

Marking Period		Unit 1	Recommended Instructional Days
Marking Period 1		Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)	35-45 Days
<b>NJSLS - World History/Global Studies 6.2</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities:</b> <ul style="list-style-type: none"> <li>• Do Nows - Exit Tickets</li> <li>• Identify individuals and technological innovations that promoted the Industrial Revolution</li> <li>• Explain the role of geography in the Industrial Revolution</li> <li>• Timeline of the Industrial Revolution</li> <li>• Simulations: Cottage industry versus the assembly line</li> <li>• Simulations: Effect of clocks and time on people in the Industrial Revolution</li> <li>• View images of the time before, during, and after the Industrial Revolution; draw conclusions</li> <li>• Read about the impact of the Industrial Revolution on common people</li> <li>• Work with maps</li> <li>• Discuss the affect of the Industrial Revolution on militarism, racism and colonial expansion</li> <li>• identify examples of resistance to European colonialism by peoples in Africa, the Americas, the Middle East, and Asia</li> <li>• Identify leaders of these resistance movements</li> <li>• Conduct research all these leaders</li> <li>• Read about the fight by people in Africa, the Americas, the Middle East, and Asia to regain pieces of their cultural heritage from museums</li> <li>• DBQ: Latin American Independence: Why Did the Creoles Lead the Fight?</li> </ul>	
<i>Core Ideas:</i>	<i>Performance Expectation:</i>		
<b>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</b>	6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.		
<b>Civic participation and deliberation are essential characteristics individuals who support democracy and its principles.</b>	6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).		
<b>Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental</b>	6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.		

<b>documents, values, laws, and practices.</b>		
<b>Social and political systems throughout time have promoted and denied civic virtues and democratic principles</b>	6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.	
<b>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</b>	6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.	
<b>Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</b>	6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.	
<b>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</b>	6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.  6.2.12.EconGI.3.b: Construct a claim based on evidence regarding	<ul style="list-style-type: none"> <li>● DBQ: What Was the Driving Force Behind European Imperialism in Africa?</li> <li>● What was the political and cultural situation in Europe ca. 1750? <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>● What historical circumstances led to the Enlightenment? <ul style="list-style-type: none"> <li>○ Timeline Review</li> </ul> </li> <li>● What effect did the Enlightenment have on social reform movements and monarchs in the 18th century? <ul style="list-style-type: none"> <li>○ Primary &amp; Secondary Source Review</li> </ul> </li> <li>● To what extent did Mary Wollstonecraft challenge ideas about the rights of women in 18th century Europe? <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>● What was the French Revolution? <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>● How did the British gain, consolidate, and maintain power in India? <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>● How did British and Chinese points of view concerning trade between the two nations differ? How were they similar? <ul style="list-style-type: none"> <li>○ Primary &amp; Secondary Source Review</li> </ul> </li> <li>● How did Europeans and people of European descent gain, consolidate, and maintain power in South Africa? <ul style="list-style-type: none"> <li>○ Primary &amp; Secondary Source Review</li> </ul> </li> </ul> <p><b><u>Optional Extension Activities:</u></b></p> <ul style="list-style-type: none"> <li>● What points of view did Enlightenment Thinkers have about government? <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>● What were the social, economic, and political issues that led to the French Revolution? <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> </ul>

	<p>on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</p> <p>6.2.12.EconGI.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence</p>	<ul style="list-style-type: none"> <li>During the National Assembly stage of the French Revolution what actions were taken to address issues in France? To what extent did those actions fix those problems? <ul style="list-style-type: none"> <li>Document Review</li> </ul> </li> <li>What were the causes and effects of the Sepoy Rebellion? <ul style="list-style-type: none"> <li>Document Review</li> </ul> </li> <li>How did Europeans, the Japanese, and the United States gain, consolidate, and maintain power in China? <ul style="list-style-type: none"> <li>Document Review</li> </ul> </li> <li>What were the causes and effects of the Boxer Rebellion? <ul style="list-style-type: none"> <li>Document Review</li> </ul> </li> </ul>
<b>Resources of an area affect what is produced and opportunities for employment.</b>	<p>6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.</p>	
<b>Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).</b>	<p>6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability</p>	
<b>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the</b>	<p>6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p>	<p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li>Science: Discuss the different environments and climates of areas conquered during British Imperialism</li> <li>Language Arts:</li> <li>Art: Study the different artworks of the cultures Britain conquered during imperialism. Compare and contrast per-imperialism artwork vs post and discuss the differences.</li> <li>Music: Study the different music of the cultures Britain conquered during imperialism. Compare and contrast per-imperialism music vs post and discuss the differences.</li> <li>Fashion: Compare and contrast per-imperialism fashion vs post and discuss the differences.</li> </ul> <p><b><u>New Jersey Legislative Statutes and Administrative.</u></b></p> <ul style="list-style-type: none"> <li>Amistad &amp; D, E, I: <ul style="list-style-type: none"> <li>identify examples of resistance to European colonialism by peoples in Africa, the Americas, the Middle East, and Asia</li> <li>Identify leaders of these resistance movements</li> <li>Conduct research all these leaders</li> </ul> </li> </ul>

