

Marking Period	Unit 3	Recommended Instructional Days
Marking Period 3	Era 5. The 20th Century Since 1945: Challenges for the Modern World	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>• DBQ: DBQ The Cold War.pdf</li> <li>• Cold War Timeline Graphic Organizer               <ul style="list-style-type: none"> <li>◦ Use this graphic organizer to tie the events of the Cold War together.</li> </ul> </li> <li>• What was the Cold War?               <ul style="list-style-type: none"> <li>◦ Document Review</li> </ul> </li> <li>• What political and economic ideologies influenced the foreign policies of the Soviet Union and the United States during the Cold War?               <ul style="list-style-type: none"> <li>◦ Document Review</li> </ul> </li> <li>• What alliances formed during the Cold War? Why did countries join them?               <ul style="list-style-type: none"> <li>◦ Document Review</li> </ul> </li> <li>• What historical circumstances led to the start of the Indian Independence Movement?               <ul style="list-style-type: none"> <li>◦ Document Review</li> </ul> </li> <li>• Who was Mohandas Gandhi? What was his point of view concerning British rule of India?               <ul style="list-style-type: none"> <li>◦ Document Review</li> </ul> </li> <li>• Close Read: Gandhi's Letter to the Viceroy               <ul style="list-style-type: none"> <li>◦ Document Review</li> </ul> </li> <li>• What led to the establishment of the People's Republic of China?               <ul style="list-style-type: none"> <li>◦ Document Review</li> </ul> </li> <li>• How did Mao Zedong and the Communist Party of China gain, consolidate, and maintain power?</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.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.	
<b>Governments around the world support universal human rights to varying degrees.</b>	6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.	
<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.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.	
<b>Demographic shifts and migration patterns both influence and are impacted by</b>	6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the	

<b>social, economic, and political systems</b>	country of origin and the new country (e.g., social, economic, political structures).	<ul style="list-style-type: none"> <li>○ Document Review</li> <li>● Research the life of Nelson Mandela</li> <li>● Analyze migration patterns of people from Asia, Africa and the Americas into the United States</li> <li>● Read documents and view images to learn about genocides in the aftermath of the Holocaust</li> <li>● Which groups had interests in the future of the Middle East before World War I? Why? <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>● Israeli-Palestinian Conflict <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> </ul> <p><b><u>Optional Extension Activities:</u></b></p> <ul style="list-style-type: none"> <li>● DBQ: The Soviet Union: What Should Textbooks Emphasize?</li> <li>● DBQ: What Made Gandhi's Nonviolent Movement Work?</li> <li>● What is the Doomsday Clock? Why was it created? <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>● How did events in Europe in the early years of the Cold War help to achieve, maintain, and/or threaten world peace? <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>● How did the Cold War arms race help to achieve, maintain, and/or threaten world peace? <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>● How did Cold War proxy wars help to achieve, maintain, and/or threaten world peace? <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>● How did Détente help to achieve, maintain, and/or threaten world peace? <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> </ul>
<b>Geographic data helps to analyze variations in spatial patterns.</b>	6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir)	
<b>Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</b>	6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence	
<b>Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).</b>	6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.  6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.	
<b>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment,</b>	6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.	

