

Marking Period	Unit Title	Recommended Instructional Days
3	Unit 1: The Impact of Women on Global Scale From Ancient Times to the 19th Century	45 Days
<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 events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. Complex interacting factors influence people’s perspective. Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in 	<p><i>Performance Expectation:</i></p> <ul style="list-style-type: none"> 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. 6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict. 6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas. 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and 	

<p>fundamental documents, values, laws, and practices.</p> <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.• Governments around the world support universal human rights to varying degrees.• Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.• Human and civil rights support the worth and dignity of the individual.• 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.• Economic globalization affects economic growth,	<p>colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p> <ul style="list-style-type: none">• 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.• 6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.• 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.• 6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.• 6.2.12.CivicsDP.3.b: Use data and evidence to compare and	
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<p>labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</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.• Social and political systems throughout time have promoted and denied civic virtues and democratic principles.• Understanding the interrelated patterns of	<p>contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.</p> <ul style="list-style-type: none">• 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.• 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.• 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.• 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.• 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances,	
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<p>change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p> <ul style="list-style-type: none">• 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.	<p>social inequalities, climate change, health and/or illiteracy.</p> <ul style="list-style-type: none">• 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.• 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.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.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	
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	<p>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 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 	<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 did women's roles and contributions shape early civilizations and their development? What can we learn about the interactions between women from different civilizations and how these interactions influenced their roles and status?

	<p>Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).</p>	<ul style="list-style-type: none"> ● In what ways did cultural and religious beliefs affect women's status and opportunities in different regions? ● How did the Age of Exploration and Colonization affect women's roles and opportunities in both colonizing and colonized societies? ● In what ways did Enlightenment and revolutionary ideas challenge or reinforce traditional views of women's roles in society? ● How did women contribute to and shape cultural exchanges during the 16th to 18th centuries? ● How did the Industrial Revolution transform women's roles in society and the workplace? ● What were the key factors driving the emergence of feminist movements in the 19th century, and how did these movements vary by region? ● In what ways did global events and trends in the 19th century influence women's opportunities and activism?
<p>Social Studies Practices</p>		
<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>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<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. 	<p>Activity Description:</p> <ul style="list-style-type: none"> ● Women in Pre-Modern Global Contexts <ul style="list-style-type: none"> ○ Ancient and Medieval Women's Rights ○ Women in Early Civilizations ○ Women in Asian and African Empires <ul style="list-style-type: none"> ■ <u>Students can create an interactive digital timeline that showcases the lives, achievements, and rights of women in various early civilizations and empires.</u> ■ Students can create a research paper on Women's Roles in Early Civilizations ● Women in the 16th-18th Centuries <ul style="list-style-type: none"> ○ Women during the Age of Exploration & Colonization ○ Enlightenment and Revolution-Era Women

- 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.

- Women's Impact on Global Trade and Cultural Exchanges
 - **Students will analyze the roles of women in global trade and cultural exchanges from the 16th to the 18th centuries by creating a multimedia project that showcases these women's influence on the interconnected world of the time.**

- Women in the 19th Century
 - Women's Roles in the Industrial Revolution
 - Suffrage and Early Feminist Movements
 - Women in Different Regions: Europe, the Americas, Asia, Africa
 - **Amistad Mandate:**
 - **Students will analyze the diverse experiences and contributions of women in the 19th century, examining the impact of the Industrial Revolution, suffrage movements, and regional variations.**

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.:

		<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 	
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 IEP/504/At-Risk/ESL	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, Google Classroom, Quizizz, Quizlet, Kahoot <p>Other:</p> <ul style="list-style-type: none"> ● 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 	<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 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings

<p>audio, visual, and tactile/kinesthetic</p> <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"> ● 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"> ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects
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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</p>

		<p>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>
	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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