

Marking Period	Unit Title	Recommended Instructional Days
2nd Marking Period	Unit 2: AP Psychology - Cognitive Domain	35 - 45
<p align="center">NJSLS Disciplinary Strand: Disciplinary Concept:</p>		<p align="center">Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</p>
<p><i>Core Ideas:</i></p> <ul style="list-style-type: none"> ● State of Consciousness ● Learning ● Memory 	<p><i>Performance Expectation:</i></p> <p>State of Consciousness</p> <ul style="list-style-type: none"> ● IVD-1.1 Define states of consciousness. 1.1a Discussing various states of consciousness IVD-1.2 Describe levels of consciousness. 1.2a Differentiating among non-conscious, conscious, preconscious, and conscious awareness ● IVD-2.1 Describe the sleep cycle. 2.1a Drawing and labeling a graph that shows the sleep cycle throughout the night 2.1b Charting the differences between REM and non-REM (NREM) sleep ● IVD-2.2 Compare theories that explain why we sleep. 2.2a Comparing restorative theories with evolutionary 	

	<p>theories 2.2b Explaining the effects of sleep deprivation 2.2c Evaluating evidence to support various theories</p> <ul style="list-style-type: none">● IVD-2.3 Assess types of sleep disorders. 2.3a Providing possible solutions for insomnia 2.3b Listing the symptoms of narcolepsy and sleep apnea● IVD-3.1 Demonstrate an understanding of individual differences to dream content and recall. 3.1a Collecting and analyzing data about dream content and recall with an informal survey● IVD-3.2 Compare different theories about the use and meaning of dreams. 3.2a Comparing different theories about the significance of dreams (e.g. activation synthesis, psychodynamic, and cognitive theories)● IVD-4.1 Describe several hypnotic phenomena. 4.1a Discussing why some people are better hypnotic subjects than others 4.1b Explaining hypnotic induction, suggestibility, and amnesia 4.1c	
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	<p>Explaining the relationship of healing practices that use trance induction and altered states of consciousness to hypnosis</p> <ul style="list-style-type: none">● IVD-4.2 Explain possible uses of hypnosis in psychology. 4.2a Describing early uses of hypnosis to address psychological symptoms 4.2b Evaluating the accuracy of memories recovered by hypnosis 4.2c Identifying the uses of hypnosis in pain control and psychotherapy● IVD-5.1 Characterize the major categories of psychoactive drugs and their effects. 5.1a Charting the names, sources, and uses of narcotic, depressant, stimulant, and hallucinogenic drugs 5.1b Classifying drugs, such as tobacco, alcohol, and marijuana 5.1c Discussing cultural and historical influences on making value judgments● IVD-5.2 Evaluate the effects of narcotic, depressant, stimulant, and hallucinogenic drugs. 5.2a	
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	<p>Identifying the potential for physiological and psychological dependence 5.2b Describing the short-term behavioral, physiological, and cognitive effects 5.2c Identifying the neurochemical mechanisms of drugs, such as nicotine or cocaine</p> <p>Learning</p> <ul style="list-style-type: none">• IVA-1.1 Discuss learning from a psychological viewpoint. 1.1a Examining key contributions to learning theory 1.1b Defining learning as relatively permanent changes of behavior resulting from experience 1.1c Distinguishing learning from performance 1.1d Demonstrating the use of theories of learning in applied examples IVA-1.2 Recognize learning as a vehicle to promote adaptation through experience. 1.2a Articulating how changes in adaptation can result from genetic factors or learned experiences 1.2b Comparing how cultures	
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	<p>differ in promoting learned behavior</p> <ul style="list-style-type: none">● IVA-2.1 Describe the classical conditioning paradigm. 2.1a Explaining how, using Pavlovian conditioning procedures, a neutral stimulus becomes capable of evoking a response through pairing with an unconditional stimulus 2.1b Labeling elements in classical conditioning examples 2.1c Designing procedures to produce classically conditioned responses.● IVA-3.1 Describe the operant conditioning paradigm. 3.1a Describing how consequences influence behavior, such as a reinforcement strengthening a behavior's occurrence 3.1b Identifying consequences of punishment in controlling behavior 3.1c Predicting future strength of behavior by applying operant conditioning principles 3.1d Designing procedures to produce operant responses 3.1e Applying operant conditioning to correcting	
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	<p>behavior, such as using shaping, chaining, and self-control techniques 3.1f Discussing Skinner's contributions to popularizing behaviorism 3.1g Translating emotional responses related to stereotyping, prejudice, and discrimination in operant terminology</p> <ul style="list-style-type: none">● IVA-4.1 Explain how observational learning works. 4.1a Describing examples of learning by observation, such as Bandura's bobo doll study and studies involving other animals (e.g. chimpanzees) 4.1b Identifying everyday examples of observational learning 4.1c Discussing impact of role models● IVA-4.2 Describe cognitive learning approaches. 4.2a Comparing learned behavior across culture 4.2b Exploring the role of expectation in promoting learning 4.2c Differentiating insight learning from other forms of learning 4.2d Describing how cognitive approaches differ from classical and	
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	<p>operant conditioning 4.2e Explaining the concept of latent learning (e.g. cognitive mapping) IVA-5.1 Identify biological contributions to learning. 5.1a Describing biological constraints on learning 5.1b Discussing adaptive value of one-trial learning, such as Garcia's taste-aversion studies</p> <ul style="list-style-type: none">• IVA-5.2 Speculate on the role of culture in determining what behaviors will be learned. 5.2a Comparing learned behavior across cultures 5.2b Describing environmental constraints on learning opportunities• IVA-5.3 Explore how biological and cultural factors interact to impede or enhance learning. 5.3a Examining factors affecting academic performance that may differ for males and females (e.g. stereotype threat) 5.3b Predicting how teacher expectancy can influence differential achievement for members of ethnic groups 5.3c Debating whether	
