



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Black and Indigenous Communities and Other People of Colors' Voices Throughout History					
Grade Level(s):	9-12					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	This class is a comprehensive historical view of Black and Indigenous communities and other People of Color throughout global history. In this 5-credit elective course, students will have the opportunity to examine a complete and inclusive history through the lens of Black and Indigenous communities and other People of Color, with great emphasis on colonialism and the emergence of new nations. Using primary sources, literature, music, art, and other forms of expression, the curriculum will place historically marginalized communities at the center of the narrative to allow for an authentic and complete historical account. Students will study prejudice and discrimination and its impact on the human experience. Geography, economics, politics, and social and cultural landscapes will also serve as major themes throughout the course. Frequent opportunities to debate, discuss, reflect, and write for various audiences will foster 21 st century problem solving skills. While celebrating the identities and cultures of Black and Indigenous communities and other People of Color, this course will show their significant impacts on the trajectory of the human experience throughout history and modern day.					
Grading Procedures:	<ul style="list-style-type: none">• Supportive Assessments -- 40% (Oral Presentations, Socratic Seminars, Cooperative Activities)• Major Assessments & Activities -- 30% (Tests, Benchmark Assessments, Published Writings, Projects)• Minor Assessments & Activities -- 30% (CW, Quizzes, Journals/WNB, Short Writing Responses)					
Primary Resources:	Primary source readers Current Events articles Charts, graphs, maps Newspaper articles, laws, letters, speeches Learning for Justice: https://www.learningforjustice.org/ NJ Amistad Curriculum: www.njamistadcurriculum.net					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:

Brittany Mason and Chris Mitchell

Under the Direction of:

Jeffrey Snyder

Written: _____ **Summer 2021** _____

Revised: _____

BOE Approval: _____

Units of Study

1. Introduction to Black and Indigenous Communities and Other People of Colors Voices Throughout History
2. Pre-Colonization
3. Indigenous Civilizations of America
4. African American Enslavement
5. Reconstruction and its Aftermath
6. The Emergence of Modern America (Turn of the 20th Century)
7. Civil Rights Movement As a Whole
8. Unfinished Agenda (Current State of Affairs in America)

Unit #1 Title: Introduction to Black and Indigenous Communities and Other People of Colors' Voices Throughout History

Unit Description:

This course will begin with an examination of vocabulary terms and concepts that will be thematically woven into each unit throughout the year. Students will investigate and creating working definitions of terms such as resilience, colonialism, apartheid, institutionalized discrimination, racism, etc. This unit will also serve as an introduction to human identity. Students will assess the complexities of how individual's identity themselves compared to how their government defines identity based on ethnicity, race, nationality, country of origin, among other variables. The United States Census will be used to collect data to assess population and trends.

Unit Duration: 1 week

Desired Results

Standard(s):

6.2.12.D.3.d- Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

6.2.12.D.3.e- Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

6.2.12.D.4.i- Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.A.6.d- Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.C.6.a- Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

6.3.4.D.1- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Indicators:

Students will be able to identify examples of bullying, unfair discriminatory practices and propose solutions to address actions.

Students will be able to illustrate the varying ranges of response and evaluate bystanders, collaborators, accomplices, victims, and perpetrators.

Students will assess the complexities of how individual's identity themselves compared to how their government defines identity based on ethnicity, race, nationality, country of origin, among other variables.

Students will investigate and creating working definitions of terms such as resilience, colonialism, apartheid, institutionalized discrimination, racism, etc.

Students will define and explore the term racism.

Students will be able to cite examples of racism and how it is demonstrated, and how it is can be combatted.

