-theory">https://apcentral.collegeboard.org/courses/ap-music-theory</a></td>
</tr>
<tr>
<td><a href="https://musictheoryminute.com/">https://musictheoryminute.com/</a></td>
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<table>
<thead>
<tr>
<th>Standards</th>
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</thead>
</table>
1. **1B Grade 12 CPI 1**
- Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

2. **1B Grade 12 CPI 2**
- Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

3. **3B Grade 12 CPI 1**
- Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

4. **3B Grade 12 CPI 2**
- Analyze how the elements of music are manipulated in original or prepared musical scores.

5. **3B Grade 12 CPI 3**
- Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.

6. **3B Grade 12 CPI 4**
- Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

7. **4A Grade 12 CPI 1**
- Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

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**Unit Documents**

No documents have been uploaded to this unit

**Lessons in Unit**

There are no lessons in this unit

Created on 07/11/2019 by O'Keefe, Patrick
Last Updated on 09/14/2019 by jrushton
# AP Music Theory
## Unit Plan 7 - Harmony and Voice Leading IV: Secondary Function

### Pacing
3 weeks

### Unit Objectives
- Identify and describe tonicization in performed/notated music
- Compose a bass line added to a given soprano line, following the normative harmonic procedures of 18th-century music
- Analyze and describe the procedures of 18th century voice leading through score analysis, error detection, writing exercises and contextual listening

### Unit Summary
- Use symbols and terms to describe melodic, harmonic and rhythmic relationships in performed and notated music
- Use symbols and terms to describe and apply 4 part voice leading in performed and notated music
- Apply knowledge of common-practice tonality to spell chords and to follow procedures of 18th-century voice leading to connect chords in harmonic progressions
- Compose a bass line to harmonize a given melody, implying appropriate harmony and identifying using Roman and Arabic numerals
- Apply knowledge of musical symbols and terms to detect discrepancies in pitch and rhythm when comparing notated and performed music in one or two voices

### Essential Questions
- What causes musical passages to sound as though they briefly shift keys?
- How can tonicization be achieved?

### Interdisciplinary Connections / 21st Century Themes & Skills
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

### Unique Assessments
- AP Central Personal Progress Check 7
- Multiple-choice: 20 questions
- Free-response: 4 questions
- Part Writing: Figured Bass
- Harmonic dictation
- Sight-singing
- Composing a bass line

### Modifications
- Encourage students to get involved in school clubs and extra curricular activities that support and extend their learning and experiences.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models)
- Allow for movement and use multiple modalities while teaching

### Core Instructional Materials
- Unit Resources/Links/Suggested Field Trips
  - [https://apcentral.collegeboard.org/courses/ap-music-theory](https://apcentral.collegeboard.org/courses/ap-music-theory)
  - [https://www.musictheory.net/lessons](https://www.musictheory.net/lessons)

### Standards
1. 1.3B Grade 12 CPI 1
   - Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

2. 1.3B Grade 12 CPI 2
   - Analyze how the elements of music are manipulated in original or prepared musical scores.

3. 1.3B Grade 12 CPI 3
   - Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.

4. 1.3B Grade 12 CPI 4
   - Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

Unit Documents
No documents have been uploaded to this unit

Lessons in Unit
There are no lessons in this unit

Created on 07/29/2019 by O'Keefe, Patrick
Last Updated on 08/14/2019 by jrushton
<table>
<thead>
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<table>
<thead>
<tr>
<th>Unit Objectives</th>
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</thead>
<tbody>
<tr>
<td>- Identify modes</td>
</tr>
<tr>
<td>- Describe melodic relationships between phrases</td>
</tr>
<tr>
<td>- Identify common sections in performed and notated music</td>
</tr>
<tr>
<td>- Analyze Performed and Notated Music</td>
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<table>
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<tbody>
<tr>
<td>- Use symbols and terms to describe features of pitch in performed and notated music, including pitch patterns and relationships, melodic features, chords, harmonic progressions and cadences</td>
</tr>
<tr>
<td>- Use terms and symbols to describe formal features and relationships in performed and notated music, including motives, and phrase relationships</td>
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<thead>
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<tr>
<td>- How are modes related to the familiar major scales?</td>
</tr>
<tr>
<td>- Why do modes sound different than the scales to which they are related?</td>
</tr>
<tr>
<td>- How can a musical passage be described in terms of its hierarchical structure of melodic and harmonic patterns and functions?</td>
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<tr>
<td>- What types of phrase relationships can be found within a composition? What are the effects of each type?</td>
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</table>
1. **1.1B Grade 12 CPI 1**  
- Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

2. **1.1B Grade 12 CPI 2**  
- Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

3. **1.3B Grade 12 CPI 1**  
- Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

4. **1.3B Grade 12 CPI 2**  
- Analyze how the elements of music are manipulated in original or prepared musical scores.

5. **1.4A Grade 12 CPI 1**  
- Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

### Unit Documents

No documents have been uploaded to this unit

### Lessons in Unit

There are no lessons in this unit

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Created on 07/29/2019 by O'Keefe, Patrick  
Last Updated on 08/14/2019 by jrushton
# Honors Macroeconomics
## 1. Essential Economic Principles and Concepts 2019

### Pacing
8 days

### Unit Objectives
Students will be able to:
1. Define the definition of economics and examine alternative definitions of economics
2. Explain scarcity and how economics is about allocation of scarce resources
3. Define and contrast examples of positive and normative economics
4. Define and contrast examples of macroeconomics and microeconomics
5. Define opportunity costs
6. Explain how costs and benefits shape decision making
7. Define marginal costs and explain marginal cost decision making
8. Explain the impact of incentives on behavior
9. Understand how to read and interpret two-variable diagrams.
10. Explain how two-variable models can shed light on real world situations.
11. Utilize two-variable diagrams to make decisions.
12. Explain the methods of science in economic decision making.
13. Explain the role of economists in policy making and discuss why they do not always agree with each other.

### Unit Summary
This introductory unit introduces students to what economics is and the essential principals of economics. Students will gain an understanding of scarcity, opportunity costs, marginal costs, and be able to explain how costs and benefit analysis shape decision making. Students will examine how incentives impact their decision making and be able to analyze and interpret two-variable diagrams. Students will also explain how economist utilize scientific models to make decisions.

### Essential Questions
- How is economics defined and what were the prior definitions of economics utilized?
- What is scarcity and how does it impact how economic resources are allocated and utilized?
- What is positive and normative economics?
- What are examples of positive and normative economic statements?
- What are the definitions of macroeconomics and microeconomics?
- What are examples of macroeconomic and microeconomic topics?
- What are marginal costs and opportunity costs?
- How do marginal costs and opportunity costs impact decision making?
- How do incentives impact decision making and behavior?
- How should two-variable diagrams be read and interpreted?
- How can two-variable diagrams be utilized in decision making?

### Interdisciplinary Connections / 21st Century Themes & Skills
**English/Language Arts:** Read/analyze text diagrams and examples; express thoughts in both written & oral form; practice public speaking skills by participating in class discussion of examples that correspond to content areas.
**Math:** Perform calculations concerning determination of marginal costs and marginal benefits; interpret two-variable graphs and word problems related to NJSLA; construct two-variable diagrams related to NJSLA.
**Social Studies:** Relate economic content to historical events; incorporate government regulation and oversight concerning macroeconomic decision making, cite and include contributions in economics by minorities, persons with disabilities, and LGBTQ.

### Unique Assessments
- Online research concerning various historical definitions of economics
- Marginal cost and benefit graphing activity
- Small group discussion activities
- Chapter quiz
- Chapter exam with open-ended questions
## Modifications

**G/T:** Invite students to explore different points of view on a topic of study and compare the two; use thematic instruction to connect learning across the curriculum; supply reading materials on a wide variety of subjects and levels.

**ELL:** Alternate responses; extended time; teacher modeling; preferential seating; incorporate visuals; provide models for homework.

**IEP:** Allow students to use a calculator; pre-teach concepts; provide illustrations; provide visual aids; extended time.

**504:** Allow students to use a calculator; preferential seating; questions read aloud; provide illustrations; extended time.

**At-Risk:** Use of calculator; preferential seating; questions read aloud; demonstrate how to take notes; extended time.

## Core Instructional Materials

- Khan Academy - AP Macroeconomics Course
- ACDC Economics Videos - Youtube

## Unit Resources/Links/Suggested Field Trips

- [https://www.youtube.com/watch?v=2YULdjm9G3o](https://www.youtube.com/watch?v=2YULdjm9G3o)
- [https://www.youtube.com/watch?v=nWPrMmv1Tis](https://www.youtube.com/watch?v=nWPrMmv1Tis)
- [https://www.youtube.com/watch?v=NwOYLV-L7pc&t=38s](https://www.youtube.com/watch?v=NwOYLV-L7pc&t=38s)
- [https://www.youtube.com/watch?v=https://www.youtube.com/watch?v=x-hYzRncxTclux2yVQmWGU](https://www.youtube.com/watch?v=https://www.youtube.com/watch?v=x-hYzRncxTclux2yVQmWGU)
- [https://www.youtube.com/watch?v=HrZGjxORQ8s](https://www.youtube.com/watch?v=HrZGjxORQ8s)

## Standards
1. **6.1C Grade 12 CPI 12.D**  
- Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

2. **6.1C Grade 12 CPI 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.

3. **6.1C Grade 12 CPI 16.C**  
- Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

4. **8.2D Grade 12 CPI 4**  
- Assess the impacts of emerging technologies on developing countries.

5. **9.1A Grade 12 CPI 5**  
- Analyze how the economic, social, and political conditions of a time period can affect the labor market.

6. **9.1A Grade 12 CPI 7**  
- Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

7. **9.1A Grade 12 CPI 9**  
- Analyze how personal and cultural values impact spending and other financial decisions.

8. **9.1B Grade 12 CPI 1**  
- Prioritize financial decisions by systematically considering alternatives and possible consequences.

9. **9.1B Grade 12 CPI 5**  
- Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

10. **9.1E Grade 12 CPI 2**  
- Analyze and apply multiple sources of financial information when prioritizing financial decisions.

11. **9.1E Grade 12 CPI 3**  
- Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

12. **9.1F Grade 12 CPI 1**  
- Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

13. **9.1F Grade 12 CPI 2**  
- Assess the impact of emerging global economic events on financial planning.

14. **9.1F Grade 12 CPI 3**  
- Evaluate business practices and their impact on individuals, families, and societies.

15. **9.1F Grade 12 CPI 4**  
- Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

16. **9.1F Grade 12 CPI 6**  
- Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

17. **9.1G Grade 12 CPI 1**  
- Analyze risks and benefits in various financial situations.

18. **9.2C Grade 12 CPI 3**  
- Analyze how economic conditions and societal changes influence employment trends and future education.

19. **9.3D Grade 12 CPI 3**  
- Apply economic concepts fundamental to global business operations.

20. **09-10.L.02.C**  
- Spell correctly.

21. **09-10.RST.03**  
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; attending to special cases or exceptions defined in the text.

22. **09-10.RST.07**  
- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

23. **09-10.RST.09**  
- Compare and contrast treatments of the same topic, or of various perspectives presented in a primary or secondary sources; analyze how they relate in terms of themes and significant historical concepts.

24. **11-12.L.02.B**  
- Spell correctly.

25. **11-12.RST.03**  
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

26. **11-12.RST.07**  
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

27. **11-12.RST.09**  
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting
28. 1.CRP 1. Grade 12 CPI CPR1
- Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

29. 2.CRP 2. Grade 12 CPI CRP2
- Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

30. 4.CRP 4. Grade 12 CPI CRP4
- Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

31. 6.CRP 6. Grade 12 CPI CRP6
- Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

32. 7.CRP 7. Grade 12 CPI CRP7
- Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Honors Macroeconomics

2. Production, Trade, and the Benefits of Trade 2019

Pacing

9 days

Unit Objectives

Students will be able to:
1. Define and construct the production possibilities frontier.
2. Cite and explain the law of increasing opportunity costs.
3. Explain key concepts within the production possibilities frontier framework.
4. Cite the important contributions of Adam Smith and David Ricardo concerning international trade.
5. Determine absolute and comparative advantage.
6. Economically measure the benefits of trade and explain why everyone benefits from trade.
7. Explain the impact of specialization on international trade and graphically show impact of specialization on a country's production possibilities frontier curve.
8. Apply comparative advantage to everyday life.
9. Explain why trade among nations is good for everyone.

Unit Summary

In this unit we will discuss the role of producing and trading within everyone's lives. Economists look at opportunity cost and utilize comparative advantage to make a determination of what should be produced and traded. We will investigate why nations benefit from trade based on early concepts developed by Adam Smith and David Ricardo. Students will learn about the allocation of scarce resources within the PPF Framework and utilize the PPF Framework to determine absolute and comparative advantage. This unit will conclude with why everyone benefits from trade and apply it to everyday life.

Essential Questions

- What is the PPF Curve and what are the key concepts within the PPF Curve?
- What is the law of increasing opportunity costs?
- What were the important contributions of Adam Smith and David Ricardo to international trade?
- What is absolute and comparative advantage and how are they determined and applied to trade?
- How can the benefits of trade be determined?
- Why do nations/individuals always benefit from trade when incorporating comparative advantage concepts?
- What are the benefits of specialization on international trade?
- Why does trade among nations benefit everyone?

Interdisciplinary Connections / 21st Century Themes & Skills

- English/Language Arts: Read/analyze text diagrams and examples; express thoughts in both written & oral form; practice public speaking skills by participating in class discussion of examples that correspond to content areas.
- Math: Perform calculations concerning determination of comparative and absolute advantage within the PPF Framework; interpret and determine benefits of trade given PPF Curve Graph scenarios and word problems related to NJSLA; construct PPF Curve Diagrams related to NJSLA.
- Social Studies: Relate economic content to historical events; incorporate government macroeconomic decision making and governmental policies to trade; cite and include contributions in economics by minorities, persons with disabilities, and LGBTQ.

