Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Women's History	**Social Studies**	**10th-12th**	**.5**

Course Description:

This semester-long course explores how American women have pursued equality, from the founding of the nation to the present day. Students read primary sources by reformers, suffragists, activists, and their opponents in order to understand the story of each era and the beliefs of the people who shaped it. By examining the hopes and debates of women across more than two centuries, students develop a deeper understanding of citizenship and a clearer view of the questions about equality that remain open today.

Aligned Core Resources:	Connection to the ***BPS Vision of the Graduate***
•	EMPATHY • Demonstrating understanding of others perspectives and needs • Listen with an open mind to understand others' situations CIVIC LITERACY • Participate effectively in civic life through knowing how to stay informed and understanding governmental processes • Exercise the rights and obligations of citizenship at local state, national and global levels • Understand the local and global implications of civic decisions
Knowledge/Skill Dependent courses/Prerequisites:	**Link to *Completed Equity Audit***
•	• Women 's History Curriculum Equity Review

Unit Links

Unit 1: Foundations and Early America
Unit 2: The Long Fight for Suffrage
Unit 3: The Long Fight for Equal Rights
Unit 4: The Modern Movement
Standard Matrix

Unit 1: Foundations and Early America

Overview

Relevant Standards: Bold indicates priority

- 8.His.10.a. Describe how individual and group perspectives of the American Revolution are documented in historical records while identifying representation of marginalized voices (e.g., journals, letters, pamphlets, newspaper articles from sources such as the Hartford Daily Courant).
- **8.Civ.8.b. Analyze how ideas and principles about citizenship and access to political power expressed in founding documents influenced social and political systems in the early republic (e.g., Bill of Rights, Declaration of Independence, Three-Fifths Clause, Electoral College).**
- 8.His.16.a. Evaluate the US Constitution and Bill of Rights to determine if the goals of the American Revolution, as stated in the Declaration of Independence, were realized.
- **8.Civ.14.b. Compare movements for social change and the strategies they employed by the United States in the Antebellum Period (e.g., abolition, Second Great Awakening, suffrage, temperance).**
- **8.His.5.b. Explain how and why individuals challenged gender roles in the Civil War Era (e.g., Loreta Janeta Velazquez, Frances Louisa Clayton, Anna Elizabeth Dickinson, Hartford Soldiers' Aid Society, Rebecca Primus and Addie Brown).**
- **8.His.14.b. Analyze the causes and effects of the Reconstruction Amendments (e.g., abolition, Latino and Black citizenship, suffrage).**
- 8.Civ.13.a. Analyze the purposes, implementation, and consequences of policies and political strategies during the Reconstruction Era (e.g., Homestead Act, Second Treaty of Fort Laramie, women's suffrage, Radical Reconstruction).

Overview

In this unit, students explore how American women responded to the gap between the nation's founding promise of liberty and a legal system that stripped married women of property rights, limited their education, and denied them the vote. From the Daughters of Liberty to the organizers of the Seneca Falls Convention, students follow women who used wartime service, education, and moral reform to enter public life despite the doctrine of coverture and the expectations of the "Cult of Domesticity." Reading reformers in their own words, students examine how women turned natural rights, Christian arguments against slavery, and the ideal of Republican Motherhood into claims for equal citizenship. Ultimately, students investigate how women became a nationwide political force by 1870, even as debates over the 14th and 15th Amendments split their movement.

Essential Question(s):

EQ1. How did American women establish themselves in the early republic?

EQ2. What ideas influenced the fight for women's equality, and what arguments were used to justify their disenfranchisement?

Enduring Understanding(s):

EU1. Women fought to expand their public and political roles between the American Revolution and Reconstruction, moving from patriotic wartime support to leadership positions in major moral and social reform movements. While they were repeatedly excluded from formal political and constitutional power, women successfully chipped away at their legal limitations by securing property rights, expanding access to higher education, and organizing a standalone suffrage movement. While they did not achieve the right to vote nationally by 1870, women transformed themselves from legally invisible individuals into a formidable, nationwide political force.

EU2. Opponents of women's rights relied on a variety of ideas to justify women's exclusion from public life, including the "Cult of Domesticity," traditional readings of the Bible, and the legal doctrine of coverture, all of which cast women as naturally dependent and unsuited for politics. Conversely, reformers successfully repurposed Enlightenment ideals of natural rights, Christian moral arguments against slavery, and prevailing conceptions of motherhood to demand equal education and full legal citizenship.

Demonstration of Learning:

- Seminar and Summative Writing: To what extent did the nation's founding promise of natural rights apply to American women by 1870? Students first discuss the question in a seminar, then write an argument that addresses it using specific claims and relevant evidence from historical sources while acknowledging competing views.

Connections to Prior Units:	**Connections to Future Units:**
•	• Students will reread the Declaration of Sentiments at the end of Unit 4 to measure how far women's rights have advanced against the grievances listed in 1848, and to prepare for a seminar on whether the story of women's rights has an ending. • Students will follow the NWSA and AWSA into Unit 2, where the movement reunites and divides again over race, allowing students to compare the 1870 split with later tensions inside the movement. • Students will encounter a new version of the "Cult of Domesticity" in Unit 3, when postwar culture frames suburban motherhood as Cold War patriotism, allowing students to compare how each era defined