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Human beings are made up of many identities that impact their experience. • The United States Census is an organization that collects data on the population demographics of the United States. Data that is included, but not limited to: age, income, racial identity, education attainment, etc. • Exploring various perspectives throughout history is not only important but necessary to tell a complete story. • Comparisons and contrasts between the behavior of the perpetrator, victim, collaborator, bystander, resister, and rescuer. • Genocide is an internationally recognized crime where acts are committed with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious groups. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is identity and how can human experience be impacted by one's identity? 2. What is the difference between ethnicity, race, and nationality? 3. What is the United States Census and what data does it include? 4. Why is it important to explore varying perspectives on historical and current events? 5. What is institutionalized discrimination? 6. What are the various ways colonialism has been taught in the education system? 7. What is culture? 8. What are the ranges of the human response? 9. What are examples of apartheid? 10. What are examples of genocide throughout history? 11. What is racism and how can the United States further explore how it has manifested? 12. What are marginalized populations? 13. In what ways, can society celebrate cultural resilience while studying discrimination?
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Explore the meaning of one's identity and how it can impact their experience. • Illustrate their own identities to understand that humans have several identities that make them whole. • Define and provide examples for institutionalized discrimination, culture, racism, colonialism, etc. • Research various perspectives on how to celebrate cultural resilience. • Study examples of apartheid and genocide. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observations • Informal checks for understanding • Independent reading/student conferences • Independent writing/student conferences • Class discussions • Collaboration with others • Group work • Classwork • Homework • Teacher-created tests and quizzes • Teacher-created multimedia projects
<p>Benchmarks: Project</p>	
<p>Learning Plan</p>	
<p>Learning Activities: (5 days)</p> <p>Census: Students will become familiar and explore the United States Census to obtain an accurate collection of population data. Students will identify specific demographics, such as percentages of income, age, race, etc.</p> <p>Identity: Students will create a working definition of identity and examples of identity. Throughout the exploration of identities, each will be celebrated. https://www.facinghistory.org/resource-library/identity-and-community/who-am-i</p> <p>Definition Museum Stations: Students will be broken into groups to create working definitions that will be used throughout the course (discrimination, prejudice, marginalization, race, ethnicity, nationality, marginalized, colonialism, genocide, apartheid)</p> <p>Resources:</p> <p>Internet Resources: Learning for Justice: https://www.learningforjustice.org/ NJ Amistad Curriculum: www.njamistadcurriculum.com</p>	

Race vs. Prejudice: <https://www.ushistory.org/us/57f.asp>

United Nations: <https://www.un.org/en/chronicle/article/struggle-against-apartheid-lessons-todays-world>

Readings and Activities from Facing History and Ourselves Resource Book

NJ Commission on Holocaust Education Curriculum (selected readings)

"The Bear that Wasn't" Facing History and Ourselves

[Schomburg Center for Research in Black Culture:](#)

[CNN Freedom Project: Ending Modern Day Slavery:](#)

PBS: Wonders of the African World: www.pbs.org/wonders/index.html

Anti-Defamation League- www.ADL.org

Film:

Invictus

Cry Freedom

Mandela: A Long Walk to Freedom

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.3.4.D.1- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

4.0	Students will be able to: <ul style="list-style-type: none"> Define and explore their own identity and reflect on how others' identities impact the human experience.
3.0	Students will be able to: <ul style="list-style-type: none"> Explore their own identity and reflect on how their personal identities impact their life.
2.0	Students will be able to: <ul style="list-style-type: none"> Define identity and identify examples of identity.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. Provide ample opportunities for creative behavior. Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. Show appreciation for creative efforts Respect unusual questions, ideas, and solutions. Encourage students to test their ideas. Provide opportunities and give credit for self-initiated learning. Avoid overly detailed supervision and too much reliance on prescribed curricula. Allow time for reflection. <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to choose how they would like to present their identities.</i></p>
Struggling Learners	<ul style="list-style-type: none"> Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. Assist students in getting organized. Give short directions. Use drill exercises. Give prompt cues during student performance. Let students with poor writing skills use a computer. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them. Give prompt feedback. Use continuous assessment to mark students' daily progress. Prepare materials at varying levels of ability.

	<i>Example of Modification: Students will be provided examples and research materials to assist in their research project.</i>
English Language Learners	<ul style="list-style-type: none"> • Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<ul style="list-style-type: none"> • Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Indicators:**Sociology-**

4.1 Students will identify common patterns of social inequality.

4.2 Students will analyze the effects of social inequality on groups and individuals

4.3 Students will explain the relationship between social institutions and inequality

4.4 Students will assess responses to social inequality.

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Justice-

DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.

JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

JU.9-12.15 I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit # 2 Title: Pre-Colonialization of Africa and the Americas

Unit Description:

This unit will explore the continent of Africa and the Americas prior to colonialism. Before the colonization of Africa and the Americas, these continents were thriving and flourishing communities. This unit will allow students to explore the African and Native American culture prior to European settlers. Students will not only be able to celebrate the accomplishments of the populations but trace the impact of colonialization.

Unit Duration: 4 weeks

Desired Results

Standard(s):

- 6.2.12.B.1.a- Explain major changes in world political boundaries between 1450 and 1770 and assess the extent of European political control in Africa, Asia, and the Americas by the mid-18th century.
- 6.2.12.C.1.b- Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
- 6.2.12.C.1.d- Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- 6.2.12.C.1.e- Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- 6.2.12.D.1.b- 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.D.1.c- Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans
- 6.2.12.D.1.d- 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.D.1.e- Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

Indicators:

- **Students will** identify key geographic features and locations on the African continent.
- **Students will** compare societies of Ghana, Mali, and the Songhai Empires.
- **Students will** celebrate the technological and cultural accomplishments were present in indigenous African societies.
- **Students will** outline significant African civilizations on the Nile River and in West and Central Africa.
- **Students will** evaluate the influence of language diversity on unity and African tribes.