Unique Assessments

- Online research concerning determination of trade and individual countries governmental regulation on trade
- PPF Curve graphing activity
- PPF Curve activity determining international trade based on comparative advantage.
- Small group discussion activities
- Chapter quiz
- Chapter exam with open-ended questions

Modifications

Page 1 of 4
**Core Instructional Materials**

Khan Academy - AP Macroeconomics Course  
ACDC Economics Videos - Youtube

**Unit Resources/Links/Suggested Field Trips**

- [https://www.youtube.com/watch?v=O6XL_2CDPU](https://www.youtube.com/watch?v=O6XL_2CDPU)  
- [https://www.youtube.com/watch?v=FwPIW21a1Tw](https://www.youtube.com/watch?v=FwPIW21a1Tw)  
- [https://www.youtube.com/watch?v=tW4G5PpzFY](https://www.youtube.com/watch?v=tW4G5PpzFY)  
- [https://www.youtube.com/watch?v=FpTBjRf8Igs](https://www.youtube.com/watch?v=FpTBjRf8Igs)  
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- [https://www.youtube.com/watch?v=NI9TLIDIPVcs](https://www.youtube.com/watch?v=NI9TLIDIPVcs)

**Standards**
1. **6.1C Grade 12 CPI 12.D**
- Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

2. **6.1C Grade 12 CPI 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.

3. **6.1C Grade 12 CPI 16.C**
- Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

4. **8.2D Grade 12 CPI 4**
- Assess the impacts of emerging technologies on developing countries.

5. **9.1A Grade 12 CPI 5**
- Analyze how the economic, social, and political conditions of a time period can affect the labor market.

6. **9.1B Grade 12 CPI 1**
- Prioritize financial decisions by systematically considering alternatives and possible consequences.

7. **9.1B Grade 12 CPI 5**
- Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

8. **9.1E Grade 12 CPI 2**
- Analyze business practices and their impact on individuals, families, and societies.

9. **9.1F Grade 12 CPI 1**
- Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

10. **9.1G Grade 12 CPI 1**
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information.

11. **9.2C Grade 12 CPI 4**
- Analyze how economic, social, and political conditions of a time period can affect the labor market.

12. **9.2D Grade 12 CPI 4**
- Assess the impact of emerging technologies on developing countries.

13. **9.3D3 Grade 12 CPI 3**
- Apply economic concepts fundamental to global business operations.

14. **9.3D4 Grade 12 CPI 3**
- 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.

15. **9.3D5 Grade 12 CPI 3**
- Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
Care-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

No documents have been uploaded to this unit.

There are no lessons in this unit.

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 07/19/2019 by csopuch
### Pacing
8 days.

### Unit Objectives
Students will be able to:
1. Define demand and explain the law of demand.
2. Define supply and explain the law of supply.
3. Define a competitive market using supply and demand.
4. Explain and graphically depict determinants of demand in a competitive market.
5. Explain and graphically depict determinants of supply in a competitive market.
6. Determine equilibrium based on shifts of the supply and demand curves.
7. Indicate how a shift of supply or demand determines equilibrium prices and quantity sold in economy.
8. Describe the key role prices play in how scarce resources are utilized in a market economy.
9. Explain the impact of governmental price controls on market equilibrium concerning market shortages and surpluses.
10. Discuss the impact a price floor such as a minimum wage or ceiling such as rent control has on the free market.
11. Explain how unemployment can result from minimum wage laws.

### Unit Summary
In this unit supply and demand theory will be introduced and students will learn the law of demand and law of supply. We will utilize supply and demand to graphically explain the competitive market and how supply and demand determine price level and goods produced in a market economy. Students will demonstrate concepts learned utilizing two-variable diagrams of supply and demand to depict changes in price level and output produced. Governmental intervention will also be discussed concerning the impact it has on market equilibrium. Shortages and surpluses created by governmental intervention will be graphically depicted video content presented enabling students to visualize the impact of rent control, gas price controls, etc. on the market.

### Essential Questions
- What is the definition of demand and the law of demand?
- What is the definition of supply and the law of supply?
- How does the interaction of demand and supply impact a competitive market?
- How can supply and demands impact on the competitive market be graphically depicted?
- What is the impact of prices on scarce resources utilized in a market economy?
- How do governmental controls impact a free market and create market shortages and market surpluses?
- What are the impacts of minimum wage and rent control on the free market?
- How can high a minimum wage increase unemployment?

### Interdisciplinary Connections / 21st Century Themes & Skills
English/Language Arts: Read/analyze text diagrams and examples; express thoughts in both written & oral form; practice public speaking skills by participating in class discussion of examples that correspond to content areas.
Math: Perform calculations concerning determination of price level and output utilizing supply and demand given scenarios and word problems related to NJSLA; construct two-variable supply and demand diagrams concerning market shortages and surpluses related to NJSLA.
Social Studies: Relate economic content to historical events; incorporate the historical impact of price controls on market equilibrium; cite and include contributions in economics by minorities, persons with disabilities, and LGBTQ.

### Unique Assessments
- Hands-on graphing activities based on previous historical events impacting supply and demand
- Online governmental price control research
- Supply and demand word problem graphing activities
- Small group discussion graphing activities
- Chapter quiz
- Chapter exam with open-ended questions

### Modifications
G/T: Allow open forums and debates in the classroom about controversial issues; supply reading materials on a wide variety of subjects and levels.

ELL: Alternate responses; extended time; teacher modeling, preferential seating; incorporate visuals; provide models for homework.

IEP: Allow students to use a calculator; pre-teach concepts, provide illustrations; provide visual aids; extended time.

504: Allow students to use a calculator; preferential seating; questions read aloud; provide illustrations; extended time.

At-Risk: Use of calculator; preferential seating, questions read aloud; demonstrate how to take notes; extended time.

Core Instructional Materials

Khan Academy - AP Macroeconomics Course
ACDC Economics Videos - Youtube

Unit Resources/Links/Suggested Field Trips

https://www.youtube.com/watch?v=LwLh6ax0zTE&t=203s
https://www.youtube.com/watch?v=ewPNuglqCUU&t=130s
https://www.youtube.com/watch?v=V0lOqU7m-c
https://www.youtube.com/watch?v=9QSWLmyGpYc
https://www.youtube.com/watch?v=srgUddmiTpU
https://www.youtube.com/watch?v=1124Y4V4689U

Standards
1. 6.1C Grade 12 CPI 12.D
- Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

2. 6.1C Grade 12 CPI 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.

3. 6.1C Grade 12 CPI 16.C
- Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

4. 8.20 Grade 12 CPI 4
- Assess the impacts of emerging technologies on developing countries.

5. 9.1A Grade 12 CPI 5
- Analyze how the economic, social, and political conditions of a time period can affect the labor market.

6. 9.1A Grade 12 CPI 7
- Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

7. 9.1A Grade 12 CPI 9
- Analyze how personal and cultural values impact spending and other financial decisions.

8. 9.1B Grade 12 CPI 1
- Prioritize financial decisions systematically, considering alternatives and possible consequences.

9. 9.1B Grade 12 CPI 5
- Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

10. 9.1E Grade 12 CPI 2
- Analyze and apply multiple sources of financial information when prioritizing financial decisions.

11. 9.1E Grade 12 CPI 3
- Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

12. 9.1E Grade 12 CPI 5
- Evaluate business practices and their impact on individuals, families, and societies.

13. 9.1F Grade 12 CPI 1
- Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

14. 9.1F Grade 12 CPI 2
- Assess the impact of emerging global economic events on financial planning.

15. 9.1F Grade 12 CPI 3
- Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

16. 9.1F Grade 12 CPI 6
- Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

17. 9.1F Grade 12 CPI 1
- Analyze risks and benefits in various financial situations.

18. 9.2C Grade 12 CPI 4
- Analyze how economic conditions and societal changes influence employment trends and future education.

19. 9.3D3 Grade 12 CPI 3
- Apply economic concepts fundamental to global business operations.

20. 09-10.L.02.C
- Spell correctly.

21. 09-10.RST.03
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

22. 09-10.RST.07
- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

23. 09-10.RST.09
- Compare and contrast treatments of the same topic, or of various perspectives presented in a primary or secondary source; analyze how they relate in terms of themes and significant historical concepts.

24. 11-12.L.02.B
- Spell correctly.

25. 11-12.RST.03
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

26. 11-12.RST.07
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

27. 11-12.RST.09
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting
28. CRP 1.
Grade 12 CPI CPR1
-Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

29. CRP 2.
Grade 12 CPI CRP2
-Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

30. CRP 4.
Grade 12 CPI CRP4
-Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

31. CRP 6.
Grade 12 CPI CRP6
-Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

32. CRP 7.
Grade 12 CPI CRP7
-Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Honors Macroeconomics


Pacing
9 days.

Unit Objectives

Students will be able to:
1. Explain CPI and how it is constructed.
2. Calculate the inflation rate using CPI.
3. Explain how CPI is used to determine standard of living and discuss why it is imperfect as an indicator.
4. Discuss how chain weighted price index can be utilized to determine a more accurate determination of inflation and explain how it eliminates substitution bias.
5. Use CPI to convert dollar figures from different time periods.
6. Utilize the GDP Deflator to compare price level of goods produced in different years.
7. Define the unemployment rate and measure the unemployment rate.
8. Define the labor force and cite the natural rate of unemployment.
9. Calculate the cyclical unemployment rate.
10. Discuss and explain the impact of discouraged workers on the unemployment rate.

Unit Summary

In this unit price level and unemployment will be introduced and explored. We will investigate price level and discuss why CPI is utilized to measure and how it is constructed. Price level will be utilized to determine standard of living and it will be discussed the impact changes in price level has on standard of living. The GDP Deflator will be utilized to compare goods produced in different years and comparison of salaries earned different years. We will also discuss unemployment and how the unemployment rate is calculated. Lastly the natural, structural, and cyclical unemployment rates will be explained in accordance to the state of the economy.

Essential Questions

What is CPI and how is it constructed?
How is the inflation rate calculated utilizing CPI?
How is CPI used to calculate standard of living and why is it imperfect as an indicator?
What is the chain weighted price index and why is it more accurate as an indicator?
How can CPI be utilized to convert dollar figures from different time periods?
How can the GDP Deflator be used to compare price level of goods from different years?
What is the unemployment rate and how is it measured?
What is the labor force and the natural rate of unemployment?
How can the cyclical unemployment rate be calculated?
What is the impact of discouraged workers on the unemployment rate?

Interdisciplinary Connections / 21st Century Themes & Skills

English/Language Arts: Read/analyze text tables and examples; express thoughts in both written & oral form; practice public speaking skills by participating in class discussion of examples that correspond to content areas.
Math: Perform calculations concerning determination of CPI and standard of living given scenarios and word problems related to NJSLA; compare prices of goods using the GDP Deflator given scenarios and word problems related to NJSLA; calculate the unemployment rate given scenarios and word problems related to NJSLA.
Social Studies: Relate economic content to historical events; cite and include contributions in economics by minorities, persons with disabilities, and LGBTQ.

Unique Assessments

Hands-on graphing activities based on previous historical events impacting supply and demand
Online governmental price control research
Price level and unemployment calculation word problem scenarios
Small group discussion and creation of sample scenario presentations
Chapter quiz
Chapter exam with open-ended questions

Modifications
G/T: Encourage students to explore concepts in depth and encourage independent studies or investigations; supply reading materials on a wide variety of subjects and levels.
ELL: Alternate responses; extended time; teacher modeling; preferential seating; incorporate visuals; provide models for homework.
IEP: Allow students to use a calculator; pre-teach concepts; provide illustrations; provide visual aids; extended time.
504: Allow students to use a calculator; preferential seating; questions read aloud; provide illustrations; extended time.
At-Risk: Use of calculator; preferential seating; questions read aloud; demonstrate how to take notes; extended time.

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24. 09-10.L.02.C
- Spell correctly.

25. 09-10.RST.03
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

26. 09-10.RST.07
- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

27. 09-10.RST.09
- Compare and contrast treatments of the same topic, or of various perspectives presented in a primary or secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- Spell correctly.

29. 11-12.RST.03
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

30. 11-12.RST.07
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

31. 11-12.RST.09
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

32. 1.CRP 1.CRP 1. Grade 12 CPI CRP1
- Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

33. 2.CRP2 Grade 12 CPI CRP2
- Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

34. 4.CRP4 Grade 12 CPI CRP4
- Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

35. 6.CRP6 Grade 12 CPI CRP6
- Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

36. 7.CRP7 Grade 12 CPI CRP7
- Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

### Unit Documents

No documents have been uploaded to this unit

### Lessons in Unit

There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 07/19/2019 by csopuch
Honors Macroeconomics
5. GDP and Real GDP 2019.

Pacing
9 days.

Unit Objectives
Students will be able to:
1. Define and calculate GDP and Real GDP.
2. Explain the breakdown of GDP in terms of its major components.
3. Explain why an economy's total income equals its total expenditures.
4. Define GNP and explain the difference between GDP and GNP.
5. Indicate and discuss what GDP omits.
6. Discuss the impact of consumer spending decisions on GDP and GNP.
7. Utilize Real GDP to compare output of countries.
8. Employ statistical analysis to compare GDP of one year to next.
9. Diagram circular flow of income and expenditures in the economy.
10. Discuss and explain how stages of the business cycle are determined using Real GDP.

Unit Summary
In this unit we will explore the role Gross Domestic Product (GDP) plays in calculating and measuring the goods produced annually within a country's borders. We will discuss why total income and total expenditures must balance and break GDP down into its major contributing components. Gross National Product (GNP) will also be explored and discussed as an indicator of economic well-being of a given country. We will utilize Real GDP to compare productivity of countries and to determine stages of the business cycle. We will complete the unit discussing circular flow within our economy specifically noting the differences between factor and product markets.

Essential Questions
What is GDP and how is it calculated?
What is Real GDP and how is it calculated?
Why does an economy's total income equal its total expenditures?
What is GNP and how is it calculated?
What is the difference between GDP and GNP?
How can Real GDP be utilized to compare productivity of countries?
How can GDP be compared from one year to the next?
What is circular flow and how is its respective diagram illustrated?
How is Real GDP utilized to define stages of the business cycle?

Interdisciplinary Connections / 21st Century Themes & Skills
English/Language Arts: Read/analyze text tables and examples; express thoughts in both written & oral form; practice public speaking skills by participating in class discussion of examples that correspond to content areas.
Math: Perform calculations of GDP, GNP, and Real GDP given scenarios and word problems related to NJSLA; compare Real GDP of countries given scenarios and word problems related to NJSLA; construct a diagram of circular flow given scenarios and word problems related to NJSLA.
Social Studies: Relate economic content to historical events; cite and include contributions in economics by minorities, persons with disabilities, and LGBTQ.

Unique Assessments
Hands-on graphing activities based on previous historical events impacting supply and demand
Online governmental price control research
GDP, GNP, and Real GDP word problem scenarios
Online research and comparison of selected countries Real GDP
Small group research and class discussion
Chapter quiz
Chapter exam with open-ended questions

Modifications
G/T: Encourage students to explore concepts in depth and encourage independent studies or investigations; supply reading materials on a wide variety of subjects and levels.