	women's proper sphere. • Students will read "Ain't I a Woman" from Sojourner Truth when learning about the idea of intersectionality in Unit 4 to examine how Black women have long challenged single-issue movements.
Family Overview (link below)	**Pacing for Unit**
•	• 10 lessons, 4 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• WMH-U1 Storyboard
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• In 10th grade ELA, students read (or may be reading) Octavia Butler's Kindred. Students might compare the lives of Alice and Sarah, enslaved women on the Weylin plantation, with the ideals of Republican Motherhood and the "Cult of Domesticity," recognizing that the era's ideas about women's proper sphere assumed a freedom enslaved women were denied. • In 8th grade ELA, students read Narrative of the Life of Frederick Douglass. Students might revisit his account of Sophia Auld, who began teaching him to read until her husband forbade it, to show how slavery shaped white women's roles, before students meet Douglass again at Seneca Falls and as a central voice in the debate over the 15th Amendment.	• Students may assume that the women's rights movement began at Seneca Falls in 1848, failing to recognize how decades of abolition and moral reform work trained women as organizers, writers, and public speakers before the convention. • Students may assume that early women's rights activists shared a single set of goals, failing to recognize the disagreements over priorities and race that culminated in the split over the 15th Amendment. • Students may assume that all American women in this period shared the same legal status and experiences, failing to recognize how enslaved, free Black, Indigenous, and working-class women faced very different conditions than the white, middle-class reformers who dominate the written record.

Differentiation through *Universal Design for Learning*	
UDL Indicator • Consideration 1.3 Represent a diversity of perspectives and identities in authentic ways	**Teacher Actions:** • Pair the unit's sources from white reformers with the words of Black women from the same period where possible, such as Phillis Wheatley's 1774 letter on liberty to Samson Occom or Maria Stewart's public lectures in Boston in the early 1830s. • Name for students whose voices are missing from the written record and why, such as enslaved women barred from literacy and Indigenous women whose histories were kept orally, so students treat silence in the sources as evidence rather than absence. • Present Harriet Tubman and other Black women as decision-makers within the chapter stories rather than as symbols, asking "What did she decide, and why?" alongside "What did she accomplish?"
UDL Indicator • Consideration 3.1: Connect prior knowledge to new learning	**Teacher Actions:** • Open the unit by revisiting students' 8th-grade study of the American Revolution, asking what the founding promise of natural rights meant for women. • Introduce the unit storyboard (Setting 1776 → Outcome 1870) as a graphic organizer students complete chapter by chapter with one sentence answering "What happened?" • Place the Declaration of Independence beside the Declaration of Sentiments so students see how reformers reused familiar language.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.1 An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	**Learning Targets:** • Level 1: With prompting and support, I can identify a few key words and phrases about rights and citizenship in a short primary source, such as Abigail Adams's "Remember the Ladies" letter. • Level 2: With prompting and support, I can identify the main topic of a primary source and retell a few key details, such as the grievances listed in the Declaration of Sentiments. • Level 3: With guidance and support, I can determine the central idea of a primary source and explain how specific details develop it, such as

	how the Declaration of Sentiments reuses the language of the Declaration of Independence. • Level 4: I can determine two central ideas in a primary source, analyze how they develop, and cite specific evidence, such as the competing arguments Elizabeth Cady Stanton and Lucy Stone made about the 15th Amendment. • Level 5: I can analyze how central ideas develop across multiple primary sources and cite specific evidence to explain how reformers argued for women's citizenship between 1776 and 1870.

Unit 1: Foundations and Early America

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1	• I can describe how women organized to support the American Revolution despite living under coverture. • I can examine how early reformers used Enlightenment ideals to challenge women's exclusion.	Remember the Ladies	Enlightenment Natural Rights Coverture Daughters of Liberty Abigail Adams	
2	• I can describe how women transformed the idea of "Republican Motherhood" over time to gain access to higher education. • I can examine how reformers repurposed domestic expectations to push for expanded access to education.	A Vindication of the Rights of Woman James Fordyce's Sermons to Young Women	Constitutional Convention Three-Fifths Compromise Republican Motherhood Mary Wollstonecraft Female Academies	
3	• I can describe how female abolitionists pushed their activism into public spaces despite social backlash. • I can identify the religious and moral beliefs women used to justify speaking out against slavery.	An Appeal to the Christian Women of the South	Grimke Sisters Quakers American Anti-slavery Society	
4	• I can describe how female activists created their own standalone rights movement in response to political exclusion. • I can explain how reformers reinterpreted the nation's founding documents to argue against legal inequality.	Declaration of Sentiments	Elizabeth Cady Stanton Lucretia Mott Sojourner Truth World Anti-Slavery Convention Seneca Falls Convention Declaration of Sentiments Frederick Douglass	
5	• I can describe how women expanded their public roles during the Civil War to prove		Married Women's Property Acts	

	their value to the nation.		Wartime Motherhood Harriet Tubman	
6	• I can describe how disagreements over constitutional Amendments split the women's suffrage movement into competing factions. • I can compare the conflicting arguments and motivations within the women's suffrage movement regarding constitutional Amendments.	Elizabeth Cady Stanton on the 15th Amendment Lucy Stone in Favor of the 15th Amendment		
7	• Project/Assessment			
8	• Project/Assessment			
9	• Flex			
10	• Flex			

Unit 2: The Long Fight for Suffrage

Overview

Relevant Standards: Bold indicates priority

- US.His.16.a. Analyze the political, economic, and social agency demonstrated by Black Americans throughout the period of Reconstruction using evidence from multiple relevant historical sources (e.g., Black Republicans, Historically Black Colleges and Universities, Edisto Island).
- **US.His.10.a. Describe how individual and group perspectives about gender and sexuality in the late 19th and early 20th centuries are documented in historical records while noting possible limitations (e.g., We'wha, Vaudeville, bicycles, women's suffrage and education).**
- US.His.1.a. Evaluate how the Progressive Era is a result of immigration and industrialization (e.g., anti-lynching, Settlement House Movement, improved working conditions, childrens' rights).
- **US.Civ.12.a. Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., Populist Party, B'nai B'rith, National Woman Suffrage Movement, Sierra Club, Niagara Movement, Socialist Party of America).**
- US.His.16.b. Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States).
- **US.Civ.2.a. Analyze the role of citizens in advocating for and ratifying the 19th Amendment to the United States Constitution (e.g., Ida B. Wells, Alice Paul, Anna Bernard Shaw, Helena Hill Weed, Frank B. Brandegee).**