- **Students will** be able to identify characteristics of the North American lifestyles prior to English settlers.
- **Students will** celebrate the accomplishments of the Indigenous community in North America.
- **Students will** outline a map of the major Indigenous tribes in the United States prior to population transfer of the community.

Understandings:

Students will understand that...

- African Kingdoms had patriarchal structure and a variety of religious traditions.
- Civilizations such as Mali, Ghanaian, and Songhai empires included major technological and cultural, advancements.
- Geography, cultural, religious, and linguistic differences have presented challenges in fostering African unity historically.
- North American was a thriving community that lived off of the flourishing land and other natural resources.
- The Indigenous community is celebrated for the advancements in technology and democratic ideals.
- Until Columbus, the Americas were populated by pockets of tribal groups distributed up and down both north and south continents. There are dozens of individual cultures that have been identified by age, location, and specific technologies.
- Twenty-seven states derive names from Indian languages. Native Americans turned wild plants such as corn, potatoes, pumpkin, yams, and lima beans into farm crops for human consumption. More than half of modern American farm products were grown by Native Americans before British colonization.
- Native American tribes and civilizations of the Americas had diverse geographic characteristics
- Their characteristics were shaped by their ancient past including migration, colonization and economic activities
- Medicine was not an unknown science in the Western Hemisphere. Archaeologists have learned that North American Indians made salt by evaporation and mined a great many minerals including copper, lead, and coal.

Essential Questions:

1. How did geography affect indigenous African cultures?
2. What were the major ethnic groups developed in Africa?
3. What technological and cultural accomplishments were present in indigenous African societies such as Ghana, Mali, and Songhai?
4. What major civilizations developed along the Nile River?
5. Who were major leaders, inventors, and prominent figures in African countries prior to colonialization?
6. How did culture develop in Africa prior to the slave trade?
7. What were some of the major indigenous tribes that dominated Pre-Colonial America? (North and Central America)
8. What were the characteristics of indigenous tribes of Pre-Colonial America?
9. How did the physical environment of tribes influence the of cultures of indigenous peoples?
10. How did the Indigenous community flourish with natural resources?

Assessment Evidence

Performance Tasks:

- Celebrate the technological and cultural accomplishments that existed in indigenous African societies.
- Participate in a jigsaw to share information on African technologies and/or culture.
- Recognize the major ethnic groups within the African continent.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework

<ul style="list-style-type: none"> • Identify the significance that of the Nile River had on Indigenous African people. • Identify the major leaders, inventors, and prominent figures in African countries. • Develop a timeline of events that led to the slave trade. • Examine West African life by reading, Al Bakri Describes Kumbi Saleh and Ghana's Royal Court. • Using map skills, identify the countries, and African societies. • Students will be able to identify characteristics of the North American lifestyles prior to English settlers. • Students will celebrate the accomplishments of the Indigenous community in North America. • Students will outline a map of the major Indigenous tribes in the United States prior to population transfer of the community. 	<ul style="list-style-type: none"> • Teacher-created tests and quizzes • Teacher-created multimedia projects
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Benchmarks:

Unit 2 Project

Learning Plan

Learning Activities: (4 weeks)

1 week

- Maps: Students will create maps that include major African Empires. Students will develop maps that outline the major tribes that were present in North America prior to colonialism.

1 week

- Primary and Secondary Source Analysis: Using the document, "Al Bakri Describes Kumba Saleh and Ghana's Royal Court," students will examine the characteristics of West African Kingdoms. Students will read and analyze interviews from the Indigenous community about their culture and life prior to colonization.

1 week

- Research Technologies and Cultural Accomplishments/Oral Presentation/Jigsaw: Provide an overview of technologies and/or cultural accomplishments. Students will be assigned to research a topic and present to class or participate in a jigsaw.

1 week

- Timeline: Students will create a timeline of significant events.
- Virtual Field Trips – Museum Walks: Students will have access to a virtual museum that focuses on African History and African American History. Students will participate in an activity that will highlight one or more topics that were presented in the museum.
 - African American Museum, Philadelphia
 - African American Museum, Washington, D.C.

