

Marking Period	Unit Title	Recommended Instructional Days
Marking Period 2	Political Legal Education: Introduction to Law	20-25 Days
<p align="center"><b>NJSLS - United States History: America in the World 6.1</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>● Document/Data Review and Discussion</li> <li>● Criminal Justice in America Activities               <ul style="list-style-type: none"> <li>○ Crime Victims Board—15</li> <li>○ Victim’s Rights Amendment—19</li> <li>○ Now and Then—24</li> <li>○ Crime Victim Survey—26</li> <li>○ Take Back the Park—32</li> <li>○ Felony or Misdemeanor?—38</li> <li>○ Did They Commit Crimes?—39</li> <li>○ Death in the School Halls—42</li> <li>○ What’s the Crime?—44</li> <li>○ Hate-Crime Bill—48</li> <li>○ Free Speech—51</li> </ul> </li> <li>● Street Law Activities               <ul style="list-style-type: none"> <li>○ The Case of...                   <ul style="list-style-type: none"> <li>■ Weapons at School--81</li> <li>■ The Gun Control Law--86</li> <li>■ The Graduation Party--91</li> <li>■ The Drowning Girl--104</li> <li>■ The Dying Cancer Patient—111</li> </ul> </li> <li>○ You Be The Judge                   <ul style="list-style-type: none"> <li>■ Homicide Cases—109</li> </ul> </li> <li>○ Law and Democracy in Action                   <ul style="list-style-type: none"> <li>■ Drugs in the City—94</li> </ul> </li> <li>○ For Your Information                   <ul style="list-style-type: none"> <li>■ Child Access Prevention Laws—88</li> <li>■ Drug Courts—92</li> <li>■ Victims Rights: Megan’s Law as Advocacy—97</li> <li>■ Help for Survivors of Crime—99</li> </ul> </li> <li>○ Steps to Take                   <ul style="list-style-type: none"> <li>■ Identity Theft—120</li> </ul> </li> </ul> </li> </ul>
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	
<p><b>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</b></p>	<p>6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today</p>	
<p><b>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</b></p>	<p>6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p>	
<p><b>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</b></p>	<p>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom</p>	

	<p>of assembly, freedom of petition, the right to vote, and the right to due process).</p>	
<p><b>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</b></p>	<p>6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</p>	<ul style="list-style-type: none"> <li>■ Victim’s Assistance Program—95</li> <li>■ Homicide Punishments—108</li> <li>■ Assault—112</li> <li>■ Criminal Sexual Assault—114</li> <li>○ Human Rights USA <ul style="list-style-type: none"> <li>■ The Case of the Teenagers and the Store Owner—118</li> </ul> </li> <li>○ The Law Where You Live <ul style="list-style-type: none"> <li>■ Gun Laws—88</li> <li>■ Underage Drinking—90</li> <li>■ Drug Laws—91</li> </ul> </li> </ul>
<p><b>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</b></p>	<p>6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p>	<ul style="list-style-type: none"> <li>● Bill of Rights exercises</li> <li>● Small and large group discussions</li> <li>● Cooperative learning</li> <li>● Debates</li> <li>● Close reading</li> <li>● Research</li> <li>● Writing exercises</li> <li>● Peer reviews</li> <li>● View films</li> <li>● Listen to audio</li> <li>● Analyze images</li> <li>● Conduct interviews</li> <li>● Simulations</li> <li>● Analyze statistics</li> <li>● Policy analysis and recommendations</li> <li>● Presentation</li> <li>● Organize and visually represent information</li> </ul>
<p><b>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</b></p>	<p>6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.</p> <p>6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals</p>	<p><b><u>Optional Extension Activities:</u></b></p> <ul style="list-style-type: none"> <li>● Lobbying Game</li> <li>● Project Citizen</li> <li>● Congressman Q&amp;A</li> </ul>

	(i.e., FDIC, NLRB, and Social Security).	<ul style="list-style-type: none"> <li>• Mayor Q&amp;A</li> </ul> <p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b><u>New Jersey Legislative Statutes and Administrative</u></b></p>
<p><b>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international levels.</b></p> <p><b>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</b></p>	<p>6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s laws in eliminating segregation and discrimination.</p> <p>6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).</p>	
<p><b>Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.</b></p>	<p>6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.</p> <p>6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government</p>	

	in addressing health care, income equality, and immigration.	
<b>Interactions of people and events throughout history have shaped the world we experience today.</b>	6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).	
<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>	6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.	
<b>Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</b>	6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.	
<b>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</b>	6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.	

