

Marking Period	Unit Title	Recommended Instructional Days
1st Marking Period	Unit 1: AP Psychology - Methods Domain/Biological Bases of Behavior	35 - 45
<b>NJSLS Disciplinary Strand: Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>
<b>Core Ideas:</b> <ul style="list-style-type: none"> <li>● Perspectives Research</li> <li>● Strategies Ethics</li> <li>● Empirical Science</li> <li>● Neuron Function</li> <li>● Nervous System</li> <li>● The Brain</li> <li>● Heredity and Evolution</li> <li>● Sensation and Perception</li> </ul>	<b>Performance Expectation:</b>  <b>Perspectives</b> <ul style="list-style-type: none"> <li>● IA-1.1 Describe and compare the biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic perspectives. 1.1c. Comparing primary emphases of the different perspectives</li> </ul> <b>Research Strategies</b> <ul style="list-style-type: none"> <li>● IA-3.1 Describe the elements of an experiment. 3.1a Identifying the independent and dependent variables, possible confounding variables, and control and experimental groups in a description of an experiment 3.1b Designing an experiment in which the hypothesis,</li> </ul>	

	<p>population, sample, independent variable, dependent variable, random assignment, and experimental and control groups are properly identified</p> <p><b>Ethics</b></p> <ul style="list-style-type: none"><li>● IA-5.1 Identify ethical issues in psychological research. 5.1a Discussing ethical issues in psychological research</li></ul> <p><b>Empirical Science</b></p> <ul style="list-style-type: none"><li>● IA-6.1 Discuss psychology's roots in philosophy and natural science. 6.1a Describing the form psychology took before the 20th century (e.g., Aristotle, Locke)</li><li>● IA-6.2 Describe the emergence of experimental psychology. 6.2b Identifying Wilhelm Wundt's contribution to experimental psychology</li></ul> <p><b>Neuron function</b></p> <ul style="list-style-type: none"><li>● IIA-1.1 Identify the neuron as the basis for neural communications. 1.1a Use diagrams, models, and/or computer programs to identify the structure and function of different parts</li></ul>	
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	<p>of a neuron 1.1b Discussing how internal and external stimuli initiate the communication process in the neuron 1.1c Describing the electrochemical process that propagates the neural impulse</p> <ul style="list-style-type: none"><li>● IIA-1.2 Describe how information is transmitted and integrated in the nervous system. 1.2b Contrasting excitatory and inhibitory transmission</li></ul> <p><b>Nervous System</b></p> <ul style="list-style-type: none"><li>● IIA-2.1 Classify the major divisions and subdivisions of the nervous system. 2.1b Identifying the central nervous system and its components 2.1c Identifying the peripheral nervous system and its subdivision</li><li>● IIA-2.2 Differentiate the functions of the various subdivisions of the nervous system. 2.2a Comparing the functions of the somatic and autonomic nervous systems 2.2b Explaining the function of the sympathetic and the parasympathetic nervous systems on heart rate or other physiological</li></ul>	
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	<p>responses in an emotional situation</p> <p><b>The Brain</b></p> <ul style="list-style-type: none"><li>● IIA-3.1 Identify the structure and function of the major regions of the brain. 3.1a Identifying the regions of the brain by using diagrams and/or computer-generated diagrams 3.1b Summarizing the functions of the major brain regions</li><li>● IIA-3.2 Recognize that specific functions are centered in specific lobes of the cerebral cortex. 3.2a Describing the functions controlled by the frontal, parietal, occipital, and temporal lobes of the cerebral cortex</li><li>● IIA-3.3 Describe lateralization of brain function. 3.3a Identifying the role of the corpus callosum in hemispheric communication 3.3b Identifying how vision, motor, language, and other functions are regulated by the hemispheres 3.3c Explaining the purpose and findings of split-brain research</li></ul>	
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**Heredity and Evolution**

- IIA-6.1 Assess the effects of heredity and environment on behavior.  
6.1b Differentiating between genotype and phenotype 6.1d Using twin and adoption studies to assess the influence of heredity and environment on behavior
- IIA-7.1 Explain how evolved tendencies interact with the present environment and culture to determine behavior. (Brief)  
7.1a Describing how the environment selects traits and behaviors that increase the survival rate of organisms

**Sensation and Perception**

- IIB-1.1 Explain the concepts of threshold, adaptation, and constancy.  
1.1b Providing real-life examples of threshold, adaptation, and constancy
- IIB-1.2 Describe the operation of sensory systems. 1.2b Labeling a diagram of the parts of the eye and ear and explaining the role of each part 1.2c Explaining the operation of