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	<p>sociocultural factors can reliably predict individual success 5.3d Contrasting academic supports available for people who have learning disabilities with those who are gifted learners</p> <ul style="list-style-type: none">● IVA-5.4 Describe the collaborative nature of some forms of learning within cultures. 5.4a Giving examples of group learning in different cultures 5.4b Contrasting Vygotsky's approach to collaborative learning with individualism theories <p>Memory</p> <ul style="list-style-type: none">● IVB-1.1 Characterize the differences between surface and deep (elaborate) processing. 1.1a Providing several examples of surface and deep processing● IVB-1.2 Identify other factors that influences encoding. 1.2a Demonstrating the role of imagery in encoding 1.2b Discussing the role of context and meaning on encoding (e.g. semantic encoding, surface processing, context	
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	<p>dependent) 1.2c Discussing the role of rote rehearsal, imagery, and organization on memory</p> <ul style="list-style-type: none">● IVB-2.1 Describe the operation of sensory memory. 2.1a Discussing the role of iconic memory through everyday examples 2.1b Describing Sperling's research on iconic memory● IVB-2.2 Describe the operation of short-term memory and working memory. 2.2a Explaining the duration and capacity of short-term memory 2.2b Providing examples of the use of chunking to increase the capacity of short-term memory 2.2c Conducting a demonstration that uses short-term memory 2.2d Providing examples of primacy and recency effects 2.2e Discussing the concept of working memory as it relates to short-term memory (e.g. Baddeley) 2.2f Examining the concept of serial position effect● IVB-2.3 Describe the operation of long-term memory. 2.3a Charting the duration and capacity of	
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	<p>long-term memory 2.3b Providing examples of different types of memory (e.g. episodic, semantic, implicit, explicit, and procedural memories) 2.3c Reporting the primary findings of Ebbinghaus' nonsense-syllable studies or Bahrick's more recent research examining very long-term memory 2.3d Distinguishing between implicit and explicit memory</p> <ul style="list-style-type: none">● IVB-3.1 Analyze the importance of retrieval cues in memory. 3.1a Identifying contextual and state-related cues (e.g. encoding specificity, state dependent memory, mood congruence) 3.1b Examining problems related to retrieval, such as the tip-of-the-tongue phenomenon and context effects● IVB-3.2 Explain the role that interference plays in retrieval. 3.2a Providing examples of proactive and retroactive interference 3.2b Relating the concept of interference to studying school-related material	
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	<ul style="list-style-type: none">● IVB-3.3 Relate difficulties created by reconstruction memory processes. 3.3a Discussing the role of reconstruction in claims of repressed childhood memories 3.3b Hypothesizing about the role of reconstruction in cases of eyewitness testimony● IVB-4.1 Identify the brain structures most important to memory. 4.1a Relating case studies of damage to the hippocampus and its effect on memory 4.1b Reporting on conditions, such as Alzheimer's and stroke, that can impair memory● IVB-5.1 Identify factors that interfere with memory. 5.1a Generating examples of interference that reduce academic performance 5.1b Describing case studies that involve memory loss 5.1c Exploring the false memory/recovered memory controversy, as it relates to child abuse 5.1d Explaining cross-racial eyewitness identification● IVB-5.2 Describe strategies for improving memory	
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	<p>based on our understanding of memory. 5.2a Developing and describing mnemonic devices to help learn psychological concepts 5.2b Listing specific suggestions to enhance deep processing of information and to minimize the effect of interference 5.2c Describing how concepts such as massed versus distributed practice, overlearning, state and context dependence, and schemas might relate to studying</p> <ul style="list-style-type: none">● IVB-6.1 Describe the processes that lead to inaccuracies in memory. 6.1a Describing research (e.g. Loftus) on the tendency to construct memories 6.1b Discussing the misinformation effect 6.1c Describing the implications constructed memories have on courtroom testimonies issues in psychological research	
<p>Core Ideas:</p>	<ul style="list-style-type: none">● NJSLSA.R1. Read closely to determine what the text	

<ul style="list-style-type: none">● Key Ideas & Details● Craft & Structure● Integration of Knowledge and Ideas● Range of Reading● Text Types and Purposes● Production and Distribution of Writing● Research to Build and Present Knowledge● Range of Writing	<p>says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none">● NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.● NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure● 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.● 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	
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	<p>stanza) relate to each other and the whole.</p> <ul style="list-style-type: none">● NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text.● NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.● 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.● 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.● NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.● W1. Write arguments to support claims in an analysis of substantive	
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	<p>topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none">● 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.	
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	<p>W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> ● 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. ● W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ● 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. 	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> ● What is the nature of consciousness?