Overview

In this unit, students explore how American women fought for the vote once it became clear that citizenship alone did not guarantee it. From Susan B. Anthony's arrest for voting in 1872 to the Tennessee legislature's deciding vote in 1920, students follow women who gained political experience in temperance and Progressive reform and then turned that experience into a national campaign, despite fierce opposition from anti-suffragists and Southern defenders of states' rights. Reading suffragists in their own words, students examine how women claimed the ballot as a matter of natural rights, motherhood, and patriotism, and how arguments over tactics and race split the movement from within. Ultimately, students investigate how women won the 19th Amendment, even as many Black, Indigenous, and Asian American women remained shut out of the ballot box.

Essential Question(s):

EQ1. How did American women secure political citizenship, and at what cost?

EQ2. What ideas influenced and divided the suffrage movement?

Enduring Understanding(s):

EU1. Between 1870 and 1920, American women transformed a fractured, localized movement into a disciplined national campaign that secured constitutional enfranchisement. Women built political momentum through temperance activism, Progressive Era reforms, state-level organizing, and wartime direct action, while navigating fierce challenges from the liquor lobby, anti-suffragist campaigns, and deep racial divisions within their own ranks. Although the ratification of the 19th Amendment in 1920 prohibited sex-based voter discrimination nationwide, poll taxes, literacy tests, violence, and citizenship laws continued to limit voting accessibility.

EU2. Proponents of women's suffrage often invoked natural rights, Christian values, and maternal obligations to argue that women needed the vote to protect families and reform industrial society. Although they broadly agreed on the universal goals of suffrage, activists were divided by debates about methodology which often reflected broader social concerns related to patriotism, loyalty, and race.

Demonstration of Learning:

- Summative Writing: To what extent was the 19th Amendment a victory for all American women? Write an argument that uses specific evidence from historical sources to weigh what the amendment achieved against its limitations.

Connections to Prior Units:	**Connections to Future Units:**
• Students will have studied how the debate over the 15th Amendment split the women's rights movement in Unit 1, allowing them to follow the NWSA as it tests the New Departure strategy and to see how the two factions reunite as NAWSA in 1890. • Students will have examined how women used the ideal of Republican Motherhood to justify education in Unit 1, preparing them to recognize the same reasoning in Willard's argument for "Home Protection." • Students may have studied the Progressive Era in Modern American History, including Jane Addams's settlement house work and suffragists' answers to common objections, allowing them to focus here on how women used reform work to build the case for suffrage.	• Students will see Alice Paul and the National Woman's Party return in Unit 3, when Paul drafts the Equal Rights Amendment, allowing students to evaluate whether winning the vote achieved the equality suffragists had promised. • Students will compare women's wartime work in World War I with their mobilization during World War II in Unit 3, examining whether wartime opportunities led to lasting change. • Students will return to the racial divisions within the suffrage movement when they study intersectionality in Units 3 and 4, allowing them to trace how Black women have repeatedly challenged movements that claimed to speak for all women.

	• Students will compare the strategies of the suffrage and temperance movements with modern organizing efforts such as the 2017 Women's March in Unit 4, evaluating which tactics have endured and which have changed.
Family Overview (link below)	**Pacing for Unit**
	• 10 lessons, 4 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• WMH-U2 Storyboard
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• Students will have read about the 1911 Triangle Shirtwaist Factory Fire in 7th grade ELA. Briefly revisit the fire to show how the deaths of young immigrant women garment workers fueled Progressive labor reform, and push students to consider why working-class women argued they needed the vote to protect themselves on the job.	• Students may assume that suffragists formed a unified movement with a shared strategy, failing to recognize the deep disagreements over state versus federal campaigns, moderate versus militant tactics, and whether to welcome or exclude Black women. • Students may assume that the 19th Amendment gave every American woman the right to vote in 1920, failing to recognize how poll taxes, literacy tests, violence, and citizenship laws continued to keep many Black, Indigenous, and Asian American women from voting. • Students may assume that men alone opposed women's suffrage, failing to recognize that women organized and led much of the anti-suffrage movement, arguing that voting would undermine women's moral influence in the home. • Students may assume that the temperance movement was only about banning alcohol, failing to recognize how it responded to women's legal and economic dependence on husbands whose drinking could leave families in poverty or danger.

Differentiation through *Universal Design for Learning*	
UDL Indicator • Consideration 7.4: Address biases, threats, and distractions	**Teacher Actions:** • When narrating Ida B. Wells's anti-lynching work and NAWSA's Southern strategy, provide clear historical context and give students space to process before moving on. • Remind students that understanding what historical actors were thinking, on their own terms, is not the same as agreeing with them.
UDL Indicator • Consideration 2.4: Address biases in the use of language and symbols	**Teacher Actions:** • Preview the gendered language students will meet in period sources, such as "Home Protection" and women's "proper sphere," and discuss what those terms assumed about women's roles.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.4 An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	**Learning Targets:** • Level 1: With prompting and support, I can express an opinion about whether the 19th Amendment was a victory for women, using a few key words and phrases from the unit. • Level 2: With prompting and support, I can state a claim about whether the 19th Amendment was a victory for all women, give one reason to support it, and write a concluding statement. • Level 3: With guidance and support, I can state a claim about the 19th Amendment, support it with evidence from sources studied in the unit, acknowledge an opposing idea, and write a concluding statement. • Level 4: I can construct a claim about the extent to which the 19th Amendment was a victory for all women, support it with logically ordered evidence, and address a counterargument in a formal style. • Level 5: I can construct a substantive claim about the extent to which the 19th Amendment was a victory for all women, distinguish it from counterclaims, and use relevant evidence from multiple sources to support my claim and refute counterclaims.

