

Marking Period	Unit Title	Recommended Instructional Days
2	Unit 2: The Portrayal of Women in the U.S. from the 1900s to Modern Day	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><i>Core Ideas:</i></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><i>Performance Expectation:</i></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? What were the transformative roles and contributions of women during World War II, and how did these experiences challenge traditional gender roles and societal perceptions? How did political movements and legislative changes in the 1900s contribute to advancements in women's rights and political participation? What were the key contributions of women to music, dance, and fashion in the 1900s, and how did these contributions influence cultural trends and societal perceptions of femininity? What have been the major milestones and impacts of the women's rights movement in the 2000s?

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 	

	<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">○ Representation of women in media○ The future of women in U.S. politics○ Reflection on progress and future challenges<ul style="list-style-type: none">■ Present a case study on a female political leader.■ Students will create a one-page informational poster about a chosen woman figure.■ Amistad Mandate:<ul style="list-style-type: none">● Class discussion on the impact of economic shifts on women's employment opportunities and wages.● Women in the 2000s Choice Board Project:<ul style="list-style-type: none">○ Create a digital collage that reflects the diverse lives of women in the 2000s, showcasing economic, social, and political themes.○ Produce a 3-5 minute short film analyzing how women were represented in various media during the 2000s.○ Create a vision board that illustrates your predictions for the future of women in U.S. politics.○ Design a one-page poster about a significant female political leader from the 2000s, highlighting her achievements and legacy.
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- Interview Project/Final
 - Conduct historical research using primary and secondary sources to develop an interview project.
 - Discussion on effective interviewing techniques and ethical considerations
 - Planning and scheduling interview subjects related to women's history and politics
 - Presentation of interview project findings and analysis
 - Reflection on the course content, discussions, and personal insights gained
 - Discussion on the relevance of women's history in understanding contemporary issues

Interdisciplinary Connections: Content: NJSLS#:

- English:
 - Analyze Primary sources documents & secondary sources
 - Write essays and journal entries
 - Read and/or write poetry/short stories
- Math:
 - Analyze maps and trends on women's rights
- Arts
 - Analyze various works of art
 - Create musical playlists
- Science:
 - Research prominent female scientists
 - Learn about gender bias in science
- Health/Phys. Ed.:
 - Analyze health implications and social/emotional norms of women

		<ul style="list-style-type: none"> ● 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 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> <ul style="list-style-type: none"> ● Do Now/ Warm-Up ● Exit Ticket ● Mini Project ● Gallery Walk ● Worksheet ● Graphic Organizer 	<u>Benchmarks:</u> <ul style="list-style-type: none"> ● Mini Projects ● District Assessments <u>Summative Assessments:</u> <ul style="list-style-type: none"> ● Essays ● Journal Entries/Reflections ● Debate Participation ● Field Trip Reflections ● Movie Analysis ● Interview Project 		
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"> ● 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			
<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>			

- 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 • Review, restate and repeat directions; written directions • Study guides 	<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"> ● 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 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</p>

		(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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