ELL: Alternate responses; extended time; teacher modeling, preferential seating; incorporate visuals; provide models for homework.

IEP: Allow students to use a calculator; pre-teach concepts, provide illustrations; provide visual aids; extended time.

504: Allow students to use a calculator; preferential seating; questions read aloud; provide illustrations; extended time.

At-Risk: Use of calculator; preferential seating, questions read aloud; demonstrate how to take notes; extended time.

Core Instructional Materials
Khan Academy - AP Macroeconomics Course
ACDC Economics Videos - Youtube

Unit Resources/Links/Suggested Field Trips
https://www.youtube.com/watch?v=BvojIfGT8CE
https://www.youtube.com/watch?v=_mCmxCpDQUs
https://www.youtube.com/watch?v=iV4DS9aAQqM
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Standards
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<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 6.1C Grade 12 CPI 12.D</td>
<td>Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</td>
</tr>
<tr>
<td>2. 6.1C Grade 12 CPI 14.A</td>
<td>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.</td>
</tr>
<tr>
<td>3. 6.1C Grade 12 CPI 16.C</td>
<td>Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</td>
</tr>
<tr>
<td>4. 6.1C Grade 12 CPI 2.A</td>
<td>Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.</td>
</tr>
<tr>
<td>5. 6.1C Grade 12 CPI 9.8</td>
<td>Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.</td>
</tr>
<tr>
<td>6. 8.2C Grade 12 CPI 4</td>
<td>Explain and identify interdependent systems and their functions.</td>
</tr>
<tr>
<td>7. 9.1A Grade 12 CPI 5</td>
<td>Analyze how the economic, social, and political conditions of a time period can affect the labor market.</td>
</tr>
<tr>
<td>8. 9.1A Grade 12 CPI 7</td>
<td>Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</td>
</tr>
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<td>9. 9.1A Grade 12 CPI 9</td>
<td>Analyze how personal and cultural values impact spending and other financial decisions.</td>
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<tr>
<td>10. 9.1B Grade 12 CPI 1</td>
<td>Prioritize financial decisions by systematically considering alternatives and possible consequences.</td>
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<td>11. 9.1B Grade 12 CPI 5</td>
<td>Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.</td>
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<td>12. 9.1B Grade 12 CPI 7</td>
<td>Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one's personal budget.</td>
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<td>13. 9.1D Grade 12 CPI 1</td>
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<td>14. 9.1E Grade 12 CPI 2</td>
<td>Analyze and apply multiple sources of financial information when prioritizing financial decisions.</td>
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<td>15. 9.1E Grade 12 CPI 3</td>
<td>Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.</td>
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<td>16. 9.1E Grade 12 CPI 5</td>
<td>Evaluate business practices and their impact on individuals, families, and societies.</td>
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<tr>
<td>17. 9.1F Grade 12 CPI 1</td>
<td>Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.</td>
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<td>18. 9.1F Grade 12 CPI 2</td>
<td>Assess the impact of emerging global economic events on financial planning.</td>
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<td>19. 9.1F Grade 12 CPI 3</td>
<td>Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.</td>
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<td>20. 9.1F Grade 12 CPI 6</td>
<td>Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.</td>
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<td>21. 9.1G Grade 12 CPI 1</td>
<td>Analyze risks and benefits in various financial situations.</td>
</tr>
<tr>
<td>22. 9.2C Grade 12 CPI 4</td>
<td>Analyze how economic conditions and societal changes influence employment trends and future education.</td>
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<tr>
<td>23. 9.3D3 Grade 12 CPI 3</td>
<td>Apply economic concepts fundamental to global business operations.</td>
</tr>
<tr>
<td>24. 09-10.L.02.C</td>
<td>Spell correctly.</td>
</tr>
<tr>
<td>25. 09-10.RST.03</td>
<td>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</td>
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<td>26. 09-10.RST.07</td>
<td>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</td>
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<td>27. 09-10.RST.09</td>
<td>Compare and contrast treatments of the same topic, or of various perspectives presented in a primary or secondary sources; analyze how they relate in terms of themes and significant historical concepts.</td>
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- Spell correctly.

**29. 11-12.RST.03**
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**30. 11-12.RST.07**
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**31. 11-12.RST.09**
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**32. 1.CRP 1.CRP 1. Grade 12 CPI CRP1**
- Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**33. 2.CRP 2.CRP2 Grade 12 CPI CRP2**
- Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**34. 4.CRP 4.CRP4 Grade 12 CPI CRP4**
- Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**35. 6.CRP 6.CRP6 Grade 12 CPI CRP6**
- Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**36. 7.CRP 7.CRP7 Grade 12 CPI CRP7**
- Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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**Unit Documents**

No documents have been uploaded to this unit

**Lessons in Unit**

There are no lessons in this unit

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Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 07/19/2019 by csopuch

<table>
<thead>
<tr>
<th>Pacing</th>
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<tbody>
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<td>14 days.</td>
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<table>
<thead>
<tr>
<th>Unit Objectives</th>
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<tbody>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. Define the aggregate supply/aggregate demand curve.</td>
</tr>
<tr>
<td>2. Explain why the aggregate demand curve is sloped down and aggregate supply curve is sloped up.</td>
</tr>
<tr>
<td>3. Illustrate and discuss the three states of the economy using aggregate supply/aggregate demand.</td>
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<tr>
<td>4. Graph and explain impact of changes in aggregate supply/aggregate demand.</td>
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<tr>
<td>5. Evaluate and discuss the impact of international trade on aggregate demand.</td>
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<tr>
<td>6. Discuss the money supply and impact on aggregate demand.</td>
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<tr>
<td>7. Calculate real wages versus nominal wages of employees utilizing CPI.</td>
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<tr>
<td>8. Explain the impact of price level on consumer spending.</td>
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<tr>
<td>9. Explain how unemployment can arise from bargaining and unions.</td>
</tr>
<tr>
<td>10. Explain how unemployment can arise from firms paying efficient wages.</td>
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<tr>
<th>Unit Summary</th>
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<tbody>
<tr>
<td>In this unit students will be introduced to Aggregate Demand and Aggregate Supply and the role each play in determination of our economy. The Law of Demand and Law of Supply will be defined and explained on a two-variable graph. We will discuss determinants of demand and supply and illustrate the impact each have on demand and supply. The state of the economy being in a recession, long-run equilibrium, or inflationary gap will be introduced to students and developed. Students will also learn about the impact price level has on consumer spending and real wages utilizing a two-variable graph to indicate results. We will conclude the unit with information on the impact price level increasing has on unions and firms paying efficient wages decreasing AS.</td>
</tr>
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<thead>
<tr>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>What is the definition of aggregate demand and aggregate supply?</td>
</tr>
<tr>
<td>Why is the aggregate demand curve sloped downward and aggregate supply curve sloped upward?</td>
</tr>
<tr>
<td>How can the three states of the economy be illustrated with aggregate demand and aggregate supply?</td>
</tr>
<tr>
<td>How can changes of aggregate demand and aggregate supply be graphically depicted using a two-variable diagram?</td>
</tr>
<tr>
<td>What is the impact of international trade on aggregate demand?</td>
</tr>
<tr>
<td>What impact does the money supply have on aggregate demand?</td>
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<tr>
<td>What is the difference between a real wage and a nominal wage?</td>
</tr>
<tr>
<td>What impact does price level have on consumer spending?</td>
</tr>
<tr>
<td>How can unions collective bargaining and efficient wages decrease AS and market output?</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Interdisciplinary Connections / 21st Century Themes &amp; Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts: Read/analyze text tables and examples; express thoughts in both written &amp; oral form; practice public speaking skills by participating in class discussion of examples that correspond to content areas.</td>
</tr>
<tr>
<td>Math: Perform two-variable diagram graphing using aggregate demand and aggregate supply given scenarios and word problems related to NJSLA; determine impact of selected factors on aggregate demand or aggregate supply given scenarios and word problems related to NJSLA; calculate real income given nominal income and current CPI given scenarios and word problems related to NJSLA.</td>
</tr>
<tr>
<td>Social Studies: Relate economic content to historical events; cite and include contributions in economics by minorities, persons with disabilities, and LGBTQ.</td>
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<tr>
<th>Unique Assessments</th>
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<tbody>
<tr>
<td>Hands-on graphing activities based on previous historical events impacting aggregate supply and aggregate demand</td>
</tr>
<tr>
<td>Aggregate Demand and Aggregate Supply small group word problem scenarios</td>
</tr>
<tr>
<td>Research utilizing online CPI Table to calculate real income from nominal income.</td>
</tr>
<tr>
<td>Chapter quiz</td>
</tr>
<tr>
<td>Chapter exam with open-ended questions</td>
</tr>
</tbody>
</table>
## Modifications

**G/T:** Encourage students to explore concepts in depth and encourage independent studies or investigations; supply reading materials on a wide variety of subjects and levels.

**ELL:** Alternate responses; extended time; teacher modeling, preferential seating; incorporate visuals; provide models for homework.

**IEP:** Allow students to use a calculator; pre-teach concepts, provide illustrations; provide visual aids; extended time.

**504:** Allow students to use a calculator; preferential seating; questions read aloud; provide illustrations; extended time.

**At-Risk:** Use of calculator; preferential seating, questions read aloud; demonstrate how to take notes; extended time.

## Core Instructional Materials

- Khan Academy - AP Macroeconomics Course
- ACDC Economics Videos - Youtube

## Unit Resources/Links/Suggested Field Trips


## Standards
1. 6.1C Grade 12 CPI 12.D
- Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

2. 6.1C Grade 12 CPI 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.

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- Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

4. 6.1C Grade 12 CPI 2.A
- Assess the effectiveness of the new state and national governments' attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

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- Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.

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- Assess the impacts of emerging technologies on developing countries.

7. 9.1A Grade 12 CPI 5
- Analyze how the economic, social, and political conditions of a time period can affect the labor market.

8. 9.1A Grade 12 CPI 7
- Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

9. 9.1A Grade 12 CPI 9
- Analyze how personal and cultural values impact spending and other financial decisions.

10. 9.1B Grade 12 CPI 1
- Prioritize financial decisions by systematically considering alternatives and possible consequences.

11. 9.1B Grade 12 CPI 5
- Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

12. 9.1B Grade 12 CPI 7
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- Assess the impact of inflation on economic decisions and lifestyles.

14. 9.1E Grade 12 CPI 2
- Analyze and apply multiple sources of financial information when prioritizing financial decisions.

15. 9.1E Grade 12 CPI 3
- Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

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- Evaluate business practices and their impact on individuals, families, and societies.

17. 9.1F Grade 12 CPI 1
- Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

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- Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

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- Spell correctly.

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- Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

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Unit Documents

No documents have been uploaded to this unit

Lessons in Unit

There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 07/19/2019 by csopuch
Unit Objectives
Students will be able to:
1. Define money and identify the functions money has in the economy.
2. Discuss barter and explain how money evolved from barter.
3. Explain the difference between fiat and commodity money.
4. Discuss how the first banks evolved and the important financial institutions in the US economy today.
5. Determine the money supply in terms of M0, M1, and M2.
6. Explain how lending in banks creates additional spending in the economy.
7. Discuss interest rates and how they impact the economy.
8. Draw the loanable funds market and illustrate economic variables that impact it.
9. Discuss and explain how lending create money and the impact of cash leakage from banks.
10. Explain how the financial system is related to key macroeconomic variables.

Unit Summary
In this unit students will be introduced to key concepts related to the money supply and present financial institutions within the US economy. We will discuss how the first banks evolved, the differences between fiat and commodity money, the breakdown of the money supply from M0 to M2, and the functions money has in the economy. Students will also be introduced to the loanable funds market and how the economy impacts the loanable funds market. The unit will conclude with discussing interest rates and lending of financial institutions (including cash leakage from lending).

Essential Questions
What is money and what are the functions money has in the economy?
What is barter and how did money evolve from barter?
What is the difference between fiat and commodity money?
How did the first banks evolve and what are the important US financial institutions today?
What is included in M0, M1, and M2 of the money supply?
How do banks create money by lending?
What are the macroeconomic variables that impact the loanable funds market?
How does the interest rate impact lending within financial institutions?
What key macroeconomic variables play and impact on the financial system?

Interdisciplinary Connections / 21st Century Themes & Skills
English/Language Arts: Read/analyze text diagrams and tables; express thoughts in both written & oral form; practice public speaking skills by participating in class discussion of examples that correspond to content areas.
Math: Perform two-variable diagram graphing the loanable funds market given scenarios and word problems related to NJSLA; categorize components of M0, M1, and M2 given scenarios and word problems related to NJSLA.
Social Studies: Relate economic content to historical events; cite and include contributions in economics by minorities, persons with disabilities, and LGBTQ.

Unique Assessments
Hands-on graphing activities depicting the impact of economic variables on the loanable funds market
Small group discussion and personal examples of objectives learned
Research utilizing online resources related to financial institutions and the money supply
Chapter quiz
Chapter exam with open-ended questions

Modifications
G/T: Encourage students to explore concepts in depth and encourage independent studies or investigations; supply reading materials on a wide variety of subjects and levels.

ELL: Alternate responses; extended time; teacher modeling, preferential seating; incorporate visuals; provide models for homework.

IEP: Allow students to use a calculator; pre-teach concepts, provide illustrations; provide visual aids; extended time.

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Unit Resources/Links/Suggested Field Trips

http://www.acdcecon.com/real-vs-nominal-interest-rate
http://www.acdcecon.com/functions-of-money-
http://www.acdcecon.com/time-value-of-money
http://www.acdcecon.com/bank-balance-sheets
http://www.acdcecon.com/required-reserves-and-excess-reserves
http://www.acdcecon.com/the-money-multiplier-

Standards
1. 6.1C Grade 12 CPI 12.D
   - Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

2. 6.1C Grade 12 CPI 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.

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   - Assess the impacts of emerging technologies on developing countries.

7. 9.1A Grade 12 CPI 5
   - Analyze how the economic, social, and political conditions of a time period can affect the labor market.

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   - Analyze how personal and cultural values impact spending and other financial decisions.

10. 9.1B Grade 12 CPI 1
    - Prioritize financial decisions by systematically considering alternatives and possible consequences.

11. 9.1B Grade 12 CPI 5
    - Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

12. 9.1B Grade 12 CPI 7
    - Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one's personal budget.

13. 9.1D Grade 12 CPI 12
    - Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

14. 9.1D Grade 12 CPI 2
    - Assess the impact of inflation on economic decisions and lifestyles.

