

Marking Period		Unit 2	Recommended Instructional Days
Marking Period 2		Era 4. Half-Century of Crisis and Achievement: The Era of the Great Wars	35-45 Days
<p align="center"><b>NJSLS - World History/Global Studies 6.2</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b></p>		<p><b>Recommended Activities:</b></p> <ul style="list-style-type: none"> <li>● Do Nows - Exit Tickets</li> <li>● DBQ: What Was the Underlying Cause of World War I?</li> <li>● DBQ: DBQ 21: Causes of World War II</li> <li>● Analyze the impact of soldiers from Africa, the Middle East and Asia on World War 1</li> <li>● Causes of WWI                             <ul style="list-style-type: none"> <li>○ Compare and Contrast, Graphic Organizer, Document review</li> </ul> </li> <li>● WWI Warfare                             <ul style="list-style-type: none"> <li>○ Document Reivew</li> </ul> </li> <li>● Treaty of Versailles                             <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>● The Great Depression and the Rise of Hitler                             <ul style="list-style-type: none"> <li>○ Primary and Secondary Source Document Review</li> </ul> </li> <li>● Causes of World War II                             <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>● World War II Warfare                             <ul style="list-style-type: none"> <li>○ Document Review</li> </ul> </li> <li>● The Holocaust</li> </ul>	
<i>Core Ideas:</i>	<i>Performance Expectation:</i>		
<p><b>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</b></p>	<p>6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.</p>		
<p><b>Governments around the world support universal human rights to varying degrees.</b></p>	<p>6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.</p>		

	6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.	<ul style="list-style-type: none"> <li>○ Holocaust: View images and read about the Armenian Genocide</li> </ul>
<p><b>Geographic data can be used to analyze spatial patterns.</b></p>	<p>6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI. •</p> <p>6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.</p>	<p><b><u>Optional Extension Activities:</u></b></p> <ul style="list-style-type: none"> <li>● Causes of the Russian Revolution</li> <li>● Vladimir Lenin and the Founding of the Soviet Union</li> <li>● Joseph Stalin's Totalitarian Rule</li> <li>● Japanese Imperialism and Interwar Period</li> <li>● Unresolved Conflict Inquiry- Staging the Inquiry <ul style="list-style-type: none"> <li>○ A skills-based lesson on contextualization and connecting cause and effect</li> </ul> </li> <li>● Unresolved Conflict Inquiry- Document Evaluation <ul style="list-style-type: none"> <li>○ Selection of documents for teachers to choose from to create the inquiry for students</li> </ul> </li> <li>● Unresolved Conflict Inquiry- Synthesis Writing <ul style="list-style-type: none"> <li>○ Writing activity that prompts students to contextualize and connect cause and effect using two documents</li> </ul> </li> <li>● Unresolved Conflict Inquiry- Socratic Seminar <ul style="list-style-type: none"> <li>○ Suggested resources and questions for a Socratic Seminar</li> </ul> </li> </ul>
<p><b>Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</b></p>	6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.	
<p><b>Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities</b></p>	6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.	
<p><b>There are multiple and complex causes and effects of historical events.</b></p>	6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.	<p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li>● Science: Explore the impact of inventions and innovations on World War I, including the health industry</li> <li>● Language Arts: Read the Poetry of World War I</li> <li>● Art: Compare and contrast visual art in various parts of the world before and after the 1920s</li> <li>● Music: create a soundtrack of the 1920s</li> <li>● Business: Compare and contrast fashion in various parts of the world before and after the 1920s</li> </ul>

	<p>6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p>6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p>	<p><b><u>New Jersey Legislative Statutes and Administrative.</u></b></p> <ul style="list-style-type: none"> <li>● Holocaust/LGBTQ+?Amistad:             <ul style="list-style-type: none"> <li>○ View images and read about the Armenian Genocide</li> <li>○ Read documents and view images to learn about the Holocaust and those deemed unworthy of life</li> </ul> </li> <li>● Amistad &amp; DEI             <ul style="list-style-type: none"> <li>○ Explore the impact of soldiers from Africa, the Middle East and Asia on World War I</li> </ul> </li> <li>● Climate Change             <ul style="list-style-type: none"> <li>○ 6.2.12.HistoryCC.4.b:Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.                 <ul style="list-style-type: none"> <li>■ Read “The Effects of World War II on Economic and Health Outcomes across Europeand” and discuss</li> <li>■ The Economics of World War I</li> </ul> </li> </ul> </li> </ul>
<p><b>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</b></p>	<p>6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</p> <p>6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p>	
<p><b>Historical events and developments were shaped by the unique circumstances of</b></p>	<p>6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time</p>	

<p><b>time and place as well as broader historical contexts.</b></p>	<p>period and explore the reasons why this transformation did not occur outside of the western world.</p> <p>6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.” • 6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</p>	
<p><b>To better understand the historical perspective, one must consider historical context</b></p>	<p>6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p>	
<p><b>Complex interacting factors influence people’s perspective</b></p>	<p>6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.</p> <p>6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and</p>	

	<p>rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p>	
<p><b>Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.</b></p>	<p>6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.</p> <p>6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.</p> <p>6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.</p>	
<p><b>Continuity and Change: There are multiple and complex causes and effects of historical events.</b></p>	<p>6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars. (WH WWII)</p>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</b></p>		
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	

<p><b>Political and civil institutions impact all aspects of people’s lives</b></p>	<p>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p>	<p><b><u>Unit Overarching Essential Question:</u></b></p> <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>
<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>	
<p><b>Civic participation and deliberation are the</b></p>	<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing</p>	

<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</p>	
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	<p>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>	
<p><b>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural</b></p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p>	
<p><b>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</b></p>	<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>	

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	<p>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>	
<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> <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>	
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Do Nows - Exit Tickets</li> <li>● DBQ: What Was the Underlying Cause of World War I?</li> <li>● DBQ: DBQ 21: Causes of World War II</li> </ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● District Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p>	

- Causes of WWI
  - Compare and Contrast, Graphic Organizer, Document review
- WWI Warfare
  - Document Reivew
- Treaty of Versailles
  - Document Review
- The Great Depression and the Rise of Hitler
  - Primary and Secondary Source Document Review
- Causes of World War II
  - Document Review
- World War II Warfare
  - Document Review
- The Holocaust
  - Primary and Secondary Source Document 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

- Document Analysis - Research various topics of the
- DBQ: What Was the Underlying Cause of World War I?
  - Essay/Objectives/Debate/Project
- DBQ: DBQ 21: Causes of World War II
  - Essay/Objectives/Debate/Project
- Tests/Assessments

- Analyze statistics
- Policy analysis and recommendations
- Persuasive/Expository Writing Prompts

**Differentiated Student Access to Content:  
Teaching and Learning Resources/Materials**

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:**

- Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot,

<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>			
<p><b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<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> </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>● Break assignments into segments of shorter tasks</li> <li>● Oral rather than written answers</li> </ul>		
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> <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>	<p><b>Disciplinary Concepts:</b></p> <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>	
	<p><b>Core Ideas:</b></p>	<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</p>

		critical for students to develop to live and work in an interconnected global economy.
	<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>	X	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 (NJSL-CHPE 6.2, 6.3) Grades K - 12**  
**Grade: 9**

**Dev. Date:**

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