	<p>other sensory systems, such as taste and touch 1.2d Discussing how to protect sensory systems (e.g., avoiding prolonged loud voices)</p> <ul style="list-style-type: none"><li>● IIB-1.4 Relate knowledge of sensory processes to applications in areas such as engineering psychology, advertising, music, architecture, and so on. 1.4a Analyzing advertisements for their use of sensory information</li><li>● IIB-2.1 Explain Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity, closure, and so on. 2.1a Finding examples of Gestalt principles 2.1b Explaining the significance of “the whole is greater than the sum of its parts”</li><li>● IIB-2.2 Describe the binocular and monocular depth cues. 2.2b Finding examples of monocular depth cues, such as linear perspectives and relative size, in pictures, paintings, or photographs</li><li>● IIB-2.3 Describe the influence on perception of</li></ul>	
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	<p>environmental variables, motivation, past experiences, culture, and expectations. 2.3a Analyzing the factors that influence the validity of eyewitness testimony (e.g., framing of questions, cross-racial identification problems) 2.3d Hypothesizing about how perceptual principles may relate to stereotypes and prejudice 2.3e Describing cross-cultural studies that illustrate cultural similarities and differences in perception 2.3f Discriminating between bottom-up and top-down processing and how those interact when we encounter new stimuli</p> <ul style="list-style-type: none"><li>● IIB-3.1 Explain what is meant by attention. 3.1 a Finding examples of selective attention and divided attention 3.1d Designing a demonstration that illustrates the difference between selective attention and divided attention, such as listening to a lecture while taking notes 2.2b</li></ul>	
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	<p>Explaining the function of the sympathetic and the parasympathetic nervous systems on heart rate or other physiological responses in an emotional situation</p> <p><b>The Brain</b></p> <ul style="list-style-type: none"><li>● IIA-3.1 Identify the structure and function of the major regions of the brain. 3.1a Identifying the regions of the brain by using diagrams and/or computer-generated diagrams 3.1b Summarizing the functions of the major brain regions</li><li>● IIA-3.2 Recognize that specific functions are centered in specific lobes of the cerebral cortex. 3.2a Describing the functions controlled by the frontal, parietal, occipital, and temporal lobes of the cerebral cortex</li><li>● IIA-3.3 Describe lateralization of brain function. 3.3a Identifying the role of the corpus callosum in hemispheric communication 3.3b Identifying how vision, motor, language, and other</li></ul>	
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	<p>functions are regulated by the hemispheres 3.3c Explaining the purpose and findings of split-brain research</p> <p><b>Sensation and Perception</b></p> <ul style="list-style-type: none"><li>● IIB-1.1 Explain the concepts of threshold, adaptation, and constancy. 1.1b Providing real-life examples of threshold, adaptation, and constancy</li><li>● IIB-1.2 Describe the operation of sensory systems 1.2b Labeling a diagram of the parts of the eye and ear and explaining the role of each part 1.2c Explaining the operation of other sensory systems, such as taste and touch 1.2d Discussing how to protect sensory systems (e.g., avoiding prolonged loud voices) 1.2b Labeling a diagram of the parts of the eye and ear and explaining the role of each part 1.2c Explaining the operation of other sensory systems, such as taste and touch 1.2d Discussing how to protect sensory systems (e.g., avoiding prolonged loud voices)</li></ul>	
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	<ul style="list-style-type: none"><li>● IIB-1.4 Relate knowledge of sensory processes to applications in areas such as engineering psychology, advertising, music, architecture, and so on. 1.4a Analyzing advertisements for their use of sensory information</li><li>● IIB-2.1 Explain Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity, closure, and so on. 2.1a Finding examples of Gestalt principles 2.1b Explaining the significance of “the whole is greater than the sum of its parts</li><li>● IIB-2.2 Describe the binocular and monocular depth cues. 2.2b Finding examples of monocular depth cues, such as linear perspectives and relative size, in pictures, paintings, or photographs</li><li>● IIB-2.3 Describe the influence on perception of environmental variables, motivation, past experiences, culture, and expectations. 2.3a Analyzing the factors that influence the validity of</li></ul>	
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	<p>eyewitness testimony (e.g., framing of questions, cross-racial identification problems) 2.3d                  Hypothesizing about how perceptual principles may relate to stereotypes and prejudice 2.3e Describing cross-cultural studies that illustrate cultural similarities and differences in perception 2.3f                  Discriminating between bottom-up and top-down processing and how those interact when we encounter new stimuli</p> <ul style="list-style-type: none"> <li>● IIB-3.1 Explain what is meant by attention. 3.1 a Finding examples of selective attention and divided attention 3.1d Designing a demonstration that illustrates the difference between selective attention and divided attention, such as listening to a lecture while taking notes</li> </ul>	
<p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>● Key Ideas &amp; Details</li> <li>● Craft &amp; Structure</li> </ul>	<ul style="list-style-type: none"> <li>● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from</li> </ul>	

<ul style="list-style-type: none"><li>● Integration of Knowledge and Ideas</li><li>● Range of Reading</li><li>● Text Types and Purposes</li><li>● Production and Distribution of Writing</li><li>● Research to Build and Present Knowledge</li><li>● Range of Writing</li></ul>	<p>it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"><li>● NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li><li>● NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure</li><li>● NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li><li>● NJSLA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li><li>● NJSLA.R6. Assess how point of view or purpose</li></ul>	
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	<p>shapes the content and style of a text.</p> <ul style="list-style-type: none"><li>● NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li><li>● NJSLA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li><li>● NJSLA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li><li>● NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</li><li>● W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li></ul>	
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- W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W7. Conduct short as well as more sustained research projects, utilizing an