<p><b>resource allocation, income distribution, and culture.</b></p>		
<p><b>Chronological sequencing serves as a tool for analyzing past and present events.</b></p>	<p>6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia</p>	
<p><b>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical context</b></p>	<p>6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p>	<ul style="list-style-type: none"> <li>• How did the events of the 1980s and 90s help to achieve, maintain, and/or threaten world peace? <ul style="list-style-type: none"> <li>◦ Document Review</li> </ul> </li> <li>• What led to Indian Independence from Great Britain? <ul style="list-style-type: none"> <li>◦ Document Review</li> </ul> </li> <li>• Why was the Partition of India a turning point for the region? <ul style="list-style-type: none"> <li>◦ Document Review</li> </ul> </li> <li>• Mohandas Gandhi and the Indian Independence Movement <ul style="list-style-type: none"> <li>◦ Document Review</li> </ul> </li> <li>• Mao Zedong, the Great Leap Forward and Cultural Revolution <ul style="list-style-type: none"> <li>◦ Document Review</li> </ul> </li> <li>• Deng Xiaoping, Four Modernizations and Tiananmen Square <ul style="list-style-type: none"> <li>◦ Document Review</li> </ul> </li> </ul> <p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li>• Science: Discuss and study the impact of nuclear weapons and analyze their destructive and environmental impact.</li> <li>• Language Arts: Red Scarf girl</li> <li>• Music: Listen to and discuss bands from this era.</li> <li>• Fashion: Analyze fashion and discuss current trends and how they relate.</li> </ul> <p><b><u>New Jersey Legislative Statutes and Administrative.</u></b></p> <ul style="list-style-type: none"> <li>• Amistad: Research the life of Nelson Mandela</li> <li>• AAPI: Analyze migration patterns into the United States</li> <li>• The Holocaust <ul style="list-style-type: none"> <li>◦ Read documents and view images to learn about genocides in the aftermath of the Holocaust</li> </ul> </li> <li>• Climate Change: <ul style="list-style-type: none"> <li>◦ 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life,</li> </ul> </li> </ul>
<p><b>There are multiple and complex causes and effects of events from the past.</b></p>	<p>6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military</p>	

	clashes (e.g., Korean War, Middle East).	<div>the daily lives of men, women, and children, and the environment.</div> <ul style="list-style-type: none"><li>■ Read and discuss “How did Industrialization Alter the Family”</li><li>■ Read and discuss “Industrialization”</li><li>■ Read and discuss “Industrialization, Labor, and Life”</li></ul>
<b>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</b>	<div>6.2.12.HistoryCC.5.f: Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.</div> <div>6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.</div>	
<b>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past</b>	6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.	
<b>NJSLS - Active Citizenship in the 21st Century 6.3</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>		
<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.	<div><b><u>Unit Overarching Essential Question:</u></b></div> <ul style="list-style-type: none"><li>● A. Civics, Government, and Human Rights</li></ul>

<p><b>Governments have different structures which impact development (expansion) and civic participation.</b></p>	<p>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).</p> <p>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.</p> <p>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</p>	<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> <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>
<p><b>Civic participation and deliberation are the responsibility of every member of society</b></p>	<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing 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> <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>	
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	6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.	
<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>	<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</p>	



	<p>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 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>	
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Social Studies Practices	
<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>	
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
<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><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></ul>

	<ul style="list-style-type: none"> <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: DBQ The Cold War.pdf</li> <li>Cold War Timeline Graphic Organizer               <ul style="list-style-type: none"> <li>Use this graphic organizer to tie the events of the Cold War together.</li> </ul> </li> <li>What was the Cold War?               <ul style="list-style-type: none"> <li>Document Review</li> </ul> </li> <li>What political and economic ideologies influenced the foreign policies of the Soviet Union and the United States during the Cold War?               <ul style="list-style-type: none"> <li>Document Review</li> </ul> </li> <li>What alliances formed during the Cold War? Why did countries join them?               <ul style="list-style-type: none"> <li>Document Review</li> </ul> </li> <li>What historical circumstances led to the start of the Indian Independence Movement?               <ul style="list-style-type: none"> <li>Document Review</li> </ul> </li> <li>Who was Mohandas Gandhi? What was his point of view concerning British rule of India?               <ul style="list-style-type: none"> <li>Document Review</li> </ul> </li> <li>Close Read: Gandhi's Letter to the Viceroy</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: The Cold War.pdf               <ul style="list-style-type: none"> <li>Essay/Objectives/Debate/Project</li> </ul> </li> <li>Tests/Assessments</li> </ul>

- Document Review
- What led to the establishment of the People's Republic of China?
  - Document Review
- How did Mao Zedong and the Communist Party of China gain, consolidate, and maintain power?
  - Document Review
- Which groups had interests in the future of the Middle East before World War I? Why?
  - Document Reivew
- Israeli-Palestinian Conflict
  - Document Reivew
- 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
- Persuasive/Expository Writing Prompts

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>● Teacher's Curriculum Institute: History Alive!</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			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizzz, Quizlet, Kahoot,</li> </ul> <p><b>Other:</b></p> <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>	X	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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