Unit 2: The Long Fight for Suffrage

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1	• I can describe how suffragists used the "New Departure" strategy to challenge voting restrictions. • I can identify how Susan B. Anthony justified her actions during her trial.	Speech to Jurors Speech to Circuit Court	New Departure Susan B. Anthony Virginia Minor Minor v. Happersett (1875) Aaron Sargent NWSA	
2	• I can describe how women gained public political power through the temperance movement. • I can examine Frances Willard's writings to understand how she justified female political action.	Temperance and Home Protection	Frances Willard WCTU Home Protection Liquor Industry Lobby	
3	• I can describe how female progressive reformers tackled industrial abuses and racial injustice.		Jane Addams Settlement House Florence Kelley Ida B. Wells GFWC NCL	
4	• I can explain how the women's suffrage movement fractured along racial and tactical lines. • I can analyze how debates over tactics reflected broader social concerns about race.		Carrie Chapman Catt Mary Church Terrell Josephine Jewell Dodge Alice Paul NAWSA NACW NAOWS National Woman's Party	
5	• I can explain how patriotic war mobilization	Jeannette Rankin Suffrage	Jeannette Rankin	

	and radical direct action led to federal action on suffrage. • I can analyze how debates over tactics reflected broader social concerns related to wartime patriotism.		Woodrow Wilson National Woman's Party Silent Sentinels	
6	• I can trace how suffragists overcame intense state-level opposition to secure ratification of the 19th Amendment. • I can identify beliefs and persuasive appeals in Febb Burn's letter to her son.	Febb Burn Letter	Harry/Febb Burn Carrie Chapman Catt Alice Paul "Red Rose" Lobbyists Poll Taxes and Literacy Tests Citizenship Barriers	
7	• Project/Assessment			
8	• Project/Assessment			
9	• Flex			
10	• Flex			

Unit 3: The Long Fight for Equal Rights

Overview

Relevant Standards: Bold indicates priority

- US.His.4.d. Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising).
- **US.His.1.d. Evaluate how the demand for labor on homefront in World War II shaped gender roles (e.g., mobilization, victory gardens, rationing, War Production Board).**
- US.His.5.b. Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).
- **US.Civ.5.b. Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).**
- **US.Civ.5.c. Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade).**
- **US.His.1.g. Evaluate whether the conservative ascendency of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends (e.g., New Right, Watergate, energy crisis, Reaganomics).**
- **US.His.1.h. Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyper-consumerism, racial tension, women's empowerment, and the Cold War.**

Overview

In this unit, students explore how American women pursued equality in the six decades after winning the vote, as economic and political pressures pushed them into public life and then back toward the home. From the New Women of the 1920s and 1930s to the conservative activists who defeated the Equal Rights Amendment, students follow women who took on wartime jobs, pushed back against the postwar expectation that they return to the home, and built a movement that won new protections in law. Reading feminists and their opponents in their own words, students examine how women argued for constitutional equality and control over their own lives, and how others defended traditional family roles as the better protection for women. Ultimately, students investigate how women gained new legal and economic rights by 1982, even as the Equal Rights Amendment fell short of ratification.

Essential Question(s):

EQ1. How did American women pursue equality through economic, political, and social transformations between 1920 and 1982?

EQ2. What ideas influenced the fight for women's equality, and what arguments were used to oppose legal equality?

Enduring Understanding(s):

EU1. Between 1920 and 1982, American women transitioned from newly enfranchised citizens into leaders of multifaceted national movements. Women drove social and legislative change, filled essential wartime production roles, published foundational feminist literature, organized grassroots protests, and secured federal protections in the face of postwar expectations that women return to the home. Women won significant legal and economic gains, but the Equal Rights Amendment fell short of ratification.

EU2. Feminists argued that full citizenship required equal opportunities in work, education, and government, drawing on ideas of constitutional equality, women's control over their own bodies, and freedom from discrimination based on race, class, and sexuality. Opponents drew on religious teaching about the family and argued that the ERA would make women eligible for the military draft, weaken legal protections for wives and weaken families. This debate helped build the New Right and made gender and family policy a lasting divide in American politics.

Demonstration of Learning:

- Option 1: Students research another influential woman or event between 1920 and 1982 and explain how that woman or event fits into the larger story of the long fight for equal rights.
- Option 2: Compare and contrast the modern women of the 1920s and 1930s to the civil rights activists of the 60s. How were they similar? How were they different?