15. 9.1E Grade 12 CPI 1
    - Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.

16. 9.1E Grade 12 CPI 2
    - Analyze and apply multiple sources of financial information when prioritizing financial decisions.

17. 9.1E Grade 12 CPI 3
    - Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

18. 9.1E Grade 12 CPI 5
    - Evaluate business practices and their impact on individuals, families, and societies.

19. 9.1F Grade 12 CPI 1
    - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

20. 9.1F Grade 12 CPI 2
    - Assess the impact of emerging global economic events on financial planning.

21. 9.1F Grade 12 CPI 6
    - Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

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    - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Unit Documents

No documents have been uploaded to this unit

Lessons in Unit

There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 07/19/2019 by csopuch
## Honors Macroeconomics


#### Pacing

12 days.

#### Unit Objectives

Students will be able to:

1. Discuss Federal Reserve Act of 1913 and the structure of the Federal Reserve System.
2. Identify and explain the primary functions of the Federal Reserve and how it operates.
3. Discuss and explain the tools the Federal Reserve uses to control the money supply.
4. Explain the impact the required bank reserve requirement has on financial institutions and the money supply.
5. Explain how the Federal Reserve utilizes open market operations to control the money supply.
6. Discuss the impact of the money supply has on businesses/consumers concerning the market.

#### Unit Summary

In this unit we will discuss the Federal Reserve and the purpose of the Federal Reserve. We will examine the tools the Federal Reserve utilizes to control the money supply and discuss the impact each has on the market. We will graph two variable diagrams of the money market, loanable funds market, and the goods and services market. We will conclude the unit with information regarding the reserve requirement in financial institutions and the impact changes in the money supply has on the price level and consumers and businesses.

#### Essential Questions

- What is the Federal Reserve and how historically did it originate?
- What are the primary functions of the Federal Reserve?
- How does the Federal Reserve control the money supply and what primary tools does it use?
- What impact does the reserve requirement have on financial institutions and the money supply?
- How does the Federal Reserve utilize open market operations to control the money supply?
- What impact does the money supply have on the price level and businesses/consumers concerning the market?

#### Interdisciplinary Connections / 21st Century Themes & Skills

**English/Language Arts:** Read/analyze text graphs and illustrations; express thoughts in both written & oral form; practice public speaking skills by participating in class discussion of examples that correspond to content areas.

**Math:** Perform two-variable diagram graphing the money market given scenarios and word problems related to NJSLA; perform two-variable diagram graphing the loanable funds market given scenarios and word problems related to NJSLA; complete word problems related to market scenarios involving Federal Reserve intervention given scenarios and word problems related to NJSLA.

**Social Studies:** Relate economic content to historical events; cite and include contributions in economics by minorities, persons with disabilities, and LGBTQ.

#### Unique Assessments

- Hands-on graphing activities depicting the impact of the Federal Reserve on the money market and the loanable funds market
- Small group discussion and personal examples of objectives learned
- Research utilizing online resources related to the Federal Reserve
- Chapter quiz
- Chapter exam with open-ended questions

#### Modifications

- **G/T:** Encourage students to explore concepts in depth and encourage independent studies or investigations; supply reading materials on a wide variety of subjects and levels.
- **ELL:** Alternate responses; extended time; teacher modeling, preferential seating; incorporate visuals; provide models for homework.
- **IEP:** Allow students to use a calculator; pre-teach concepts, provide illustrations; provide visual aids; extended time.
- **504:** Allow students to use a calculator; preferential seating; questions read aloud; provide illustrations; extended time.
- **At-Risk:** Use of calculator; preferential seating, questions read aloud; demonstrate how to take notes; extended time.

#### Core Instructional Materials

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<table>
<thead>
<tr>
<th>Unit Resources/Links/Suggested Field Trips</th>
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<tr>
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</table>

**Standards**
1. 6.1C Grade 12 CPI 12.D  
- Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

2. 6.1C Grade 12 CPI 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.

3. 6.1C Grade 12 CPI 16.C  
- Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

4. 6.1C Grade 12 CPI 12.A  
- Assess the effectiveness of the new state and national government attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

5. 6.1C Grade 12 CPI 9.B  
- Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.

6. 8.2C Grade 12 CPI 4  
- Explain and identify interdependent systems and their functions.

7. 9.1A Grade 12 CPI 5  
- Analyze how the economic, social, and political conditions of a time period can affect the labor market.

8. 9.1A Grade 12 CPI 7  
- Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

9. 9.1A Grade 12 CPI 9  
- Analyze how personal and cultural values impact spending and other financial decisions.

10. 9.1B Grade 12 CPI 1  
- Prioritize financial decisions by systematically considering alternatives and possible consequences.

11. 9.1B Grade 12 CPI 5  
- Explain how changes in taxes, inflation, and personal circumstances can affect a personal budget.

12. 9.1B Grade 12 CPI 7  
- Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one's personal budget.

13. 9.1D Grade 12 CPI 2  
- Assess the impact of inflation on economic decisions and lifestyles.

14. 9.1E Grade 12 CPI 1  
- Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.

15. 9.1E Grade 12 CPI 2  
- Analyze and apply multiple sources of financial information when prioritizing financial decisions.

16. 9.1E Grade 12 CPI 3  
- Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

17. 9.1E Grade 12 CPI 5  
- Evaluate business practices and their impact on individuals, families, and societies.

18. 9.1F Grade 12 CPI 1  
- Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

19. 9.1F Grade 12 CPI 2  
- Assess the impact of emerging global economic events on financial planning.

20. 9.1F Grade 12 CPI 3  
- Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

21. 9.1F Grade 12 CPI 6  
- Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

22. 9.1G Grade 12 CPI 1  
- Analyze risks and benefits in various financial situations.

23. 9.2C Grade 12 CPI 4  
- Analyze how economic conditions and societal changes influence employment trends and future education.

24. 9.3D Grade 12 CPI 3  
- Apply economic concepts fundamental to global business operations.

25. 09-10.L.02.C  
- Spell correctly.

26. 09-10.RST.03  
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

27. 09-10.RST.09  
- Compare and contrast treatments of the same topic, or of various perspectives presented in a primary or secondary sources; analyze how they relate in terms of themes and significant historical concepts.

28. 11-12.L.02.B  
- Spell correctly.
29. 11-12.RST.03
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

30. 11-12.RST.07
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

31. 11-12.RST.09
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

32. 1.CRP 1.CRP 1. Grade 12 CPI CRP1
- Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

33. 2.CRP 2.CRP2 Grade 12 CPI CRP2
- Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

34. 4.CRP 4.CRP4 Grade 12 CPI CRP4
- Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

35. 6.CRP 6.CRP6 Grade 12 CPI CRP6
- Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Unit Documents
No documents have been uploaded to this unit

Lessons in Unit
There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 07/19/2019 by cspuch

### Pacing
19 days.

### Unit Objectives

Students will be able to:
1. Describe fiscal policy; explain the mechanism through which changes in government spending (G) and taxes (T) translate into changes in the economy.
2. Explain the difference between contractionary and expansionary fiscal policies and when and how they are used.
3. Define and identify automatic stabilizers and distinguish between discretionary fiscal policy and automatic stabilizers.
4. Explain how budget deficits affect the US economy.
5. Graph and explain how changes in AS affect the price level and real GDP.
6. Explain how flexible wages and prices return the economy to long-run equilibrium.
7. Define budget deficit, budget surplus and debt; understand the long-run effects of government borrowing.
8. Explain how the financial system is related to key economic variables.
9. Describe lags in monetary and fiscal policy; define the crowding out effect and explain it using a loanable funds market graph.
10. Show the effects of crowding out using the AS/AD model demonstrate the short-run trade-off between unemployment and inflation by drawing a correctly labeled Phillips curve.
11. Explain what will cause the short-run Phillips curve to shift.
12. Graph and explain a correctly labeled long-run Phillips curve.

### Unit Summary

In this unit, students will learn how monetary and fiscal policy stabilize the economy (promote high employment). Fiscal policy is introduced in the first part of this unit and then integrated with monetary policy. Supply-side policies and long-run policy effects are discussed after fiscal policy is introduced. The unit ends with a presentation of the Phillips curve model.

### Essential Questions

- What is the purpose of fiscal policy?
- How do flexible wages and prices return the economy to long-run equilibrium?
- What are the long run effects of government borrowing?
- How is the financial system related to key economic variables?
- How do government budget deficits affect the US economy?
- How does crowding out affect the AS/AD Model?
- What will cause the short-run Phillips curve to shift?
- What is the relationship between the short-run and long-run Phillips curves?

### Interdisciplinary Connections / 21st Century Themes & Skills

- **English/Language Arts**: Read/analyze text graphs and illustrations; express thoughts in both written & oral form; practice public speaking skills by participating in class discussion of examples that correspond to content areas.
- **Math**: Perform two-variable diagram graphing the money market given scenarios and word problems related to NJSLA; perform two-variable diagram graphing the fiscal policy scenarios and word problems related to NJSLA; complete word problems related to market scenarios involving Federal Reserve intervention given scenarios and word problems related to NJSLA.
- **Social Studies**: Relate economic content to historical events; cite and include contributions in economics by minorities, persons with disabilities, and LGBTQ.

### Unique Assessments

- Hands-on graphing activities depicting the impact of contractionary and expansionary fiscal policies
- Small group discussion and personal examples of objectives learned
- Research utilizing online resources related to the Federal Reserve
- Chapter quiz
- Chapter exam with open-ended questions

### Modifications
GIT: Encourage students to explore concepts in depth and encourage independent studies or investigations; supply reading materials on a wide variety of subjects and levels.

ELL: Alternate responses; extended time; teacher modeling, preferential seating; incorporate visuals; provide models for homework.

IEP: Allow students to use a calculator; pre-teach concepts, provide illustrations; provide visual aids; extended time.

504: Allow students to use a calculator; preferential seating; questions read aloud; provide illustrations; extended time.

At-Risk: Use of calculator; preferential seating, questions read aloud; demonstrate how to take notes; extended time.

Core Instructional Materials

Khan Academy - AP Macroeconomics Course
ACDC Economics Videos - Youtube

Unit Resources/Links/Suggested Field Trips

http://www.acdcecon.com/fiscal-policy-
http://www.acdcecon.com/the-phillips-curve
http://www.acdcecon.com/classical-vs-keynesian-economics-
http://www.acdcecon.com/crowding-out

Standards
1. 6.1C Grade 12 CPI 12.D
   - Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
2. 6.1C Grade 12 CPI 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.
3. 6.1C Grade 12 CPI 16.C
   - Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
4. 6.1C Grade 12 CPI 2.A
   - Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
5. 6.1C Grade 12 CPI 9.B
   - Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
6. 8.2C Grade 12 CPI 4
   - Explain and identify interdependent systems and their functions.
7. 9.1A Grade 12 CPI 5
   - Analyze how the economic, social, and political conditions of a time period can affect the labor market.
8. 9.1A Grade 12 CPI 7
   - Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
9. 9.1A Grade 12 CPI 9
   - Analyze how personal and cultural values impact spending and other financial decisions.
10. 9.1B Grade 12 CPI 1
    - Prioritize financial decisions by systematically considering alternatives and possible consequences.
11. 9.1B Grade 12 CPI 5
    - Explain how changes in taxes, inflation, and personal circumstances can affect a personal budget.
12. 9.1B Grade 12 CPI 7
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13. 9.1D Grade 12 CPI 2
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14. 9.1E Grade 12 CPI 1
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    - Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
17. 9.1E Grade 12 CPI 5
    - Evaluate business practices and their impact on individuals, families, and societies.
18. 9.1F Grade 12 CPI 1
    - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
19. 9.1F Grade 12 CPI 2
    - Assess the impact of emerging global economic events on financial planning.
20. 9.1F Grade 12 CPI 3
    - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
21. 9.1F Grade 12 CPI 6
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22. 9.1G Grade 12 CPI 1
    - Analyze risks and benefits in various financial situations.
23. 9.2C Grade 12 CPI 4
    - Analyze how economic conditions and societal changes influence employment trends and future education.
24. 9.3D3 Grade 12 CPI 3
    - Apply economic concepts fundamental to global business operations.
25. 09-10.L.02.C
    - Spell correctly.
26. 09-10.RST.03
    - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
27. 09-10.RST.07
    - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
28. 09-10.RST.09
    - Compare and contrast treatments of the same topic, or of various perspectives presented in a primary or secondary sources; analyze how they relate in terms of themes and
significant historical concepts.

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32. 11-12.RST.09
   - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

33. 1.CR.P 1.CRP 1. Grade 12 CPI CPR1
   - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

34. 2.CRP 2.CRP2 Grade 12 CPI CPR2
   - Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

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   - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

36. 7.CRP 7.CRP7 Grade 12 CPI CPR7
   - Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Unit Documents

No documents have been uploaded to this unit

Lessons in Unit

There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 07/19/2019 by csopuch
Unit Objectives

Students will be able to:

1. Discuss and explain real economic growth.
2. Explain the impact of economic growth on the price level.
3. Calculate per capita real economic growth.
4. Explain why it is important to compare economic growth to standard of living within a country.
5. Explain efficient production and technological growth as a source of economic growth.

Unit Summary

In this unit we will explain and discuss real economic growth and how it is measured. Students will learn to calculate per capita real economic growth and utilize it to compare economic growth of countries. Standard of living between countries will be discussed and why economic growth is not an indicator of social well being. Efficient production will also be discussed and the impact of technology on production and a country's economic prosperity.

Essential Questions

What is real economic growth?
What is the impact of economic growth on the price level?
How can real per capita economic growth be calculated?
Why is it important to compare economic growth to the standard of living within a country?
What is efficient production and why is technological growth important in economic growth?

Interdisciplinary Connections / 21st Century Themes & Skills

English/Language Arts: Read/analyze text graphs and illustrations; express thoughts in both written & oral form; practice public speaking skills by participating in class discussion of examples that correspond to content areas.
Math: Perform two-variable diagram graphs depicting economic growth given scenarios and word problems related to NJSLA; complete word problems related to calculation of real economic growth and per capita standard of living involving given scenarios and word problems related to NJSLA.
Social Studies: Relate economic content to historical events; cite and include contributions in economics by minorities, persons with disabilities, and LGBTQ.

Unique Assessments

Hands-on graphing activities depicting economic growth
Word problem scenarios calculating real economic growth and per capita economic growth
Small group discussion and personal debate on economic growth and social well being including standard of living
Research utilizing online resources related to selected countries concerning real economic growth
Chapter quiz
Chapter exam with open-ended questions

Modifications

GIT: Encourage students to explore concepts in depth and encourage independent studies or investigations; supply reading materials on a wide variety of subjects and levels.
ELL: Alternate responses; extended time; teacher modeling, preferential seating; incorporate visuals; provide models for homework.
IEP: Allow students to use a calculator; pre-teach concepts, provide illustrations; provide visual aids; extended time.
504: Allow students to use a calculator; preferential seating; questions read aloud; provide illustrations; extended time.
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5. 6.1C Grade 12 CPI 9.B
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   - Explain and identify interdependent systems and their functions.
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11. 9.1B Grade 12 CPI 6
    - Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
12. 9.1B Grade 12 CPI 7
    - Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one’s personal budget.
13. 9.1D Grade 12 CPI 2
    - Assess the impact of inflation on economic decisions and lifestyles.
14. 9.1E Grade 12 CPI 2
    - Analyze and apply multiple sources of financial information when prioritizing financial decisions.
15. 9.1E Grade 12 CPI 3
    - Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
16. 9.1E Grade 12 CPI 5
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17. 9.1F Grade 12 CPI 1
    - Relate a country’s economic system of production and consumption to building personal wealth and achieving societal responsibilities.
18. 9.1F Grade 12 CPI 2
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    - Spell correctly.
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32. 1.CRP 1.CRP 1. Grade 12 CPI CPR1
- Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

33. 2.CRP 2.CRP2 Grade 12 CPI CRP2
- Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

34. 4.CRP 4CRP4 Grade 12 CPI CRP4
- Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

35. 6.CRP 6CRP6 Grade 12 CPI CRP6
- Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

36. 7.CRP 7CRP7 Grade 12 CPI CRP7
- Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Unit Documents

No documents have been uploaded to this unit

Lessons in Unit

There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer

Last Updated on 07/19/2019 by csopuch
Honors Macroeconomics


Pacing
14 days

Unit Objectives
Students will be able to:
1. Define and explain international trade based on David Ricardo and comparative advantage.
2. Explain terms of trade and how terms of trade between countries are determined.
3. Cite trade restrictions and explain how the various methods trade can be restricted.
4. Discuss the World Trade Organization and explain the influence of the World Trade Organization on trade.
5. Discuss and explain the impact of exchange rates on international trade.
6. Explain the balance of payments account and determine debits/credits to the balance of payments account.
7. Define the current account and capital account and identify transactions included in each account.
8. Discuss and evaluate economic impact of flexible versus fixed exchange rates.
9. Discuss the current international monetary system and list the proponents of a managed monetary float system.

Unit Summary
In this unit, students will learn about the international sector. They will learn about the important influence the World Trade Organization has on international trade and discuss restrictions to trade. Basic concepts will be discussed explaining terms of trade and the work of David Ricardo concerning comparative advantage. The impact of exchange rates greatly impacts trade and students will explore how a country's currency greatly impacts trade. We will conclude the unit discussing the current account and the capital account concerning how trade is recorded.

Essential Questions
How do trade policies create barriers to trade?
What are a country's balance of payments accounts?
How do changes in economic variables impact foreign exchange rates?
How do the domestic economy and the international economy interact?
*What are capital inflows and outflows?
*How is the loanable funds market used to analyze capital flows in an economy?

Interdisciplinary Connections / 21st Century Themes & Skills
English/Language Arts: Read/analyze text graphs and illustrations; express thoughts in both written & oral form; practice public speaking skills by participating in class discussion of examples that correspond to content areas.
Math: Perform two-variable diagram graphing of the international market given scenarios and word problems related to NJSLA; complete word problems related to the current and capital account involving given scenarios and word problems related to NJSLA.
Social Studies: Relate economic content to historical events; cite and include contributions in economics by minorities, persons with disabilities, and LGBTQ.

Unique Assessments
Hands-on graphing activities involving the international market regarding international trade
Small group discussion and personal examples of objectives learned
Research utilizing online resources related to international trade
Chapter quiz
Chapter exam with open-ended questions

Modifications
G/T: Encourage students to explore concepts in depth and encourage independent studies or investigations; supply reading materials on a wide variety of subjects and levels.
ELL: Alternate responses; extended time; teacher modeling, preferential seating; incorporate visuals; provide models for homework.
IEP: Allow students to use a calculator; pre-teach concepts, provide illustrations; provide visual aids; extended time.
504: Allow students to use a calculator; preferential seating; questions read aloud; provide illustrations; extended time.
At-Risk: Use of calculator; preferential seating, questions read aloud; demonstrate how to take notes; extended time.

Core Instructional Materials
Khan Academy - AP Macroeconomics Course
ACDC Economics Videos - Youtube

Unit Resources/Links/Suggested Field Trips
https://www.youtube.com/watch?v=3mvBJvQQMKs&list=PL04578C46EDAB7734
https://www.youtube.com/watch?v=WOYwGLz50TA&index=4&list=PL04578C46EDAB7734
http://www.acdcecon.com/exchange-rates
http://www.acdcecon.com/appreciation-and-depreciation
http://www.acdcecon.com/floating-and-fixed-exchange-rates

Standards
1. 6.1C Grade 12 CPI 12.D
   - Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
2. 6.1C Grade 12 CPI 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.
3. 6.1C Grade 12 CPI 16.C
   - Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
4. 6.1C Grade 12 CPI 12.C
   - Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
5. 6.1C Grade 12 CPI 9.B
   - Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
6. 6.2D Grade 12 CPI 4
   - Assess the impacts of emerging technologies on developing countries.
7. 9.1A Grade 12 CPI 7
   - Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
8. 9.1A Grade 12 CPI 9
   - Analyze how personal and cultural values impact spending and other financial decisions.
9. 9.1B Grade 12 CPI 1
   - Prioritize financial decisions by systematically considering alternatives and possible consequences.
10. 9.1B Grade 12 CPI 5
    - Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
11. 9.1B Grade 12 CPI 7
    - Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one's personal budget.
12. 9.1D Grade 12 CPI 2
    - Assess the impact of inflation on economic decisions and lifestyles.
13. 9.1E Grade 12 CPI 1
    - Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.
14. 9.1E Grade 12 CPI 2
    - Analyze and apply multiple sources of financial information when prioritizing financial decisions.
15. 9.1E Grade 12 CPI 3
    - Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
16. 9.1E Grade 12 CPI 5
    - Evaluate business practices and their impact on individuals, families, and societies.
17. 9.1F Grade 12 CPI 1
    - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
18. 9.1F Grade 12 CPI 2
    - Assess the impact of emerging global economic events on financial planning.
19. 9.1F Grade 12 CPI 3
    - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
20. 9.1F Grade 12 CPI 6
    - Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.
21. 9.1G Grade 12 CPI 1
    - Analyze risks and benefits in various financial situations.
22. 9.2C Grade 12 CPI 4
    - Analyze how economic conditions and societal changes influence employment trends and future education.
23. 9.3D3 Grade 12 CPI 3
    - Apply economic concepts fundamental to global business operations.
24. 09-10.L.02.C
    - Spell correctly.
25. 09-10.RST.03
    - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
26. 09-10.RST.07
    - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
27. 09-10.RST.09
    - Compare and contrast treatments of the same topic, or of various perspectives presented in a primary or secondary sources; analyze how they relate in terms of themes and significant historical concepts.
28. 11-12.L.02.B
- Spell correctly.

29. 11-12.RST.03
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

30. 11-12.RST.07
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

31. 11-12.RST.09
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

32. 1.CRP1. Grade 12 CPI CRP1
- Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

33. 2.CRP2. Grade 12 CPI CRP2
- Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

34. 4.CRP4. Grade 12 CPI CRP4
- Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

35. 6.CRP6. Grade 12 CPI CRP6
- Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

36. 7.CRP7. Grade 12 CPI CRP7
- Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Unit Documents
No documents have been uploaded to this unit

Lessons in Unit
There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 07/19/2019 by csopuch
Honors Macroeconomics


Pacing
9 days

Unit Objectives

Students will be able to:
1. Discuss and explain the rule of 72.
2. Explain how interest rates are related to key macroeconomic variables.
3. Illustrate the model of supply and demand for loanable funds in financial markets.
4. Explain risk management and risk aversion.
5. Explain diversification and tradeoff between risk and return.
6. Explain the efficient market hypothesis and need for it to make a determination of asset prices.

Unit Summary

In this unit students will learn about the tools of finance and investment. They will learn about the importance of understanding economic variables and their impact on interest rates. We will also discuss the rule of 72, risk and return, and risk aversion through diversification. We will conclude the unit discussing the efficient market hypothesis and how it is used to accurately make a determination of asset prices.

Essential Questions

What is the rule of 72?
Why and how are interest rates related to key economic variables?
What is the model of supply and demand within the loanable funds market of financial institutions?
What is risk management and risk aversion?
What is the tradeoff that exists between risk and return?
How does the efficient market hypothesis determine asset prices and how is it utilized.

Interdisciplinary Connections / 21st Century Themes & Skills

English/Language Arts: Read/analyze online graphs and illustrations; express thoughts in both written & oral form; practice public speaking skills by participating in class discussion of examples that correspond to content areas.
Math: Perform two-variable diagram graphing the loanable funds market given scenarios and word problems related to NJSLA; complete word problems related to market scenarios involving investments and rate of return given scenarios.
Social Studies: Relate economic content to historical events; cite and include contributions in economics by minorities, persons with disabilities, and LGBTQ.

Unique Assessments

Hands-on graphing activities depicting the impact of economic variables on interest rates
Small group discussion and personal examples of objectives learned
Research utilizing online resources concerning investment and investment strategies
Chapter quiz
Chapter exam with open-ended questions

Modifications

G/T: Encourage students to explore concepts in depth and encourage independent studies or investigations; supply reading materials on a wide variety of subjects and levels.
ELL: Alternate responses; extended time; teacher modeling, preferential seating; incorporate visuals; provide models for homework.
IEP: Allow students to use a calculator; pre-teach concepts, provide illustrations; provide visual aids; extended time.
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Core Instructional Materials
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   - Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

2. **6.1C Grade 12 CPI 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.

3. **9.1A Grade 12 CPI 5**
   - Analyze how the economic, social, and political conditions of a time period can affect the labor market.

4. **9.1A Grade 12 CPI 7**
   - Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

5. **9.1B Grade 12 CPI 1**
   - Prioritize financial decisions by systematically considering alternatives and possible consequences.

6. **9.1B Grade 12 CPI 5**
   - Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

7. **9.1D Grade 12 CPI 2**
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9. **9.1E Grade 12 CPI 2**
   - Analyze and apply multiple sources of financial information when prioritizing financial decisions.

10. **9.1E Grade 12 CPI 3**
    - Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

11. **9.1F Grade 12 CPI 1**
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12. **9.1F Grade 12 CPI 2**
    - Assess the impact of emerging global economic events on financial planning.

13. **9.1F Grade 12 CPI 3**
    - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

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    - Evaluate risks and benefits in various financial situations.

16. **9.3D3 Grade 12 CPI 3**
    - Apply economic concepts fundamental to global business operations.

17. **09-10.L.02.C**
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18. **09-10.RST.03**
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    - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

23. **11-12.RST.07**
    - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

24. **11-12.RST.09**
    - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

28. 2.CRP 2.CRP2 Grade 12 CPI CRP2
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GREATER EGG HARBOR REGIONAL HIGH SCHOOL DISTRICT

PLTW Computer Science Essentials

2019
Pacing

35 days

Unit Objectives

- Apply a creative development process when creating computational artifacts.
- Create a computational artifact for creative expression.
- Describe moments within a process where curiosity, persistence, and the positive aspect of failure played an important role in gaining understanding about a problem or unexpected observation.
- Engage stakeholders in a problem and use their perspectives to shape the course of your development.
- Apply and describe an iterative process based on user-centered research to solve a problem.
- Identify and apply decomposition as a critical step in problem solving.
- Explain how people participate in a problem-solving process that scales.
- Select and apply appropriate computational tools and techniques to solve a problem or create value for others.
- Apply a system of version control effectively.
- Collect, organize, and explore real and simulated data.
- Develop an algorithm for implementation in a program.
- Express an algorithm in a language.
- Describe the variety of abstractions used to represent data.
- Describe an abstraction used when writing a program or creating other computational artifacts.
- Develop a program for creative expression, to satisfy personal curiosity, or to create new knowledge.
- Develop a program to solve problems.
- Create programs by writing and testing code in a modular, incremental approach.
- Explain how programs implement algorithms.
- Use an abstraction to manage complexity in programs.
- Employ and describe appropriate mathematical and logical concepts in programming.
- Explain characteristics of the internet and the systems built on it.
- Identify existing cybersecurity concerns and potential options to address these issues with the internet and the systems built on it.
- Identify user actions that strengthen the security of a networked computing system.
- Explain the connections between computing and real-world contexts, including economic, social, and cultural contexts.
- Explain how computing has impacted innovation in other fields.
- Abide by professional standards when creating value for people and society.
- Consider accessibility and equity when designing products, creating solutions, and collaborating with others.
- Collaborate when processing information to gain insight and knowledge.
- Collaborate to develop a program.
- Apply project management strategies effectively as part of a team.
- Communicate ideas, processes, and products to optimize audience perception and understanding.

Unit Summary

Unit 2 continues to reinforce coding fundamentals as students are gradually introduced to text-based programming. In this unit, students will explore the impacts of computer science on our society and bring coding off the screen and into the physical world. Students will learn how images can be used to make decisions in programs and explore real-world applications and innovations that will shape our future.

Essential Questions
2.1.1 - 1 What are some of the ways concepts in blocks are represented in languages like Python® and JavaScript?

2.1.1 - 2 How realistic is it to expect coding professionals to be experts on all programming languages? What are they really experts at?

2.1.1 - 3 What are some advantages and disadvantages of working at high and low levels of abstraction?

2.1.1 - 4 Why are different languages sometimes better suited for expressing different algorithms?

2.1.1 - 5 How are abstractions managing complexity in a program?

2.1.1 - 6 What challenges are there to programming a vehicle to navigate an environment even if it is well defined?

2.1.2 - 1 Why do you think arrays are an essential concept in programs?

2.1.2 - 2 What was your role on the Scrum development team?

2.1.3 - 1 In text-based languages, what do coding constructs in blocks look like? (Loops)

2.1.3 - 2 How is image processing changing our world?

2.1.3 - 3 Why is problem solving mindset important in computer science?

2.1.3 - 4 What are some advantages and challenges of working at high and low levels of abstraction?