<b>significance of individuals and groups.</b>		
<b>To better understand the historical perspective, one must consider historical context.</b>	6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives	
<b>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts</b>	6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.	
<b>Human Environment Interaction: Human settlement activities impact the environmental and cultural characteristics of specific places and regions.</b>	6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.	
<b>Continuity and Change: Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups</b>	6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.	
<b>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</b>		<ul style="list-style-type: none"> <li>○ Read about the fight by people in Africa, the Americas, the Middle East, and Asia to regain pieces of their cultural heritage from museums</li> <li>● Climate Change <ul style="list-style-type: none"> <li>○ 6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment. <ul style="list-style-type: none"> <li>■ Read and discuss “The colonial roots of land inequality: geography, factor endowments, or institutions?”</li> </ul> </li> </ul> </li> </ul>

<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Political and civil institutions impact all aspects of people's lives</b>	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	<b><u>Unit Overarching Essential Question:</u></b> <ul style="list-style-type: none"> <li>● A. Civics, Government, and Human Rights <ul style="list-style-type: none"> <li>○ How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>○ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> </ul> </li> <li>● B. Geography, People, and the Environment <ul style="list-style-type: none"> <li>○ How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> </ul> </li> <li>● C. Economics, Innovation, and Technology <ul style="list-style-type: none"> <li>○ How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> </ul> </li> <li>● D. History, Culture, and Perspectives <ul style="list-style-type: none"> <li>○ How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>○ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> </ul> </li> </ul>
<b>Governments have different structures which impact development (expansion) and civic participation.</b>	6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).  6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.  6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information	
<b>Civic participation and deliberation are the</b>	6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing	

<p><b>responsibility of every member of society</b></p>	<p>arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national</p>	
<p><b>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</b></p>	<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints,</p>	
<p><b>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</b></p>	<p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p>	

<p><b>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</b></p>	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p>	
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	<p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>	
<b>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural</b>	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.	
<b>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</b>	<p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p>	
<b>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</b>	6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of	



	<p>ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of</p>	
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	<p>view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>	
<b>Social Studies Practices</b>		
<ul style="list-style-type: none"> <li>• Developing Questions and Planning Inquiry</li> <li>• Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li> <li>• Seeking Diverse Perspectives</li> <li>• Developing Claims and Using Evidence</li> <li>• Presenting Arguments and Explanations</li> <li>• Engaging in Civil Discourse and Critiquing Conclusions</li> <li>• Taking Informed Action</li> </ul>		
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	
<ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Social Awareness</li> <li>• Self- Management</li> <li>• Relationship Skills</li> <li>• Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> <li>• Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<b><u>Formative Assessments:</u></b> <ul style="list-style-type: none"> <li>• Do Nows - Exit Tickets</li> <li>• DBQ: Latin American Independence: Why Did the Creoles Lead the Fight?</li> <li>• DBQ: What Was the Driving Force Behind European Imperialism in Africa?</li> <li>• What was the political and cultural situation in Europe ca. 1750?               <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>• What historical circumstances led to the Enlightenment?               <ul style="list-style-type: none"> <li>○ Timeline Review</li> </ul> </li> <li>• What effect did the Enlightenment have on social reform movements and monarchs in the 18th century?               <ul style="list-style-type: none"> <li>○ Primary &amp; Secondary Source Review</li> </ul> </li> </ul>		<b><u>Benchmarks:</u></b> <ul style="list-style-type: none"> <li>• District Assessment</li> </ul> <b><u>Summative Assessments:</u></b> <ul style="list-style-type: none"> <li>• Document Analysis - Research various topics of the</li> <li>• DBQ: Latin American Independence: Why Did the Creoles Lead the Fight?               <ul style="list-style-type: none"> <li>○ Essay/Objectives/Debate/Project</li> </ul> </li> <li>• DBQ: What Was the Driving Force Behind European Imperialism in Africa?               <ul style="list-style-type: none"> <li>○ Essay/Objectives/Debate/Project</li> </ul> </li> <li>• Tests/Assessments</li> </ul>

- To what extent did Mary Wollstonecraft challenge ideas about the rights of women in 18th century Europe?
  - Document Review
- What was the French Revolution?
  - Document Review
- How did the British gain, consolidate, and maintain power in India?
  - Document Review
- How did British and Chinese points of view concerning trade between the two nations differ? How were they similar?
  - Primary & Secondary Source Review
- How did Europeans and people of European descent gain, consolidate, and maintain power in South Africa?
  - Primary & Secondary Source Review
- Newsela Articles
- Image Analysis & Graphic Organizers/Gallery Walk
- Map Skills Assignments
- Analyzing Political Cartoons
- Identify and summarize points of view
- Online Games: Quizizz and Quizlet for content and vocabulary respectively
- Quizzes
- Flip Books
- Debates/Discussions
- Data Based Questions
- Document Based Questions
- Small and large group discussions
- Peer reviews
- View films
- Listen to audio
- Conduct interviews
- Simulations
- Analyze statistics
- Policy analysis and recommendations