Connections to Prior Units:	**Connections to Future Units:**
• Students will have studied women's work during World War I in Unit 2, allowing them to compare it with mobilization during World War II and ask whether wartime opportunities lasted after the fighting ended. • Students will have followed Alice Paul and the National Woman's Party through the suffrage campaign in Unit 2, preparing them to see why Paul turned next to the Equal Rights Amendment. • Students will have examined the "Cult of Domesticity" in Unit 1, allowing them to recognize how postwar culture revived the idea of	• Students will see the New Right's influence continue in Unit 4, as debates over federal assistance in the Reagan era shape the lives of working and single mothers. • Students will return to women's health in Unit 4, comparing how postwar doctors treated women's dissatisfaction as illness with later debates over reproductive rights. • Students will revisit beauty pageants and the 1968 Miss America protest when they study the body positivity movement in Unit 4,

separate spheres in the form of suburban motherhood. • Students will have seen Black women organize separately from the mainstream suffrage movement in Unit 2, preparing them to understand why activists like Angela Davis challenged a feminism centered on white, middle-class women.	comparing how each generation has challenged standards of appearance. • Students will learn in Unit 4 how Kimberlé Crenshaw named "intersectionality" in 1989, allowing them to connect her term to arguments Angela Davis was already making.
Family Overview (link below)	**Pacing for Unit**
	• 10 lessons, 4 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• WMH-U3 Storyboard
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• In 7th grade ELA, students read A Raisin in the Sun. Consider briefly revisiting Beneatha's plan to become a doctor and Ruth's struggle over an unplanned pregnancy, helping students see how the limits of the 1950s ideal fell differently on Black working women. • In 10th grade ELA, students read (or may be reading) Of Mice and Men and analyze Curley's wife as a representation of gendered hierarchies. Push students to apply that analysis to the real women of the 1930s, comparing her isolation and lost ambitions with the Depression-era policies that pushed married women out of paid work.	• Students may assume that World War II permanently opened industrial jobs to women, failing to recognize that many women in defense work were laid off or moved into lower-paying jobs after 1945. • Students may assume that the suburban housewife of the 1950s reflected most women's lives, failing to recognize that many working-class women and women of color worked outside the home, and that the suburban ideal was often out of their reach. • Students may assume that second-wave feminism spoke for all women, failing to recognize how Black, working-class, and queer women criticized the movement for centering the concerns of white, middle-class housewives. • Students may assume that the Equal Rights Amendment was defeated by men opposed to women's equality, failing to recognize that conservative women like Phyllis Schlafly helped organize and lead the campaign against it.
Differentiation through *Universal Design for Learning*	
UDL Indicator	**Teacher Actions:**

• Consideration 3.2: Highlight and explore patterns, critical features, big ideas, and relationships	• Use the unit storyboard as a timeline students mark with gains and setbacks, helping them see the unit's pattern of wartime opportunity, postwar retreat, and renewed activism. • Place Betty Friedan and Phyllis Schlafly side by side, charting how each claimed to speak for women's interests and what each believed women needed. • Return to the unit's essential questions at the end of each lesson, asking students to add one new piece of evidence to a running chart.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.9 An EL can . . . create clear and coherent grade-appropriate speech and text.	**Learning Targets:** • Level 1: With prompting and support, I can communicate basic information about a woman or event from 1920 to 1982, using simple sentences and words learned in the unit. • Level 2: With prompting and support, I can introduce a woman or event from 1920 to 1982, explain a brief sequence of events, and connect my ideas with words such as first, next, and because. • Level 3: With guidance and support, I can develop a short sequence of events that shows how a woman or event fits into the larger story of the fight for equal rights, using transitions such as as a result and for example. • Level 4: I can introduce and develop a detailed sequence of events or comparison, such as how the New Women of the 1920s and the civil rights activists of the 1960s were similar and different, using varied transitions. • Level 5: I can write a clear and coherent account, with a concluding section, that explains how a woman or event fits into the larger story of women's fight for equality between 1920 and 1982, using complex transitions to show relationships among events and ideas.

Unit 3: The Long Fight for Equal Rights

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1	• I can describe how female activists and cultural figures expanded their social and political roles between the world wars. • I can examine how Alice Paul justified the demand for complete constitutional equality.	Text of the ERA	Alice Paul ERA (1923) Flappers Harlem Renaissance Zora Neale Hurston Billie Holiday Frances Perkins	
2	• I can describe how American women's contributions to WWII expanded opportunities in the face of prevailing gender norms. • I can analyze Eleanor Roosevelt's arguments for the necessity of female civic and industrial leadership during wartime.	Women in War Speech, 1944	Rosie the Riveter Women's Army Corps (WAC) WAVES Eleanor Roosevelt Lanham Act	
3	• I can describe how a return to gendered expectations impacted suburban women in the aftermath of WWII.		Baby Boom Suburban Ideal Mrs. America Pageant "Mrs. Degree" Lobotomy Electroconvulsive Therapy	
4	• I can describe how second-wave feminists responded to postwar domestic expectations. • I can analyze excerpts from The Feminine Mystique to understand the lived experience of the suburban ideal.	The Feminine Mystique	The Pill (1960) Betty Friedan The Feminine Mystique (1963) Equal Pay Act (1963) NOW Gloria Steinem Ms. Magazine	

5	• I can describe how the women's liberation movement evolved into a broader intersectional struggle over time. • I can identify the connections Angela Davis draws between race, class, and gender.	Black Women in America	Miss America Protest (1968) Angela Davis Marsha P. Johnson Stonewall Uprising (1969) Title IX (1972) Roe v. Wade (1973)	
6	• I can describe how conservative women organized to halt the ratification of the Equal Rights Amendment. • I can identify Phyllis Schlafly's arguments in opposition to the ERA.	What's Wrong with "Equal Rights" for Women?	Phyllis Schlafly STOP ERA New Right Ronald Reagan ERA Deadline (1982)	
7	• Project/Assessment			
8	• Project/Assessment			
9	• Flex			
10	• Flex			

Unit 4: The Modern Movement

Overview

Relevant Standards: Bold indicates priority

- **US.Civ.5.b. Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).**
- **US.Civ.5.c. Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade).**
- **US.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.**
- **US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline).**
- US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).