<p><b>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</b></p>	<p>6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</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> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>	
<p><b>Governments around the world support universal human rights to varying degrees.</b></p>	<p>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.</p>	
<p><b>Historical sources and evidence provide an understanding of different points of view about historical events.</b></p>	<p>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).</p>	

<p><b>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</b></p>	<p>6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions</p>	
<p><b>Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.</b></p>	<p>6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</p>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</b></p>		
<p><b>Core Ideas:</b></p>	<p><b>Performance Expectation:</b></p>	<p><b>Unit Overarching Essential Question:</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?</li> </ul> </li> </ul>
<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>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</p>	

	<p>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>What are the possible consequences of these decisions for individuals, groups, and societies?</p> <ul style="list-style-type: none"> <li>○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</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</p>	

	<p>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,</p>	

	<p>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>	
<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>	
<p><b>Social Studies Practices</b></p>		
<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> </ul>		

<ul style="list-style-type: none"> <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>		
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<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>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Do Nows - Exit Tickets</li> <li>• Document/Data Review and Discussion</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• District Assessment</li> </ul>

- Criminal Justice in America Activities
  - Crime Victims Board—15
  - Victim’s Rights Amendment—19
  - Now and Then—24
  - Crime Victim Survey—26
  - Take Back the Park—32
  - Felony or Misdemeanor?—38
  - Did They Commit Crimes?—39
  - Death in the School Halls—42
  - What’s the Crime?—44
  - Hate-Crime Bill—48
  - Free Speech—51
- Street Law Activities
  - The Case of...
    - Weapons at School--81
    - The Gun Control Law--86
    - The Graduation Party--91
    - The Drowning Girl--104
    - The Dying Cancer Patient—111
  - You Be The Judge
    - Homicide Cases—109
  - Law and Democracy in Action
    - Drugs in the City—94
  - For Your Information
    - Child Access Prevention Laws—88
    - Drug Courts—92
    - Victims Rights: Megan’s Law as Advocacy—97
    - Help for Survivors of Crime—99
  - Steps to Take
    - Identity Theft—120
    - Victim’s Assistance Program—95
    - Homicide Punishments—108
    - Assault—112
    - Criminal Sexual Assault—114
  - Human Rights USA
    - The Case of the Teenagers and the Store Owner—118
  - The Law Where You Live
    - Gun Laws—88

**Summative Assessments:**

- Document Analysis - Research various topics of the
- Tests/Assessments
- Reflection Journal
- Flip Book
- Class Discussions/Debates
- Current Event Journal/Discussions
- PowerPoint Presentations

<ul style="list-style-type: none"> <li>▪ Underage Drinking—90</li> <li>▪ Drug Laws—91</li> <li>● Small group and large group discussions</li> <li>● Newsela Articles</li> <li>● Image Analysis &amp; Graphic Organizers/Gallery Walk</li> <li>● Map Skills Assignments</li> <li>● Analyzing Political Cartoons</li> <li>● Identify and summarize points of view</li> <li>● Online Games: Quizizz and Quizlet for content and vocabulary respectively</li> <li>● Quizzes</li> <li>● Flip Books</li> <li>● Debates/Discussions</li> <li>● Data Based Questions</li> <li>● Document Based Questions</li> <li>● Small and large group discussions</li> <li>● Peer reviews</li> <li>● View films</li> <li>● Listen to audio</li> <li>● Conduct interviews</li> <li>● Simulations</li> <li>● Analyze statistics</li> <li>● Policy analysis and recommendations</li> <li>● Persuasive/Expository Writing Prompts</li> </ul>			
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
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>● Prentice Hall, <i>United States History: New Jersey Edition</i></li> <li>● Prentice Hall, <i>A History of the United States</i></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> </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> </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> </ul>

<ul style="list-style-type: none"> <li>• McDougal Littell, <i>The Americans</i></li> <li>• Pearson, <i>The African-American Odyssey</i></li> <li>• Pearson’s Pacemaker Series, United States 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>• Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>• ProEd Shorts</li> <li>• NewsELA</li> </ul>	<ul style="list-style-type: none"> <li>• Genius Hour Projects</li> </ul>
<b>Supplemental Resources</b>			
<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, Quizz, 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</li> </ul>	<ul style="list-style-type: none"> <li>• Skill building activities</li> <li>• Leveled Assessments</li> <li>• Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>• Modified activities</li> <li>• Extend time requirements</li> <li>• Preferred seating</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting &amp; acceleration</li> <li>• Leveled readings</li> <li>• Leveled Assessments</li> </ul>

<p>audio, visual, and tactile/kinesthetic</p> <ul style="list-style-type: none"> <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>• 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>• Oral rather than written answers</li> </ul>	<ul style="list-style-type: none"> <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>• Enrichment activities &amp; projects</li> <li>• Choice Boards</li> <li>• Inquiry projects</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</p>

		<p>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>
	<i>Performance Expectation/s:</i>	<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) • Information and Media Literacy (IML) • Technology Literacy (TL)</p>
	<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>	

(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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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