2.1.3 - 5 What are the challenges created by the increasing use of machine learning and artificial intelligence in programs?

2.1.3 - 6 Why are diverse perspectives so critical in a collaboration?
Follow all IEP modifications and 504 plans
Native language texts
Differentiated instruction
Modified assignments
Teacher tutoring
Peer tutoring
Elbow partners/Row collaboration

Core Instructional Materials
PLTW CSE Curriculum

Unit Resources/Links/Suggested Field Trips
Vex Coding Studio

Standards

1. **8.1A Grade 12 CPI 3**
   - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

2. **8.1B Grade 12 CPI 1**
   - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

3. **8.1D Grade 12 CPI 5**
   - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

4. **8.2A Grade 12 CPI 3**
   - Research and present information on an existing technological product that has been repurposed for a different function.

5. **8.2B Grade 12 CPI 1**
   - Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.

6. **8.2C Grade 12 CPI 4**
   - Explain and identify interdependent systems and their functions.

7. **8.2E Grade 12 CPI 3**
   - Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

Unit Documents
No documents have been uploaded to this unit

Lessons in Unit
There are no lessons in this unit

Created on 07/28/2019 by Lahr, Abigail
Last Updated on 07/28/2019 by alahr
### Pacing

55 days

### Unit Objectives

- Apply a creative development process when creating computational artifacts.
- Create a computational artifact for creative expression.
- Describe moments within a process where curiosity, persistence, and the positive aspect of failure played an important role in gaining understanding about a problem or unexpected observation.
- Engage stakeholders in a problem and use their perspectives to shape the course of your development.
- Apply and describe an iterative process based on user-centered research to solve a problem.
- Identify and apply decomposition as a critical step in problem solving.
- Explain how people participate in a problem-solving process that scales.
- Select and apply appropriate computational tools and techniques to solve a problem or create value for others.
- Apply a system of version control effectively.
- Collect, organize, and explore real and simulated data.
- Develop an algorithm for implementation in a program.
- Express an algorithm in a language.
- Describe the variety of abstractions used to represent data.
- Describe an abstraction used when writing a program or creating other computational artifacts.
- Develop a program for creative expression, to satisfy personal curiosity, or to create new knowledge.
- Develop a program to solve problems.
- Create programs by writing and testing code in a modular, incremental approach.
- Explain how programs implement algorithms.
- Use an abstraction to manage complexity in programs.
- Employ and describe appropriate mathematical and logical concepts in programming.
- Explain characteristics of the Internet and the systems built on it.
- Identify existing cybersecurity concerns and potential options to address these issues with the Internet and the systems built on it.
- Identify user actions that strengthen the security of a networked computing system.
- Explain the connections between computing and real-world contexts, including economic, social, and cultural contexts.
- Explain how computing has impacted innovation in other fields.
- Abide by professional standards when creating value for people and society.
- Consider accessibility and equity when designing products, creating solutions, and collaborating with others.
- Collaborate when processing information to gain insight and knowledge.
- Collaborate to develop a program.
- Apply project management strategies effectively as part of a team.
- Communicate ideas, processes, and products to optimize audience perception and understanding.

### Unit Summary

The goal of Unit 3 is for students to begin to understand and use the flexibility and power of programming in a text-based environment. Students will be introduced to the Python® programming language in the Canopy development environment. In this unit, students will continue to build on coding fundamentals as they apply the same coding concepts, computational thinking practices, and development processes introduced in units 1 and 2.

### Essential Questions
3.1.1 - 1 What are some advantages and challenges of cloud computing?
3.1.1 - 2 How is abstraction in the programming language I'm using managing complexity in my program?
3.1.1 - 3 How am I applying independent, cooperative, and collaborative strategies to find my own answers?

3.1.2 - 1 Can I describe what an algorithm does to someone new to coding?
3.1.2 - 2 What are some mathematical and logical concepts that are used over and over?
3.1.2 - 3 What computer science terms keep confusing me?

3.1.3 - 1 Can I describe what an algorithm does to someone new to coding?
3.1.3 - 2 What are some mathematical and logical concepts that are used over and over?
3.1.3 - 3 What computer science terms keep confusing me?

3.2.1 - 1 Why do conditional statements always have only two outcomes such as "yes or no" or "true or false"?
3.2.1 - 2 Why is computer science considered a form of art and creative expression by many?
3.2.1 - 3 What are some essential operations you do over and over with lists or collections?

3.2.2 - 1 Why do conditional statements always have only two outcomes such as "yes or no" or "true or false"?
3.2.2 - 2 Why is computer science considered a form of art and creative expression by many?
3.2.2 - 3 What are some essential operations you do over and over with lists or collections?
3.2.2 - 4 How does parameterization generalize a specific solution?

3.2.3 - 1 How is iteration managing program flow?

3.2.4 - 1 How does parameterization generalize a specific solution?
3.2.4 - 2 How is abstraction managing complexity in my program?
3.2.4 - 3 What was your role on the Scrum development team?
3.2.4 - 4 How does parameterization generalize a specific solution?
3.2.4 - 5 What part of the code did you develop?

3.2.5 - 1 Why is it important to become a creator and not just a user?
3.2.5 - 2 Why are diverse perspectives and user stories so important when developing an app?
3.2.5 - 3 How do I communicate the way algorithms in my program function?
3.2.5 - 4 How do my algorithms integrate mathematical and/or logical concepts?
3.2.5 - 5 How is abstraction in the programming language I am using managing complexity in my program?
3.2.5 - 6 How am I applying independent, cooperative, and collaborative strategies to find my own answers?

Interdisciplinary Connections / 21st Century Themes & Skills

Text based coding
Pair Programming
Agile Project Development/Scrum
Accountability to a team
Collaboration on design and implementation
Presentation/Communication
Public Speaking
Ethics

Unique Assessments

classwork
class discussion
teacher observation
RGB Cup
Google Form assessments (formative and summative)
Project presentation

Modifications

Follow all IEP modifications and 504 plans
Native language texts
Differentiated instruction
Modified assignments
Teacher tutoring
Peer tutoring
Elbow partners/Row collaboration

Page 2 of 3
<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 8.1F Grade 12 CPI 1</td>
</tr>
<tr>
<td>- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</td>
</tr>
<tr>
<td>2. 8.2C Grade 12 CPI 2</td>
</tr>
<tr>
<td>- Analyze a product and how it has changed or might change over time to meet human needs and wants.</td>
</tr>
<tr>
<td>3. 8.2C Grade 12 CPI 4</td>
</tr>
<tr>
<td>- Explain and identify interdependent systems and their functions.</td>
</tr>
<tr>
<td>4. 8.2D Grade 12 CPI 4</td>
</tr>
<tr>
<td>- Assess the impacts of emerging technologies on developing countries.</td>
</tr>
<tr>
<td>5. 8.2D Grade 12 CPI 6</td>
</tr>
<tr>
<td>- Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.</td>
</tr>
<tr>
<td>6. 8.2E Grade 12 CPI 1</td>
</tr>
<tr>
<td>- Demonstrate an understanding of the problem-solving capacity of computers in our world.</td>
</tr>
<tr>
<td>7. 8.2E Grade 12 CPI 3</td>
</tr>
<tr>
<td>- Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).</td>
</tr>
</tbody>
</table>

**Unit Documents**

No documents have been uploaded to this unit

**Lessons in Unit**

There are no lessons in this unit

Created on 07/28/2019 by Lahr, Abigail

Last Updated on 07/28/2019 by alahr
Pacing
15 days

Unit Objectives
Apply a creative development process when creating computational artifacts.
Create a computational artifact for creative expression.
Describe moments within a process where curiosity, persistence, and the positive aspect of failure played an important role in gaining understanding about a problem or unexpected observation.
Engage stakeholders in a problem and use their perspectives to shape the course of your development.

Apply and describe an iterative process based on user-centered research to solve a problem.
Identify and apply decomposition as a critical step in problem solving.
Explain how people participate in a problem-solving process that scales.
Select and apply appropriate computational tools and techniques to solve a problem or create value for others.
Apply a system of version control effectively.

Collect, organize, and explore real and simulated data.
Develop an algorithm for implementation in a program.
Express an algorithm in a language.
Describe the variety of abstractions used to represent data.
Describe an abstraction used when writing a program or creating other computational artifacts.
Develop a program for creative expression, to satisfy personal curiosity, or to create new knowledge.

Develop a program to solve problems.
Create programs by writing and testing code in a modular, incremental approach.
Explain how programs implement algorithms.
Use an abstraction to manage complexity in programs.

Employ and describe appropriate mathematical and logical concepts in programming.
Explain characteristics of the internet and the systems built on it.
Identify existing cybersecurity concerns and potential options to address these issues with the internet and the systems built on it.
Identify user actions that strengthen the security of a networked computing system.

Explain the connections between computing and real-world contexts, including economic, social, and cultural contexts.
Explain how computing has impacted innovation in other fields.
Abide by professional standards when creating value for people and society.
Consider accessibility and equity when designing products, creating solutions, and collaborating with others.
Collaborate when processing information to gain insight and knowledge.
Collaborate to develop a program.

Apply project management strategies effectively as part of a team.
Communicate ideas, processes, and products to optimize audience perception and understanding.

Unit Summary
The final unit in CSE allows students to apply all that they have learned in a student-defined, student-driven development. Whether creating an app, a website, or a physical computing device, students will apply computational thinking practices and a strategic development process to create computational artifacts that solve problems and create value for others. Students will collaborate the way computing professionals do as they pursue solutions to authentic needs. For those students continuing on to PLTW CSP, this unit provides an excellent model of how to participate in, document, and create a performance task for AP CSP.

Essential Questions
4.1.1 - 1 What was your role on the Scrum development team?
4.1.1 - 2 What is the purpose of your program?
4.1.1 - 3 Where does your program integrate mathematical and/or logical concepts?
4.1.1 - 4 What does one of the algorithms in your program do?
4.1.1 - 5 How does an abstraction you created manage complexity in the program?
4.1.1 - 6 What part of the code did you develop?

Interdisciplinary Connections / 21st Century Themes & Skills
Pair Programming
Agile Project Development/Scrum
Accountability to a team
Collaboration on design and implementation
Presentation/Communication
Public Speaking
Ethics

Unique Assessments
Presentation
Interview

Modifications
Follow all IEP modifications and 504 plans
Native language texts
Differentiated instruction
Modified assignments
Teacher tutoring
Peer tutoring
Elbow partners/Row collaboration

Core Instructional Materials
PLTW CSE Curriculum

Unit Resources/Links/Suggested Field Trips
Vex Coding Studio
MIT App Inventor
Python/Canopy

Standards
1. 8.2D Grade 12 CPI 1
   - Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
2. 8.2D Grade 12 CPI 6
   - Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
3. 8.2E Grade 12 CPI 1
   - Demonstrate an understanding of the problem-solving capacity of computers in our world.
4. 8.2E Grade 12 CPI 2
   - Analyze the relationships between internal and external computer components.
5. 8.2E Grade 12 CPI 3
   - Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

Unit Documents
No documents have been uploaded to this unit

Lessons in Unit
There are no lessons in this unit

Created on 07/28/2019 by Lahr, Abigail
Last Updated on 07/28/2019 by alahr
| Pacing | 45 days |

**Unit Objectives**

- Apply a creative development process when creating computational artifacts.
- Create a computational artifact for creative expression.
- Describe moments within a process where curiosity, persistence, and the positive aspect of failure played an important role in gaining understanding about a problem or unexpected observation.
- Engage stakeholders in a problem and use their perspectives to shape the course of your development.
- Apply and describe an iterative process based on user-centered research to solve a problem.
- Identify and apply decomposition as a critical step in problem solving.
- Explain how people participate in a problem-solving process that scales.
- Select and apply appropriate computational tools and techniques to solve a problem or create value for others.
- Apply a system of version control effectively.
- Collect, organize, and explore real and simulated data.
- Develop an algorithm for implementation in a program.
- Express an algorithm in a language.
- Describe the variety of abstractions used to represent data.
- Describe an abstraction used when writing a program or creating other computational artifacts.
- Develop a program for creative expression, to satisfy personal curiosity, or to create new knowledge.
- Develop a program to solve problems.
- Create programs by writing and testing code in a modular, incremental approach.
- Explain how programs implement algorithms.
- Use an abstraction to manage complexity in programs.
- Employ and describe appropriate mathematical and logical concepts in programming.
- Explain characteristics of the internet and the systems built on it.
- Identify existing cybersecurity concerns and potential options to address these issues with the internet and the systems built on it.
- Identify user actions that strengthen the security of a networked computing system.
- Explain the connections between computing and real-world contexts, including economic, social, and cultural contexts.
- Explain how computing has impacted innovation in other fields.
- Abide by professional standards when creating value for people and society.
- Consider accessibility and equity when designing products, creating solutions, and collaborating with others.
- Collaborate when processing information to gain insight and knowledge.
- Collaborate to develop a program.
- Apply project management strategies effectively as part of a team.
- Communicate ideas, processes, and products to optimize audience perception and understanding.

**Unit Summary**

Unit 1 welcomes new and returning students to the world of computer science and coding fundamentals. Students work with MIT App Inventor to create basic apps that rely on the concepts of event-driven programming, branching, iteration, variables, and abstraction—the building blocks of creating with code. Students are introduced to essential computational thinking practices, such as developing abstractions, collaborating around computing, and communicating as they create, test, and refine computational artifacts of Android apps.