Overview

In this unit, students explore how American women pursued equality after the defeat of the Equal Rights Amendment, as many legal barriers fell but questions about work, family, and power remained. From working mothers in the 1980s to the women who campaigned for the nation's highest offices, students follow women as they moved into positions of power and built new movements amid national debates over welfare and abortion. Reading writers and leaders in their own words, students examine how some named problems such as unpaid work at home and discrimination based on both race and sex, while others pointed to the effects of welfare on families. Ultimately, students investigate how far the fight for women's equality has come, returning to the Declaration of Sentiments to ask whether a woman in the White House would mark the end of the story.

Essential Question(s):

EQ1. How have American women pursued equality since the defeat of the Equal Rights Amendment?

EQ2. How have Americans named and debated the problems women still face?

Enduring Understanding(s):

EU1. Since the defeat of the Equal Rights Amendment, American women have moved into positions of power once closed to them, from the Supreme Court to the vice presidency. Women won new legal protections against pay discrimination and sexual harassment and organized some of the largest protests in American history, even as changes to public assistance reshaped the lives of single mothers. At the same time, the Supreme Court's 2022 decision overturning Roe v. Wade and returning abortion law to the states and the absence of a female president have left Americans debating how far the fight for equality has come.

EU2. Writers and activists argued that many inequalities lay beyond the reach of law, naming problems such as the unpaid "second shift" of work at home and the overlapping effects of race and sex, and insisting that women's rights are human rights rather than private concerns. Others named different problems, arguing that welfare programs trapped families in dependence and that feminism undervalued mothers who chose to stay home. Because Americans still disagree about which problems matter most, the future of women's rights remains an open debate.

Demonstration of Learning:

- Seminar and Summative Writing: Would a woman in the White House mark the end of the story of women's rights? Students first sort the grievances in the 1848 Declaration of Sentiments into questions now settled and questions still debated, then discuss the compelling question in a seminar. Students then write a comparative essay tracing how one or more of those grievances have changed between 1848 and today, using specific evidence from historical sources across the course.

Connections to Prior Units:	**Connections to Future Units:**
• Students will have read the Declaration of Sentiments in Unit 1, allowing them to return to its list of grievances and judge which have been resolved and which remain. • Students will have read Betty Friedan's description of "the problem that has no name" in Unit 3, preparing them to see how later writers named new problems such as the "second shift" and overlapping discrimination based on race and sex. • Students will have studied the organizing strategies of the suffrage, temperance, and liberation movements in Units 2 and 3, allowing them	• This is the final unit of the course.

to compare those tactics with #MeToo and the 2017 Women's March. • Students will have followed the fight over Roe v. Wade and the rise of the New Right in Unit 3, preparing them to trace how debates over abortion and public assistance continued through Casey, Dobbs, and welfare reform.	
Family Overview (link below)	**Pacing for Unit**
	• 10 lessons, 4 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• WMH-U4 Storyboard • Sensitive Topics Guidelines
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may have formed strong opinions about abortion, public assistance, and recent elections based on current political debates. The unit should not seek to persuade or dissuade students, but should push for a more thorough and informed understanding of how Americans on different sides have defined the problems women face. • Students may assume that all women share the same views on women's issues, failing to recognize that women have led on both sides of debates over abortion, public assistance, and feminism itself. • Students may assume that the pay gap results entirely from employers paying women less for the same job, failing to recognize that researchers debate how much of the gap reflects discrimination and how much reflects differences in occupations, hours, and time away from work for caregiving. • Students may assume that Dobbs v. Jackson banned abortion nationwide, failing to recognize that the decision returned the question to the states, which now have widely different laws.

Differentiation through *Universal Design for Learning*	
UDL Indicator • Consideration 7.4: Address biases, threats, and distractions	**Teacher Actions:** • Treat questions such as abortion law and public assistance as open questions, presenting each side in its own words and keeping the focus on understanding perspectives rather than persuading students. • Describe recent events by their dates, actions, and scale rather than by political labels.
UDL Indicator • Consideration 9.4: Cultivate empathy and restorative practices	**Teacher Actions:** • Co-create discussion norms with students at the start of the course and revisit them before each discussion of an open question. • Use structured formats, such as assigned perspectives or structured academic controversy, so students argue from sources rather than personal experience, and no student has to defend a view as their own. • Make clear that no student will be asked to share personal experiences or reveal their own position on an open question.
Supporting Multilingual/English Learners	
Related *CELP standards:* • 9-12.2 An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	**Learning Targets:** • Level 1: With prompting and support, I can listen actively during a seminar and respond to simple questions about whether women have achieved equality, using a few key words from the unit. • Level 2: With prompting and support, I can share basic information from a unit source in a short discussion and answer simple questions about it. • Level 3: With guidance and support, I can participate in a seminar discussion by building on a classmate's idea, sharing my own idea, and adding evidence from a source we studied. • Level 4: I can participate in a seminar discussion by expressing my ideas clearly, supporting them with specific evidence from the course, and asking questions to clarify others' ideas. • Level 5: I can participate in an extended seminar discussion by expressing my ideas clearly and persuasively, referring to evidence

	from across the course, and asking questions that probe the reasoning behind others' claims.