<ul style="list-style-type: none"><li>Persuasive/Expository Writing Prompts</li></ul>			
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"><li>McGraw Hill, World History &amp; Geography</li><li>Pearson, <i>The African-American Odyssey</i></li><li>Pearson’s Pacemaker Series, World History</li><li>Amistad Curriculum</li><li>Holocaust &amp; Genocide Education Curriculum</li><li>DBQ Online</li><li>JStor</li><li>NewsELA</li><li>Cicero: History Beyond the Textbook</li><li>ArcGIS</li></ul>	<ul style="list-style-type: none"><li>Skill building activities</li><li>Pearson’s Pacemaker Series</li><li>DBQ Online</li><li>ProEd Shorts</li><li>NewsELA</li><li>Videos</li><li>Leveled Assessments</li><li>Choice Boards</li><li>McGraw Hill, World History &amp; Geography</li></ul>	<ul style="list-style-type: none"><li>Bilingual dictionary</li><li>Modified assessments and/or rubric</li><li>Videos in their native language</li><li>Pearson’s Pacemaker Series</li><li>ProEd Shorts</li><li>NewsELA</li></ul>	<ul style="list-style-type: none"><li>Leveled readings</li><li>Novels; periodicals</li><li>Leveled Assessments</li><li>Enrichment activities &amp; projects</li><li>Choice Boards</li><li>Inquiry projects</li><li>Genius Hour Projects</li><li>McGraw Hill, World History &amp; Geography</li></ul>
Supplemental Resources			
Technology: <ul style="list-style-type: none"><li>Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot,</li></ul>			
Other: <ul style="list-style-type: none"><li>Novels, Periodicals, Maps, artifacts, JStor, ARC’s Research Lab, NewsELA, DBQ Online</li></ul>			

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>● Provide individual instruction as needed</li> <li>● Modify assessments and/or rubrics</li> <li>● Repeat instructions as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> <li>● Multi-sensory (VAKT) approach during instruction</li> <li>● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>● Modify test content and/or format</li> <li>● Retakes</li> <li>● Additional time</li> <li>● Preferential seating</li> <li>● Review, restate and repeat directions; written directions</li> <li>● Study guides</li> <li>● Break assignments into segments of shorter tasks</li> <li>● Break assignments into segments of shorter tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Modified activities</li> <li>● Extend time requirements</li> <li>● Preferred seating</li> <li>● Checks for understanding/review</li> <li>● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Reading materials in the native language</li> <li>● Watching videos in the native language</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting &amp; acceleration</li> <li>● Leveled readings</li> <li>● Leveled Assessments</li> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> <li>● Renaissance Artist Research Project</li> <li>● MultiMedia Presentation on Religion on the Renaissance</li> <li>● Podcast on Choice Research</li> </ul>

	<ul style="list-style-type: none"> <li>• Oral rather than written answers</li> </ul>		
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b> <ul style="list-style-type: none"> <li>• Standard 9.1 Personal Financial Literacy</li> <li>• Standard 9.2 Career Awareness, Exploration, Preparation and Training</li> <li>• Standard 9.3: Career and Technical Education</li> <li>• Standard 9.4 Life Literacies and Key Skills</li> </ul>	<b>Disciplinary Concepts:</b> <ul style="list-style-type: none"> <li>• Financial health</li> <li>• Financial Landscape</li> <li>• Money Management</li> <li>• Career Awareness and Planning</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem-solving</li> <li>• Digital Citizenship</li> <li>• Global and Cultural Awareness</li> <li>• Information and Media Literacy</li> <li>• Technology Literacy</li> </ul>		
	<b>Core Ideas:</b>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>	

	<b>Performance Expectation/s:</b>	Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p>Continually self-reflects and seek to improve historical thinking skills:</p> <ul style="list-style-type: none"> <li>• Critical Thinking &amp; Problem Solving</li> <li>• Creativity and Innovation</li> <li>• Collaboration, Teamwork and Leadership</li> <li>• Cross-Cultural Understanding and Interpersonal Communications</li> <li>• Communication and Media Fluency</li> <li>• Accountability, Productivity and Ethics</li> </ul> <p>Evaluate resources, understand author bias, and evaluate echo chambers; Uses effective communication and collaboration skills and resources to interact with a global society; Plans, executes, and alters goals in response to changing societal and economic conditions; Seeks to attain skill and content mastery to achieve success in a chosen career path.</p>	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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Content Area: Social Studies (NJSLS-CHPE 6.2, 6.3) Grades K - 12  
Grade: 9

Dev. Date: