

Marking Period	Unit Title	Recommended Instructional Days
1	Unit 1: The Portrayal of Women in the U.S. from the 1600s to 1900	45
<p align="center">NJSLs - United States History: America in the World 6.1 Disciplinary Strand: Disciplinary Concept:</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-SS within Unit</p>
<p>Core Ideas:</p> <ul style="list-style-type: none"> 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. To better understand the historical perspective, one must consider historical context. Historical sources and evidence provide an understanding of different points of view about historical events. Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. Social and political systems throughout time have promoted and denied civic virtues and democratic principles. 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> 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. 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights). 	

<ul style="list-style-type: none">• Social and political systems throughout time have promoted and denied civic virtues and democratic principles.• Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.• Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.• Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.	<ul style="list-style-type: none">• 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.• 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.• 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).• 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).• 6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan	
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	<p>B. Anthony, Alice Paul, and Lucy Stone).</p> <ul style="list-style-type: none"> 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I. 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women. 	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p>Core Ideas:</p> <ul style="list-style-type: none"> Civic participation and deliberation are essential characteristics of productive citizenship Historical sources and evidence provide an understanding of different points of view about historical events. 	<p>Performance Expectation:</p> <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.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>Essential Question/s:</p> <ul style="list-style-type: none"> Who am I? How can I better understand myself and the world by studying history? How do biases and perspectives in historical writing influence our understanding of the portrayal of women over time? What were the interconnected struggles for rights and freedoms among abolitionists and suffragists in the 16 and 1700s, and how did their efforts shape early American society? What were the prevailing social norms and expectations for women in the 1700s, and how did these influence their participation in public life and advocacy for social change? In what ways did women participate in and influence political discourse and activism in America despite limited formal political rights? What were the main challenges faced by women in the arts during the 1700s, and how did they navigate these obstacles to contribute to cultural and artistic developments?

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 	
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
<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

- What strategies and tactics did women suffragists employ during the 1800s to advance the fight for women’s right to vote, and what were the broader societal implications of their activism?
- How did economic changes during the 1800s, such as industrialization and urbanization, affect the roles and opportunities available to women, and how did women respond to these shifts?
- How did arts, culture, and traditions in the 1800s serve as both reflections of and catalysts for changing perceptions of women’s roles and rights in American society?
- How did the Women’s Suffrage Movement in the early 1900s pave the way for increased political participation and rights for women in the U.S.?

Activity Description:

- Historical Writing in relation to the portrayal of women in the U.S.
 - Understanding historical writing
 - Examining gender roles in historical texts
 - Women’s voices in history
 - Analyzing changes in women’s portrayal over time
 - Reflecting on biases and perspectives in historical writing
 - LGBT+ & Disabilities Mandate:**
 - Historical writing showcase: students create their historical writing pieces focusing on the portrayal of women throughout different time periods.**
- Women in the 1600 & 1700s
 - 1700s economic, social, & political factors
 - 1700s art, culture, & traditions
 - Early settlements and indigenous women
 - Colonial women and civic engagement
 - Legacy of early women leaders

	<p>skills to interact effectively with others.</p> <ul style="list-style-type: none">• Develop, implement, and model effective problem solving and critical thinking skills.	<ul style="list-style-type: none">■ In small groups, have students create a visual representation (poster, diagram) of social hierarchies in the 1700s and the position of women within them.■ Create a multimedia presentation highlighting the achievements of notable women.■ Write a journal entry from the perspective of a woman living during the Revolution. <ul style="list-style-type: none">• Women in the 1800s<ul style="list-style-type: none">○ 1800s economic, social, & political factors○ 1800s art, culture, & traditions○ Early Women's Suffrage○ Women in the Civil War○ Women's fashion and gender norms in the 1800s<ul style="list-style-type: none">■ Create a visual presentation showcasing 1800s women's fashion trends and their implications on women's roles in society.■ Create a visual timeline showing key economic events and their effects on women during the 1800s. <ul style="list-style-type: none">■ Amistad Mandate:<ul style="list-style-type: none">• Develop a podcast series where students discuss the relevance of 1800s women's movements to modern-day feminism. <p>Interdisciplinary Connections: Content: NJSLS#:</p> <ul style="list-style-type: none">• English:<ul style="list-style-type: none">○ Analyze Primary sources documents & secondary sources○ Write essays and journal entries○ Read and/or write poetry/short stories• Math:
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		<ul style="list-style-type: none"> ○ Analyze maps and trends on women’s rights ● Arts <ul style="list-style-type: none"> ○ Analyze various works of art ○ Create musical playlists ● Science: <ul style="list-style-type: none"> ○ Research prominent female scientists ○ Learn about gender bias in science ● Health/Phys. Ed.: <ul style="list-style-type: none"> ○ Analyze health implications and social/emotional norms of women ● Technology: <ul style="list-style-type: none"> ○ Create powerpoint/google slide presentations ○ Use a variety of apps, websites, etc. to conduct research on the development of women in the U.S. ● World Languages: <ul style="list-style-type: none"> ○ Study culture and traditions ● 21st Cent. Life & Career: <ul style="list-style-type: none"> ○ Students will work in small groups to collaborate and achieve common goals ○ Students will engage in challenging or competitive activities which will develop their leadership abilities over time
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-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"> ● Do Now/ Warm-Up ● Exit Ticket ● Mini Project 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Mini Projects ● District Assessments

<ul style="list-style-type: none"> ● Gallery Walk ● Worksheet ● Graphic Organizer 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Essays ● Journal Entries/Reflections ● Debate Participation ● Field Trip Reflections ● Movie Analysis ● Interview Project 		
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</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"> ● Prentice Hall, <i>United States History: New Jersey Edition</i> ● Prentice Hall, <i>A History of the United States</i> ● McDougal Littell, <i>The Americans</i> ● Pearson, <i>The African-American Odyssey</i> ● Pearson's Pacemaker Series, United States History ● Teacher's Curriculum Institute: History Alive! ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● NewsELA ● Cicero: History Beyond the Textbook <ul style="list-style-type: none"> ● ArcGIS 	<ul style="list-style-type: none"> ● Skill building activities ● Pearson's Pacemaker Series ● DBQ Online ● ProEd Shorts ● NewsELA ● Videos ● Leveled Assessments ● Choice Boards 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Wieser Educational History Shorts ● Videos in their native language ● Pearson's Pacemaker Series ● ProEd Shorts ● NewsELA 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects ● Genius Hour Projects

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"> • Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic • Provide individual instruction as needed • Modify assessments and/or rubrics • Repeat instructions as needed 	<ul style="list-style-type: none"> • Skill building activities • Leveled Assessments • Choice Boards • 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 	<ul style="list-style-type: none"> • Modified activities • Extend time requirements • Preferred seating • Checks for understanding/review • 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 	<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"> ● Review, restate and repeat directions; written directions ● Study guides ● Break assignments into segments of shorter tasks ● Oral rather than written answers 		
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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</p>

		an interconnected global economy.
	<i>Performance Expectation/s:</i>	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)
	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>	✓	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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