Unit 4: The Modern Movement

Lesson Map

Lesson	Learning Targets	Sources	Knowledge	Vocabulary
1	• I can describe how working mothers balanced paid work and family life in the face of policy changes and national debates. • I can compare how Arlie Hochschild and Ronald Reagan described the lives of working and single mothers.	Reagan on Welfare Reform Hochschild, *The Second Shift*	Ronald Reagan AFDC Cuts Personal Responsibility and Work Opportunity Act (1996) Welfare Queen Arlie Hochschild Second Shift Glass Ceiling Lilly Ledbetter Fair Pay Act (2009)	
2	• I can describe how women gained seats on the Supreme Court and in Congress, and how the Anita Hill hearings helped spark the 1992 “Year of the Woman.” • I can analyze Hillary Clinton's argument that women’s rights are human rights.	Women’s Rights Are Human Rights	Sandra Day O’Connor Ruth Bader Ginsburg Anita Hill Clarence Thomas Year of the Woman (1992) Carol Moseley Braun Fourth World Conference on Women (1995)	
3	• I can describe how women’s activism grew to address overlapping identities and spread through social media. • I can compare how Sojourner Truth and Audre Lorde described the discrimination faced by Black women.	Ain’t I a Woman? There Is No Hierarchy of Oppressions	Sojourner Truth Audre Lorde Kimberlé Crenshaw Intersectionality (1989) Tarana Burke #MeToo (2006/2017) Women’s March (2017)	
4	• I can describe how women challenged gendered expectations in the media and the marketplace.		Body Positivity Beauty Standards Pink Tax	

			Gender Tax Repeal Act (1995) Social Media	
5	• I can describe how laws on family leave and abortion changed between 1992 and 2022.		Roe v. Wade (1973) Planned Parenthood v. Casey (1992) Undue Burden FMLA (1993) Dobbs v. Jackson (2022) State Abortion Laws	
6	• I can describe how women moved closer to the presidency between 1972 and 2024.		Shirley Chisholm (1972) Geraldine Ferraro (1984) Sarah Palin (2008) Hillary Clinton (2016) Kamala Harris (2021, 2024) Nikki Haley (2024)	
7	• Socratic Seminar: Would a woman in the White House mark the end of the story of women's rights?	Declaration of Sentiments		
8	• Project/Assessment			
9	• Flex			
10	• Flex			

Standard Matrix		Unit 1	Unit 2	Unit 3	Unit 4
US.Inq.1.a.	Explain how compelling and supporting questions reflect an enduring issue in United States History.	S	S	S	S
US.Inq.1.b.	Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions merge when engaging sources that represent varied perspectives.				
US.Inq.1.c.	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.				
US.Inq.2.a.	Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.	P	P	P	P
US.Inq.3.a.	Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.			S	
US.Inq.3.b.	Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).	P	P	P	P
US.Inq.3.c.	Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).		S		S
US.Inq.4.a.	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.		P		P
US.Inq.4.b.	Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).	P	P	P	P
US.Inq.4.c.	Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).				
US.Inq.4.d.	Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.				
US.Inq.4.e.	Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.				S
US.Inq.4.f.	Evaluate and implement strategies for individual and collective action to address national problems in classrooms, schools, and out-of-school civic contexts.	S	S	S	S

Standard Matrix		Unit 1	Unit 2	Unit 3	Unit 4
US.His.16.a	Analyze the political, economic, and social agency demonstrated by Black Americans throughout the period of Reconstruction using evidence from multiple relevant historical sources (e.g., Black Republicans, Historically Black Colleges and Universities, Edisto Island).		S		
US.Civ.13.a	Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity (e.g., moderate and radical Republicans, Compromise of 1877, Freedmen's Bureau, Reconstruction Treaties).				
US.Civ.5.a.	Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws).				
US.Civ.14.a.	Analyze the historical context of racism, racial violence, and challenges to reconciliation between the United States and the former Confederacy.				
US.His.7.a.	Explain how contemporary perspectives of Reconstruction are shaped by political and social attitudes.				
US.His.4.a.	Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W. E. B. Du Bois, Ida B. Wells, Mary Townsend Seymour).				
US.His.12.a.	Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917).				
US.Eco.12.a.	Evaluate the impact of laissez-faire economic policies regarding corporate decision making, labor conditions, and public advocacy in the Gilded Age (e.g., monopoly, captains of industry, muckrakers, social Darwinism, labor unions).				
US.His.10.a.	Describe how individual and group perspectives about gender and sexuality in the late 19th and early 20th centuries are documented in historical records while noting possible limitations (e.g., We'wha, Vaudeville, bicycles, women's suffrage and education).		P		
US.His.1.a.	Evaluate how the Progressive Era is a result of immigration and industrialization (e.g., anti-lynching, Settlement House Movement, improved working conditions, childrens' rights).		S		
US.Civ.12.a.	Analyze how people in the Progressive Era used and challenged laws to advance social, political, economic, and environmental reforms (e.g., Populist Party, B'nai B'rith, National Woman Suffrage Movement, Sierra Club, Niagara Movement, Socialist Party of America).		P		
US.His.1.b.	Evaluate the role of the media in shaping public opinions and debates about America's emergence as an imperial power (e.g., muckrakers, yellow journalism, propaganda).				