<ul style="list-style-type: none"> ● Civic participation and deliberation are essential characteristics of productive citizenship ● 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. ● Governments around the world support universal human rights to varying degrees. 	<ul style="list-style-type: none"> ● 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. ● 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. ● 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. ● 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 	<ul style="list-style-type: none"> ● What are the characteristics of sleep and corresponding theories? ● How do we interpret dreams? ● What are alternate states of consciousness? ● What are effects of psychoactive drugs? ● What are the characteristics of learning? ● How is classical conditioning applied in every day life? ● How is operant conditioning applied in every day life? ● What is cognitive learning? ● How does biology and culture determine our learning experience? ● How is information encoded into memory? ● How do the different memory systems vary? ● How do we retrieve information out of memory? ● What brain structure is important to memory? ● How can memory be improved? How is memory constructed? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Associate states of consciousness with déjà vu and intuition o Discuss the five stages of the sleep cycle ● Explain different sleep disorders ● Discuss models of dream interpretation ● Specify Circadian Rhythm Cycles ● Summarize different types of psychological drugs ● Practice meditation and hypnosis ● Recognize classical conditioning chart ● Expand classical conditioning to generalization ● Give examples of operant conditioning ● Demonstrate types of re-enforcement ● Integrate the effects of lack of re-enforcement ● Incorporate latent learning o Assess various perspectives on learning ● Explore the use of behavior modification ● Focus on the information processing system ● Rank the three different types of memory
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	<p>extent to which these human rights violations are a universal problem.</p> <ul style="list-style-type: none"> ● 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). 	<ul style="list-style-type: none"> ● List mnemonic devices ● Reflect on different types of long term memory ● Evaluate the learning process ● Classify memory variations ● Compile reasons for forgetting ● Engage in debates and discussions ● Read, write and listen ● Conduct research ● Present research ● Solve problems ● Make presentations ● Collaborate with peers ● Use content appropriate vocabulary ● Engage in simulations ● Interpret and analyze charts and graphs relevant to course material ● Watch videos explaining content and concepts ● Complete DA's ● Write book reports
Social Studies Practices		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		<p>Interdisciplinary Connections:</p> <p>Science: research and report on a topic where psychology and science connect (e.g. neuroscience)</p> <p>Math: select a relevant topic and chart its impact</p> <p>Art: 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>ELA: summarize your topic; read a book or an article relevant to the unit and write a response; write a poem</p> <p>Physical Education: analyze a sport or a sporting event through an psychological lens</p>

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills. 	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Unit summaries/definitions 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● District Assessment

<ul style="list-style-type: none"> ● Quizzes ● Current events reports ● Class Participation ● Collins Writing Types 1&2 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Unit tests ● Timed AP Tests ● Posters (Timeline of personal history) ● Research Paper ● Collins Writing Types 3-5 		
<p>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> ● <i>Myers, Psychology (AP) 2nd Edition, BFW Worth</i> ● <i>Cases Studies (Thinking About Psychology)</i> ● <i>Psychology Today On-line Articles</i> ● <i>Candlelight Yoga (States of Consciousness Chapter)</i> ● <i>Amistad Curriculum</i> 	<ul style="list-style-type: none"> ● Skill building activities ● NewsELA ● Videos ● Leveled Assessments ● Choice Boards 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Videos in their native language ● NewsELA 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects ● Genius Hour Projects

<ul style="list-style-type: none"> ● <i>Holocaust & Genocide Education Curriculum</i> ● <i>JStor</i> ● <i>NewsELA</i> ● <i>Periodicals</i> ● <i>Films</i> 			
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot <p>Other:</p> <ul style="list-style-type: none"> ● Novels, periodicals, maps, artifacts 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Choice Boards 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating ● Checks for understanding/review 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects

<ul style="list-style-type: none">● Provide individual instruction as needed● Modify assessments and/or rubrics● Repeat instructions as needed	<ul style="list-style-type: none">● Multi-sensory (VAKT) approach during instruction● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)● Modify test content and/or format● Retakes● Additional time● Preferential seating● Review, restate and repeat directions; written directions● Study guides● Break assignments into segments of shorter tasks● Oral rather than written answers	<ul style="list-style-type: none">● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary● Modified assessments and/or rubric● Reading materials in the native language● Watching videos in the native language	
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> ● Standard 9.1 Personal Financial Literacy ● Standard 9.2 Career Awareness, Exploration, Preparation and Training ● Standard 9.3: Career and Technical Education ● Standard 9.4 Life Literacies and Key Skills 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Money Management ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy 	
	<p>Core Ideas:</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 critical for students to develop to live and work in an interconnected global economy.</p>
	<p>Performance Expectation/s:</p>	<p>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) •</p>

		Information and Media Literacy (IML) • Technology Literacy (TL)
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

New Jersey Legislative Statutes and Administrative Code (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>