**Essential Questions**
1.1.1 - 1 Why is it important to become a creator of apps and not just a user?
1.1.1 - 2 How does block-based programming make life easier when coding?
1.1.1 - 3 Why are independent and cooperative strategies so important in computer science?
1.1.2 - 1 How do I describe an algorithm to someone new to computer science?
1.1.2 - 2 What mathematical and logical concepts have I seen before in my other classes?
1.1.2 - 3 What makes a computer science concept fundamental or essential?
1.1.3 - 1 Why are decisions in programs narrowed down to two options such as "yes or no" or "true or false"?
1.1.3 - 2 What information is being hidden or abstracted by a program?
1.1.3 - 3 How did you deal with challenges you were confronted with?
1.1.4 - 1 How does the variable scope influence the structure of an algorithm?
1.1.4 - 2 Why are user stories and user-centered design so important when creating an app?
1.1.4 - 3 What mathematical and logical concepts do I keep using over and over?
1.1.5 - 1 What are the advantages and benefits of using loops in an algorithm?
1.1.5 - 2 What are the advantages and challenges of pair programming?
1.1.5 - 3 What are all the different ways iteration plays a role in a program and in an app that is created for others?
1.1.6 - 1 What is the purpose of a program?
1.1.6 - 2 Where does a program integrate mathematical and/or logical concepts?
1.1.6 - 3 What does an algorithm do in the program?
1.1.6 - 4 What problems are really worth the effort to try to solve?
1.1.6 - 5 What does it mean for data to persist?
1.1.6 - 6 What are the similarities and differences between creative expression and solving a problem with an app?
1.1.6 - 7 What does it mean to "hack"?
1.1.6 - 8 How can algorithms automate processes for both good and bad purposes?
1.1.6 - 9 How do algorithms integrate mathematical and logical concepts?
1.1.6 - 10 How does abstraction in the programming language make code easier to understand?
1.1.6 - 11 What details have been hidden or removed by an abstraction?
1.1.6 - 12 Why are lists considered essential in computer science?
1.1.6 - 13 Why is sharing code and looking at many examples important to people writing programs?
1.1.6 - 14 How have you gotten better at collaborating with your partners when pair programming?
1.1.6 - 15 What was your role on the Scrum development team?
1.1.6 - 16 What is the purpose of your program?
1.1.6 - 17 Where does your program integrate mathematical and/or logical concepts?
1.1.6 - 18 What does one of the algorithms in your program do?
1.1.6 - 19 How do algorithms integrate mathematical and logical concepts?
1.1.6 - 20 What does one of the algorithms in your program do?
1.1.6 - 21 How does an abstraction you created manage complexity in the program?
1.1.6 - 22 What part of the code did you develop?
1.1.6 - 23 What was your role on the Scrum development team?
1.1.6 - 24 What part of the code did you develop?
1.1.6 - 25 What is the purpose of your program?
1.1.6 - 26 Where does your program integrate mathematical and/or logical concepts?
1.1.6 - 27 What does one of the algorithms in your program do?
1.1.6 - 28 How does an abstraction you created manage complexity in the program?
1.1.6 - 29 What part of the code did you develop?
1.1.6 - 30 What are some advantages to programming in a text-based language compared to a block-based programming language?

Interdisciplinary Connections / 21st Century Themes & Skills

Mobile computing
Iterative development process
Agile Project Development/Scrum
Accountability to a team
Collaboration on design and implementation
Presentation/Communication
Public Speaking
Ethics

Unique Assessments
### Standards

1. **8.1F Grade 12 CPI 1**
   - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

2. **8.2C Grade 12 CPI 2**
   - Analyze a product and how it has changed or might change over time to meet human needs and wants.

3. **8.2C Grade 12 CPI 3**
   - Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

4. **8.2C Grade 12 CPI 4**
   - Explain and identify interdependent systems and their functions.

5. **8.2C Grade 12 CPI 6**
   - Research an existing product, reverse engineer and redesign it to improve form and function.

6. **8.2D Grade 12 CPI 4**
   - Assess the impacts of emerging technologies on developing countries.

7. **8.2D Grade 12 CPI 5**
   - Explain how material processing impacts the quality of engineered and fabricated products.

8. **8.2D Grade 12 CPI 6**
   - Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

9. **8.2E Grade 12 CPI 1**
   - Demonstrate an understanding of the problem-solving capacity of computers in our world.

10. **8.2E Grade 12 CPI 2**
    - Analyze the relationships between internal and external computer components.

11. **8.2E Grade 12 CPI 3**
    - Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

12. **8.2E Grade 12 CPI 4**
    - Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

### Unit Documents

No documents have been uploaded to this unit

### Lessons in Unit

There are no lessons in this unit
### Pacing

2-3 Weeks

### Unit Objectives

- SWBAT understand the rationale for hygiene and washing.
- SWBAT learn how to wash their hair and body.
- SWBAT learn how to bathe and shower.
- SWBAT understand the reason for shaving.
- SWBAT learn how to properly care for the teeth.
- SWBAT learn toileting and bathroom etiquette.
- SWBAT learn the importance of keeping living space neat and clean.
- SWBAT identify what privacy is and the different topics or activities we engage in that should be kept private.

### Unit Summary

This 2-3 week unit will focus on the importance of proper hygiene and a clean living space, as well as understanding social cues while in a public bathroom setting.

### Essential Questions

- Why is it important to wash my body?
- When do we wash our hands?
- How often should we shower?
- What items do we use in the shower?
- Why do we brush our teeth?
- How often do people go to the dentist?
- What are the different types of toilets?
- Why is it important to keep a clean living space?
- How often should you wash your sheets?
- What is privacy?
- What are private behaviors?

### Interdisciplinary Connections / 21st Century Themes & Skills

- Health literacy
- English
- Read 180
- Science
- Biology

### Unique Assessments

- Module 1 Pre-Test
- Module 1 Post Test
- Performance Assessment
- Check for Understanding Questions

### Modifications

- Assistive Technology
- FM Systems
- Small Groups
- Other Modifications and Accommodations as stated in student IEP and 504.

### Core Instructional Materials

N/A
### Standards

1. **2.1A Grade 8 CPI 1**  
   - Assess and apply Health Data to enhance each dimension of personal wellness.

2. **2.1A Grade 8 CPI 3**  
   - Relate advances in technology to maintaining and improving personal health.

3. **2.1A Grade 8 CPI 4**  
   - Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

### Unit Documents

No documents have been uploaded to this unit

### Lessons in Unit

There are no lessons in this unit

Created on 07/24/2019 by Scannell, Shawn  
Last Updated on 07/25/2019 by sscannell
## Social Dynamics

### 2. Human Development

#### Pacing
16 Days

#### Unit Objectives
- SWBAT explain how puberty fits into the timeline of human development.
- SWBAT describe the changes that occur during puberty.
- SWBAT identify male genitalia.
- SWBAT explain the functioning of the male genitalia.
- SWBAT identify female genitalia.
- SWBAT explain the functioning of female genitalia.
- SWBAT define sexual contact.
- SWBAT discuss sexually transmitted diseases.
- SWBAT describe the processes of pregnancy and childbirth.

#### Unit Summary
This 16 day unit will focus on human biological processes including human development, puberty, male genitalia, female genitalia, sex, pregnancy and childbirth.

#### Essential Questions
- How does puberty fit into the timeline of human development?
- What changes occur during puberty?
- What is male genitalia?
- What is the function of male genitalia?
- What is female genitalia?
- What is the function of female genitalia?
- What is sexual contact?
- What are sexually transmitted diseases?
- What is the process of pregnancy and childbirth?

#### Interdisciplinary Connections / 21st Century Themes & Skills
- Health literacy
- English
- Read 180
- Science
- Biology

#### Unique Assessments
- Module 2 Pre-Test
- Module 2 Post Test
- Performance Assessment
- Checking for Understanding Questions

#### Modifications
- Assistive Technology
- FM Systems
- Small Groups
- Other Modifications and Accommodations as stated in student IEP and 504.

#### Core Instructional Materials
- Healthy Relationships and Autism

#### Unit Resources/Links/Suggested Field Trips
### Standards

1. **2.4B Grade 12 CPI 1**  
   - Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.

2. **2.4B Grade 12 CPI 3**  
   - Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

3. **2.4B Grade 12 CPI 5**  
   - Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).

4. **2.4C Grade 12 CPI 2**  
   - Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.

5. **2.4C Grade 12 CPI 3**  
   - Evaluate the methods and resources available to confirm pregnancy.

6. **2.4C Grade 12 CPI 4**  
   - Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.

### Unit Documents

No documents have been uploaded to this unit

### Lessons in Unit

There are no lessons in this unit

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Created on 07/11/2019 by Rushton, Jennifer  
Last Updated on 07/23/2019 by lwuk
# Social Dynamics

## 3. Establishing Relations

### Pacing

2-3 weeks

### Unit Objectives

- SWBAT: identify at least three people that students encounter on a daily basis, and explain what the roles of these people are.
- SWBAT: identify the kind of relationship that students have with various people they met daily and explain what type of relationship they have with that individual.
- SWBAT: identify and describe the characteristics of a friend; demonstrate appropriate friendship relationship
- SWBAT: describe and identify the characteristics of an acquaintance; demonstrate an appropriate acquaintance relationship
- SWBAT: describe the difference and characteristics between of a friend an acquaintance, and a bully; identify the difference between friends and bullies; understand why some people bully others, develop strategies to handle a bully

### Unit Summary

Within these 2-3 students will learn about different relationships that have with the people around them, what makes a good friend and how to tell if they are being bullied. Students will learn how to interact with a variety of people and determine what type of relationship they have with that individual.

### Essential Questions

- What type of people do students encounter on a daily basis? What role do these people play in their lives?
- Does a person have to have the same type of relationship with everybody they encounter?
- What makes a good friend? How should a friend act towards oneself at all times?
- What is the difference between a friend and an acquaintance?
- How are friends different than bullies? What can you do to stop a bully? What should you do if you see a friend getting bullied?

### Interdisciplinary Connections / 21st Century Themes & Skills

- English
- Read 180
- School to Careers
- History
- Science
- Math
- Various electives

### Unique Assessments

- Pre and Post assessments
- Projects

### Modifications

- Assistive Technology
- FM Systems
- Small Groups
- Assistive Technology
- Other Modifications and Accommodations as stated in student IEP and 504

### Core Instructional Materials

Not applicable

### Unit Resources/Links/Suggested Field Trips

- Standards
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Code</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>CPI 2</td>
<td>Analyze the characteristics of healthy friendships and other relationships.</td>
</tr>
<tr>
<td>12</td>
<td>CPI 3</td>
<td>Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</td>
</tr>
<tr>
<td>6</td>
<td>CPI 3</td>
<td>Examine the types of relationships adolescents may experience.</td>
</tr>
<tr>
<td>12</td>
<td>CPI 4</td>
<td>Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</td>
</tr>
<tr>
<td>8</td>
<td>CPI 4</td>
<td>Differentiate between affection, love, commitment, and sexual attraction.</td>
</tr>
<tr>
<td>8</td>
<td>CPI 5</td>
<td>Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</td>
</tr>
</tbody>
</table>

**Unit Documents**

No documents have been uploaded to this unit.

**Lessons in Unit**

1. People I Encounter, scheduled for <No Dates Set>
2. Different types of Relationships, scheduled for <No Dates Set>
3. What is a friend, scheduled for <No Dates Set>
4. What is an acquaintance, scheduled for <No Dates Set>
5. What is a Bully, scheduled for <No Dates Set>
6. Making Friends/ Ready for Dating, scheduled for <No Dates Set>
7. Relationships; Review and Assessment, scheduled for <No Dates Set>

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 07/23/2019 by madams
# Social Dynamics

## 1. People I Encounter

**Unit:** Establishing Relations  
**Scheduled for:** 2 days

### Equipment Needed
- Pre-assessment; People I Encounter form

### Objectives

**SWBAT:** Identify at least three people that students encounter on a daily basis, and explain what the roles of these people are.

### Learning Activities, Instructional Strategies

Students will watch the following two clips of movies and debate if the actor in the scenes should have reacted the way they did when meeting somebody for the first time. Then students will work in groups, led by the teacher, to make a list of people that they may encounter on a daily basis. Students will then be introduced to the traffic light concept of interaction, and will determine which people belong where, based on interactions. Using the traffic light system, students will group these individuals into the correct category.

### Differentiation

- Assistive Technology
  - FM Systems
  - Small Groups
- Other Modifications and Accommodations as stated in student IEP and 504.

### Resources Utilized

- [https://www.youtube.com/watch?v=QHY77szNhvM](https://www.youtube.com/watch?v=QHY77szNhvM)
- [https://www.youtube.com/watch?v=REOxJU4yeOk](https://www.youtube.com/watch?v=REOxJU4yeOk)

### Standards

1. 2.4A Grade 6 CPI 2  
   - Analyze the characteristics of healthy friendships and other relationships.
2. 2.4A Grade 12 CPI 3  
   - Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
3. 2.4A Grade 6 CPI 3  
   - Examine the types of relationships adolescents may experience.
4. 2.4A Grade 12 CPI 4  
   - Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
5. 2.4A Grade 8 CPI 4  
   - Differentiate between affection, love, commitment, and sexual attraction.
6. 2.4A Grade 8 CPI 5  
   - Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

### Lesson Documents

No documents have been uploaded to this lesson.
Social Dynamics

2. Different types of Relationships
Unit: 3. Establishing Relations
Scheduled for 1 days

Equipment Needed
Completed People I Encounter form; post assessment/checking for understanding form

Objectives
SWBAT: identify the kind of relationship that students have with various people they met daily and explain what type of relationship they have with that individual.

Learning Activities, Instructional Strategies
Students will review their People I Encounter form from the previous lesson. Students will then determine what type of relationship they have with that person listed, by placing them in one of the three traffic light categories. Students will then be led in discussion about why and how they labeled the people they encounter as they did.

Differentiation
Assistive Technology
FM Systems
Small Groups
Assistive Technology
Other Modifications and Accommodations as stated in student IEP and 504

Resources Utilized

Standards
1. 2.4A Grade 6 CPI 2
   - Analyze the characteristics of healthy friendships and other relationships.
2. 2.4A Grade 6 CPI 3
   - Examine the types of relationships adolescents may experience.
3. 2.4A Grade 12 CPI 3
   - Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
4. 2.4A Grade 12 CPI 4
   - Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
5. 2.4A Grade 8 CPI 4
   - Differentiate between affection, love, commitment, and sexual attraction.
6. 2.4A Grade 8 CPI 5
   - Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

Lesson Documents
No documents have been uploaded to this lesson
# Social Dynamics

## 3. What is a friend

**Unit:** 3. Establishing Relations  
**Scheduled for 2 days**

<table>
<thead>
<tr>
<th>Equipment Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed People I Encounter form; post assessment/checking for understanding form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBAT: identify and describe the characteristics of a friend; demonstrate appropriate friendship relationship</td>
</tr>
</tbody>
</table>

### Learning Activities, Instructional Strategies

- Students will be asked and led in discussion about what makes a friend. Then, students will watch the short video on friendship and analyze what the characters do to show each other that they are friends. Finally, students will be placed with a partner and will be given a relationship of friend, acquaintance, or bully. They will create a role play dialogue showing how people in each category would interact with one another.

### Differentiation

- Assistive Technology
- FM Systems
- Small Groups
- Assistive Technology
- Other Modifications and Accommodations as stated in student IEP and 504.