Standard Matrix		Unit 1	Unit 2	Unit 3	Unit 4
US.His.4.b.	Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g. Cuba, Puerto Rico, Spanish American War, Annexation of Hawaii and Philippines, dispossession of Latino American lands in the American West).				
US.His.14.a.	Analyze the causes and effects of United States involvement in WWI (e.g., threats to United States neutrality, support for democracy, suppression of civil liberties, debate over the League of Nations and the United States role in global affairs).				
US.His.14.b.	Analyze how advancements in warfare impacted military personnel and civilians (e.g., aircraft, artillery, chemical weapons, land mines, trench warfare, shell shock).				
US.His.16.b.	Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States).		S		
US.His.4.c.	Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan).				
US.His.4.d.	Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising).			S	
US.Civ.2.a.	Analyze the role of citizens in advocating for and ratifying the 19th Amendment to the United States Constitution (e.g., Ida B. Wells, Alice Paul, Anna Bernard Shaw, Helena Hill Weed, Frank B. Brandegee).		P		
US.His.14.c.	Analyze the causes and effects of the Great Migration (e.g., Jim Crow laws, racial terrorism, emergence of urban Black cultural centers, resurgence of Islam).				
US.His.6.a.	Analyze how authors, artists, and musicians documented perspectives and experiences of individuals and groups throughout the interwar period (e.g., Jacob Lawrence, Dorthea Lange, Langston Hughes, Billie Holiday, Yasuo Kuniyoshi, Magdalena Carmen Frida Kahlo y Calderón).			S	
US.His.12.b.	Develop questions to investigate the causes and effects of the Great Depression using multiple historical sources.				
US.Eco.3.a.	Analyze the ways in which government incentives and personal motivation influenced production and distribution under New Deal policies (e.g., Agricultural Adjustment Act, Tennessee Valley Authority Act, Civilian Conservation Corps, Federal Housing Administration).				

Standard Matrix		Unit 1	Unit 2	Unit 3	Unit 4
US.Eco.6.a.	Explain potential approaches to stabilize markets in response to the Great Depression (e.g., plans by Herbert Hoover, Franklin D. Roosevelt, Huey Long, and the American Communist Party).				
US.Eco.8.a.	Describe the possible consequences, both intended and unintended, of government policies to address social and economic problems during the Great Depression (e.g., role of the Federal government, banking practices, inequitable access to benefits, migration, environmental impacts, social safety net).				
US.His.1.c.	Evaluate the role of economic and political developments that created the conditions leading to WWII and the Holocaust (e.g., Great Depression, nationalism, militarism).				
US.His.16.c.	Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese- American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military).				
US.His.16.d.	Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources (e.g., Women Accepted for Volunteer Emergency Service, Tuskegee Airman, Navajo Code Talkers, 442 Japanese-American regiment, 158th Regimental Combat Team).			S	
US.His.1.d.	Evaluate how the demand for labor on homefront in World War II shaped gender roles (e.g., mobilization, victory gardens, rationing, War Production Board).			P	
US.His.1.e	Evaluate the United States government's complex responses to the Holocaust while recognizing the history of antisemitism in both historical and contemporary contexts (e.g., Voyage of the St. Louis, lack of response to the Final Solution, Nuremberg Trials).				
US.His.14.d.	Analyze the multiple and complex causes and effects of the nuclear age (e.g., Manhattan Project, Hiroshima, Nagasaki, Operation Paperclip, nuclear proliferation, Strategic Arms Limitations Treaties, atomic culture, Three Mile Island accident).				
US.His.14.e.	Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam).				
US.His.1.f.	Evaluate how the Korean and Vietnam Wars were products of the geopolitical contexts of the Cold War.				
US.His.5.a.	Analyze how heightened domestic tensions and claims about perceived threats to democratic values led to widespread civil rights violations (e.g., House Un-American Activities Committee, Hollywood Ten, Lavender Scare, treatment of Civil Rights and anti-Vietnam War activists, televised news).				

Standard Matrix		Unit 1	Unit 2	Unit 3	Unit 4
US.Eco.13.a.	Explain why investments in infrastructure and industry expanded consumer culture and increased standards of living in the United States (e.g., housing access, mass production, urbanization, utilities).				
US.His.16.e.	Develop a reasoned argument about the role of the United States government in providing access to fair and open housing using multiple relevant sources (e.g., Federal Housing Administration, Servicemen's Readjustment Act of 1944, Levittown, redlining, Interstate Highway System).				
US.His.5.b.	Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).			S	
US.His.15.a.	Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality).				
US.Civ.5.b.	Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access).			P	P
US.Civ.5.c.	Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade).			P	P
US.His.11.a.	Determine the usefulness of historical sources to support an inquiry about the causes, escalation, and public reaction to the Vietnam War based on their maker, origin, intended audience, and purpose (e.g., art, ephemera, film, government reports, media, music).				
US.His.1.g.	Evaluate whether the conservative ascendency of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends (e.g., New Right, Watergate, energy crisis, Reaganomics).			P	
US.His.1.h.	Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyper-consumerism, racial tension, women's empowerment, and the Cold War.			S	
US.His.2.a	Analyze how innovations in the application of technology contributed to cultural and political diffusion (e.g., televangelism, Music Television, personal computing, Hip Hop music, cable television, political talk radio).				

Standard Matrix		Unit 1	Unit 2	Unit 3	Unit 4
US.His.15.b.	Develop an argument about the long-term causes and triggering events of United States foreign policies designed to contain and dismantle communism (e.g., Iran Hostage Crisis, El Salvador, Nicaragua, Iran-Contra, Afghanistan).				
US.Geo.3.a.	Analyze changing spatial patterns of cultural enclaves within and among United States regions using paper-based and electronic graphic techniques (e.g., Jamaican, Puerto Rican, Bosnian, Vietnamese, Sikh, Mexican, Cuban, Muslim).				
US.Civ.13.b.	Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs, “America Responds to AIDS” public information campaign, Immigration Reform and Control Act).				
US.His.2.b.	Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).				
US.His.2.c.	Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory.				P
US.His.14.f.	Analyze the multiple and complex causes and effects of the September 11th attacks on domestic and foreign policy.				
US.His.5.c.	Analyze how the September 11th attacks shaped perspectives in the United States (e.g., views of Muslims and Sikhs, Department of Homeland Security, Transportation Security Administration, Patriot Act).				
US.Eco.8.b.	Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act).				
US.Geo.12.a	Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology).				
US.Civ.10.a.	Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline).				P
US.Civ.14.b.	Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence).				S