	<p>inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> <li>● W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>● W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>● W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b></p>		
<p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>● Civic participation and deliberation are essential characteristics of productive citizenship</li> </ul>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>● 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government</li> </ul>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>● What are the basic differences between among the psychological perspectives?</li> <li>● What psychological career choices are available to the student upon graduation from college?</li> </ul>

<ul style="list-style-type: none"> <li>● Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.</li> <li>● Governments around the world support universal human rights to varying degrees.</li> </ul>	<p>related to a particular issue(s) and share the plan with appropriate government officials.</p> <ul style="list-style-type: none"> <li>● 6.3.12.EconGE.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.</li> <li>● 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</li> <li>● 6.3.12.CivicsHR.1: 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 these human rights violations are a universal problem.</li> </ul>	<ul style="list-style-type: none"> <li>● What are the elements of scientific experimentation?</li> <li>● What are roots of psychology?</li> <li>● What is the basic function and anatomy of the neuron?</li> <li>● What is the basic function and anatomy of the nervous system?</li> <li>● What is the basic function and anatomy of the brain?</li> <li>● How does the endocrine system work?</li> <li>● What are differences between nature and nurture?</li> <li>● What is the basic function of the five senses?</li> <li>● How do perceptual cues influence our views of the world?</li> </ul> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>● Analyze the goals and achievements of psychology</li> <li>● Summarize the historical concepts of psychology</li> <li>● Discuss the differences between the perspectives of psychology</li> <li>● Explain the steps of the scientific method</li> <li>● Discuss different career choices in psychology</li> <li>● Analyze the experimental design components</li> <li>● Describe the methods of experimentation</li> <li>● Analyze the nature vs. nurture controversy</li> <li>● Explain the role of genetics</li> <li>● Describe the neuron and its parts</li> <li>● Describe the neurotransmitters</li> <li>● Identify the parts of the nervous system</li> <li>● Identify the parts of the endocrine system</li> <li>● Understand parts of the brain</li> <li>● Explain the four lobes of the brain</li> <li>● Explain the cortexes of the brain</li> <li>● Summarize the differences in thresholds</li> <li>● Discuss the parts of the eye and vision</li> <li>● Discuss the parts of the ear and hearing</li> <li>● Understand the senses of taste, smell, touch, and position</li> <li>● Identify monocular perceptual cues</li> <li>● Analyze figure-ground perspective</li> </ul>
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	<ul style="list-style-type: none"> <li>● 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the phi-phenomenon</li> <li>● Explain ESP</li> <li>● Understand the concept of a set</li> <li>● Engage in debates and discussions</li> <li>● Read, write and listen</li> <li>● Conduct research</li> <li>● Present research</li> <li>● Solve problems</li> <li>● Make presentations</li> <li>● Collaborate with peers</li> <li>● Use content appropriate vocabulary</li> <li>● Engage in simulations</li> <li>● Interpret and analyze charts and graphs relevant to course material</li> <li>● Watch videos explaining content and concepts</li> <li>● Complete DA's</li> <li>● Write book reports</li> </ul> <p><b>Interdisciplinary Connections:</b></p> <p><b>Science:</b> research and report on a topic where psychology and science connect (e.g. neuroscience)</p> <p><b>Math:</b> select a relevant topic and chart its impact</p> <p><b>Art:</b> create a play list that reflects your understanding of the topic; create a visual representation of your understanding of the topic (e.g. a meme)</p> <p><b>ELA:</b> summarize your topic; read a book or an article relevant to the unit and write a response; write a poem</p> <p><b>Physical Education:</b> analyze a sport or a sporting event through an psychological lens</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>● Unit summaries/definitions</li> <li>● Quizzes</li> <li>● Current events reports</li> <li>● Class Participation</li> <li>● Collins Writing Types 1&amp;2</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> <ul style="list-style-type: none"> <li>● Unit tests</li> <li>● Timed AP Tests</li> <li>● Research projects</li> </ul>	

- Collins Writing Types 3-5

**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>• <i>Myers, Psychology (AP) 2nd Edition, BFW Worth</i></li> <li>• <i>Cases Studies (Thinking About Psychology)</i></li> <li>• <i>Psychology Today</i></li> <li>• <i>On-line Articles</i></li> <li>• <i>Amistad Curriculum</i></li> <li>• <i>Holocaust &amp; Genocide Education Curriculum</i></li> <li>• <i>JStor</i></li> <li>• <i>NewsELA</i></li> <li>• <i>Periodicals</i></li> <li>• <i>Films</i></li> </ul>	<ul style="list-style-type: none"> <li>• Skill building activities</li> <li>• NewsELA</li> <li>• Videos</li> <li>• Leveled Assessments</li> <li>• Choice Boards</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>• 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> </ul>

**Supplemental Resources**

**Technology:**

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

**Other:**

- Novels, periodicals, maps, artifacts

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

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> </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> </ul>

	<ul style="list-style-type: none"> <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>• 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</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,</p>

Skills		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.
	<b><i>Performance Expectation/s:</i></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>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management.</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>	

(place an "X" before each law/statute if/when present within the curriculum map)

	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>		Standards in Action: <i>Climate Change</i>
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