### Resources Utilized

- [https://www.youtube.com/watch?v=t4Q_B0frJE](https://www.youtube.com/watch?v=t4Q_B0frJE)

### Standards

1. 2.4A Grade 6 CPI 2  
   - Analyze the characteristics of healthy friendships and other relationships.

2. 2.4A Grade 12 CPI 3  
   - Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

3. 2.4A Grade 6 CPI 3  
   - Examine the types of relationships adolescents may experience.

4. 2.4A Grade 12 CPI 4  
   - Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

5. 2.4A Grade 8 CPI 4  
   - Differentiate between affection, love, commitment, and sexual attraction.

6. 2.4A Grade 8 CPI 5  
   - Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

### Lesson Documents

- No documents have been uploaded to this lesson
4. **What is an acquaintance**

Unit: 3. Establishing Relations
Scheduled for 1 days

---

**Equipment Needed**

Completed People I Encounter form; post assessment/checking for understanding form

**Objectives**

SWBAT: describe and identify the characteristics of an acquaintance; demonstrate an appropriate acquaintance relationship

**Learning Activities, Instructional Strategies**

Students will be led in discussion to compare and contrast friends and acquaintances. They will observe a youtube video that describes the difference between friends and acquaintances. Then, students will review their people that I encounter form and change any of the previous answer to reflect whether that person is a friend or an acquaintance.

**Differentiation**

Assistive Technology
FM Systems
Small Groups
Assistive Technology
Other Modifications and Accommodations as stated in student IEP and 504.

**Resources Utilized**

https://www.youtube.com/watch?v=HirFOO0NSLk

**Standards**

1. 2.4A Grade 6 CPI 2
   - Analyze the characteristics of healthy friendships and other relationships.
2. 2.4A Grade 12 CPI 3
   - Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
3. 2.4A Grade 6 CPI 3
   - Examine the types of relationships adolescents may experience.
4. 2.4A Grade 12 CPI 4
   - Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
5. 2.4A Grade 8 CPI 4
   - Differentiate between affection, love, commitment, and sexual attraction.
6. 2.4A Grade 8 CPI 5
   - Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

**Lesson Documents**

No documents have been uploaded to this lesson
5. What is a Bully
Unit: 3. Establishing Relations
Scheduled for 3 days

Equipment Needed
People I encounter form; checking for understanding form

Objectives
SWBAT: describe the difference and characteristics between a friend and an acquaintance, and a bully; identify the difference between friends and bullies; understand why people bully others, develop ways to handle a bully

Learning Activities, Instructional Strategies
Students will begin the lesson by being asked to describe a bully, what explain what is bullying. Then, students will watch the 5 minute video entitled "bully" and make a list of all the things that are considered bullying that the character does. Discussion will be held on the ways bullying occurred in the video. Students will then create a class list of ways to prevent bullying and what to do if they or someone they know are being bullied.

Differentiation
Assistive Technology
FM Systems
Small Groups
Assistive Technology
Other Modifications and Accommodations as stated in student IEP and 504.

Resources Utilized
https://www.youtube.com/watch?v=rC0BHneYhY

Standards
1. 2.4A Grade 6 CPI 2
   - Analyze the characteristics of healthy friendships and other relationships.
2. 2.4A Grade 12 CPI 3
   - Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
3. 2.4A Grade 6 CPI 3
   - Examine the types of relationships adolescents may experience.
4. 2.4A Grade 12 CPI 4
   - Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
5. 2.4A Grade 8 CPI 4
   - Differentiate between affection, love, commitment, and sexual attraction.
6. 2.4A Grade 8 CPI 5
   - Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

Lesson Documents
No documents have been uploaded to this lesson
### Social Dynamics

#### 6. Making Friends/ Ready for Dating

Unit: 3. Establishing Relations

Scheduled for 3 days

<table>
<thead>
<tr>
<th>Equipment Needed</th>
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<tbody>
<tr>
<td>44 questions worksheet; checking for understanding form</td>
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<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBAT: Identify ways of making and maintaining friendships; understand how friends interact; identify things that should be known about someone that they may want to date</td>
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<table>
<thead>
<tr>
<th>Learning Activities, Instructional Strategies</th>
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<tbody>
<tr>
<td>Students will begin by being led in discussion about what they think makes a good friend. They will be partnered and asked to come up with examples of how people become friends in popular movies or shows that they have seen. The list will be compared to other students in the class. With the same partner, students will complete the 44 questions list, asking each other the questions on said list. Students will then be brought into a larger group and will discuss the 44 Questions worksheet and tell how they feel about finding things out about the other students.</td>
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<td>Assistive Technology</td>
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<tr>
<td>FM Systems</td>
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<tr>
<td>Small Groups</td>
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<tr>
<td>Assistive Technology</td>
</tr>
<tr>
<td>Other Modifications and Accommodations as stated in student IEP and 504.</td>
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<table>
<thead>
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<th>Resources Utilized</th>
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<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>1. 2.4A Grade 6 CPI 2</td>
</tr>
<tr>
<td>- Analyze the characteristics of healthy friendships and other relationships.</td>
</tr>
<tr>
<td>2. 2.4A Grade 12 CPI 3</td>
</tr>
<tr>
<td>- Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.</td>
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<td>3. 2.4A Grade 6 CPI 3</td>
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<td>- Examine the types of relationships adolescents may experience.</td>
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<td>4. 2.4A Grade 12 CPI 4</td>
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<td>- Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</td>
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<td>5. 2.4A Grade 8 CPI 4</td>
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<td>- Differentiate between affection, love, commitment, and sexual attraction.</td>
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<td>6. 2.4A Grade 8 CPI 5</td>
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<tr>
<td>- Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</td>
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</table>

<table>
<thead>
<tr>
<th>Lesson Documents</th>
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</thead>
<tbody>
<tr>
<td>No documents have been uploaded to this lesson</td>
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</tbody>
</table>
## Social Dynamics

### 7. Relationships; Review and Assessment

**Unit: 3. Establishing Relations**  
**Scheduled for 2 days**

<table>
<thead>
<tr>
<th>Equipment Needed</th>
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</thead>
<tbody>
<tr>
<td>Completed People &amp; Encounter form; post assessment/checking for understanding form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBAT: Demonstrate understanding of different types of relationships, explain the difference between acquaintances and friends, and identify ways to deal with bullying.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Activities, Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will participate in a game to review the different types of relationships, and differences in friends and acquaintances. On the 2nd day, students will complete the assessment.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Differentiation</th>
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</thead>
</table>
| Assistive Technology  
| FM Systems  
| Small Groups  
| Assistive Technology  
| Other Modifications and Accommodations as stated in student IEP and 504. |

<table>
<thead>
<tr>
<th>Resources Utilized</th>
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</thead>
</table>
| -Analyze the characteristics of healthy friendships and other relationships.  
| -Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.  
| -Examine the types of relationships adolescents may experience.  
| -Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.  
| -Differentiate between affection, love, commitment, and sexual attraction.  
| -Determine when a relationship is unhealthy and explain effective strategies to end the relationship. |

### Standards

1. 2.4A Grade 6 CPI 2  
   - Analyze the characteristics of healthy friendships and other relationships.
2. 2.4A Grade 12 CPI 3  
   - Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
3. 2.4A Grade 6 CPI 3  
   - Examine the types of relationships adolescents may experience.
4. 2.4A Grade 12 CPI 4  
   - Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
5. 2.4A Grade 8 CPI 4  
   - Differentiate between affection, love, commitment, and sexual attraction.
6. 2.4A Grade 8 CPI 5  
   - Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

### Lesson Documents

No documents have been uploaded to this lesson.
### Social Dynamics

#### 4. Social Media/ Communication

**Pacing**

2-3 Weeks

**Unit Objectives**

- SWBAT understand social media and how it works.
- SWBAT understand what a social media friend is.
- SWBAT identify and understand the benefits and risks of social media.
- SWBAT learn strategies to safely use social media.
- SWBAT understand why small talk is important.
- SWBAT know when to use small talk.
- SWBAT understand the importance of private talk.
- SWBAT learn when to keep a secret and when to tell.

**Unit Summary**

This 2-3 week unit will focus on how to navigate safely in today's social media world as well as how and when to use discrete communication.

**Essential Questions**

- What is social media?
- Who can use social media?
- What are the benefits of using social media?
- What are the dangers of social media?
- What is small talk?
- Why is small talk important?
- What is private talk?
- With whom do you use private talk?
- What is a secret?
- When would you tell a secret to a trusted adult?

**Interdisciplinary Connections / 21st Century Themes & Skills**

- English
- Read 180
- Science
- Biology

**Unique Assessments**

- Module 3 Pre-Test
- Module 3 Post Test
- Performance Assessment
- Check for Understanding Questions

**Modifications**

- Assistive Technology
- FM Systems
- Small Groups
- Other Modifications and Accommodations as stated in student IEP and 504.

**Core Instructional Materials**

- N/A

**Unit Resources/Links/Suggested Field Trips**
Standards

1. **2.2B Grade 6 CPI 1**
   - Use effective decision-making strategies.
2. **2.2C Grade 6 CPI 1**
   - Explain how character and core ethical values can be useful in addressing challenging situations.
3. **2.4A Grade 12 CPI 3**
   - Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
4. **2.4A Grade 12 CPI 4**
   - Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

Unit Documents

No documents have been uploaded to this unit

Lessons in Unit

There are no lessons in this unit

Created on 07/25/2019 by Scannell, Shawn

Last Updated on 07/25/2019 by sscannell
5. Appropriate Behaviors

Pacing
3-4 weeks

Unit Objectives
SWBAT: Understand how relationship and situation effects personal space; identify the appropriate amount of personal space based on the situation and relationship of the people with whom they are interacting.
SWBAT: Understand voice volume; identify situations and settings that require adjusting voice volume.
SWBAT: Identify and understand the appropriate social boundaries in a variety of situations; understand the consequences of breaking social boundaries in situations. What is harassment and consequences of harassment?
SWBAT: Identify types of physical affection; understand how relationship and setting affect physical affection; identify and understand consequences of using physical affection inappropriately can have consequences.

Unit Summary
In this unit, students will learn the appropriate behaviors in a variety of situations, including what personal space is and how it is affected by the situation and relationship, the correct volume of voice one should use in a variety of situations, correct social boundaries in social settings and understanding how breaking those social boundaries can lead to consequences, types of physical affection and how the use of it varies on the setting and relationship.

Essential Questions
How does situation and relationship effect personal space?
What is voice volume? How does the situation effect the voice volume in a conversation?
What are social boundaries? What are appropriate social boundaries in certain settings? Why can breaking social boundaries have consequences? What consequences occur if social boundaries are broken? What is harassment and what consequences may come out of harassing a person?
What is physical affection? How does relationship and setting affect physical affection? What are consequences of using physical affection in the wrong setting or with the wrong person?

Interdisciplinary Connections / 21st Century Themes & Skills
English
Read 180
School to Careers
History
Science
Math
Various electives

Unique Assessments
Pre-Post Assessments
Projects

Modifications
Assistive Technology
FM Systems
Small Groups
Assistive Technology
Other Modifications and Accommodations as stated in student IEP and 504

Core Instructional Materials
Not Applicable

Unit Resources/Links/Suggested Field Trips
Social Dynamic Teacher's Manual
Variety of videos
<table>
<thead>
<tr>
<th>Standards</th>
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</thead>
</table>
| 1. **2.2A Grade 6 CPI 1**  
   - Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. |
| 2. **9.33.4 Grade 12 CPI 3.4**  
   - Discuss factors influencing attraction and relationships |
| 3. **3.3.13.1 Grade 12 CPI 3.1**  
   - Students will describe the process of socialization across the life course. |

**Unit Documents**
No documents have been uploaded to this unit

**Lessons in Unit**
There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer  
Last Updated on 07/25/2019 by madams
### Social Dynamics

#### 6. Romantic Relationships

<table>
<thead>
<tr>
<th>Pacing</th>
<th>10 Days</th>
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<tbody>
<tr>
<td><strong>Unit Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>SWBT differentiate between romance and friendship.</td>
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<tr>
<td>SWBT describe what a date is.</td>
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<tr>
<td>SWBT demonstrate how to ask someone on a date.</td>
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<tr>
<td>SWBT create a plan for a date.</td>
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<tr>
<td>SWBT demonstrate appropriate communication for a date.</td>
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<tr>
<td>SWBT display appropriate behavior for a date.</td>
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<tr>
<td>SWBT discuss what Healthy Relationships are.</td>
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| **Unit Summary** | This 10 day unit will focus on Module 3 lessons 19-23, which will help students set the parameters for successful romantic relationships and dating. They will learn the difference between romance and friendships, role-play scenarios, and learn proper dating etiquette. |

<table>
<thead>
<tr>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>What is the difference between a romance and a friendship?</td>
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<tr>
<td>What is a date?</td>
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<tr>
<td>How should you ask someone on a date?</td>
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<tr>
<td>How do you plan for a date?</td>
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<tr>
<td>How do you communicate on a date?</td>
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<tr>
<td>What behavior is appropriate for a date?</td>
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<tr>
<td>What is a healthy relationship?</td>
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<thead>
<tr>
<th>Interdisciplinary Connections / 21st Century Themes &amp; Skills</th>
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<tbody>
<tr>
<td>Health literacy</td>
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<tr>
<td>English</td>
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<tr>
<td>Read 180</td>
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<tr>
<td>Science</td>
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<tr>
<th>Unique Assessments</th>
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<tbody>
<tr>
<td>Module 3 Pre-Test</td>
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<tr>
<td>Module 3 Post Test</td>
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<tr>
<td>Performance Assessment</td>
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<tr>
<td>Check for Understanding Questions</td>
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<tr>
<td>Retention Probe</td>
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<tr>
<td>Small Groups</td>
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<tr>
<td>Other Modifications and Accommodations as stated in student IEP and 504.</td>
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<thead>
<tr>
<th><strong>Core Instructional Materials</strong></th>
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<tbody>
<tr>
<td>Healthy Relationships and Autism</td>
<td></td>
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</tbody>
</table>

| Unit Resources/Links/Suggested Field Trips |         |

Page 1 of 2
Standards

1. **2.4A Grade 12 CPI 4**
   - Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

2. **2.4A Grade 12 CPI 6**
   - Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

3. **3.11-12.SL.01.B**
   - Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

4. **4.11-12.SL.01.D**
   - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

5. **5.11-12.SL.03**
   - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Unit Documents

No documents have been uploaded to this unit

Lessons in Unit

There are no lessons in this unit

Created on 07/11/2019 by Rushton, Jennifer
Last Updated on 07/23/2019 by Iwnuk