Resources:

Textbooks and Other Literature:

[The African American Odyssey](#) Chapters 1-3

[African American History \(Prentice Hall\)](#) pp. 5-33, 35-67

[Al Bakri Describes Kumbi Saleh and Ghana's Royal Court](#) p. 10

BBC News: <https://www.bbc.com/culture/article/20201027-the-real-heart-of-darkness>

Internet Resources:

Learning for Justice: <https://www.learningforjustice.org/>

Native Voices: <https://www.nlm.nih.gov/nativevoices/timeline/index.html>

Smithsonian: <https://americanindian.si.edu/nk360>

NJ Amistad Curriculum: www.njamistadcurriculum.com

Schomburg Center [Schomburg Center for Research in Black Culture:](#)

[CNN Freedom Project: Ending Modern Day Slavery:](#)

PBS: Wonders of the African World: www.pbs.org/wonders/index.html

PBS Interview Native Americans: <https://www.pbs.org/wgbh/americanexperience/features/tcrr-interview/>

Film:

Ken Burn's The West

We Still Live Here As Nutayunean

American Experience: We Shall Remain

500 Nations

Reel Injun

A Good Day To Die

PBS: Black Atlantic

Journey of an African Colony

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.2.12.C.1.e- Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

4.0	Students will be able to: <ul style="list-style-type: none"> Trace the global influence of major technological accomplishments from Indigenous African societies and give an oral presentation to the class.
3.0	Students will be able to: <ul style="list-style-type: none"> Research major technological accomplishments from Indigenous African societies and give an oral presentation to the class.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify major technological accomplishments from Indigenous African societies.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. Provide ample opportunities for creative behavior. Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. Show appreciation for creative efforts Respect unusual questions, ideas, and solutions. Encourage students to test their ideas. Provide opportunities and give credit for self-initiated learning. Avoid overly detailed supervision and too much reliance on prescribed curricula. Allow time for reflection. <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to choose which technology and/or cultural accomplishment they would like to research. Students will also be able to choose the product and how they would like to present the research.</i></p>
Struggling Learners	<ul style="list-style-type: none"> Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. Assist students in getting organized. Give short directions. Use drill exercises. Give prompt cues during student performance. Let students with poor writing skills use a computer. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them.

	<ul style="list-style-type: none"> • Give prompt feedback. • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. <p><i>Example of Modification: Students will be provided examples and research materials to assist in their research project.</i></p>
English Language Learners	<ul style="list-style-type: none"> • Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504 <ul style="list-style-type: none"> • Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans. 	

Interdisciplinary Connections

Indicators:

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit #3 Title: Colonial Interaction to Self Determination: Indigenous Civilizations of America

- **Unit Description:**

This unit brings greater depth and understanding to the long-misinterpreted history of indigenous culture. Students will study the impact colonization had on Native American populations living within the United States. The unit will thoroughly examine the Indian Boarding Schools and the intention to assimilate the Native children and teenagers. Students will also be given the opportunity to judge the fairness of government treaties, policies, and actions that resulted in Native Americans migration and removal and how the legislation resulted in a genocide.

Unit Duration: 4 weeks

Desired Results

Standard(s):

6.2.12.D.1.a- Assess the political, social and economic impact of the Columbian Exchange of plants, animals, ideas and pathogens on Europeans and Native Americans.

6.2.12.D.3.d- Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives

6.2.12.D.3.e- Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

6.2.12.D.1.d- Explain how the new social stratification created voluntary and coerced interactions among Native Americans, Africans and Europeans in Spanish colonies laid the foundation for conflict.

6.2.12.D.1.e- 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.D.2.a- Analyze contributions and perspectives of African Americans, Native Americans and women during the American Revolution

6.1.12.D.2.b- Explain why American ideals put forth in the Constitution (I.E., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

6.1.12.D.3.a- Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

6.1.12.A.3.a- Assess the influence of Manifest Destiny on foreign policy during different time periods in American History

6.1.12.A.3.b- Determine the extent to which America's foreign policy (I.E. Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.

6.1.12.A.5.c- Analyze the effectiveness of governmental policies and actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans

Indicators:

- **Students will** describe the impact colonization had on Native American populations living within the United States.
- **Students will** judge the fairness of government treaties, policies, and actions that resulted in Native Americans migration and removal.
- **Students will** determine the extent that natural resources, labor systems, and entrepreneurship contributed to economic development of American colonies.

Understandings:

Students will understand that...

- Europeans and Colonists carried diseases to North America killing much of the population
- Europeans and Colonists brought horses, cattle, sugar, tools and guns to Native Americans while they were given tobacco, maize, potatoes, corn, beans, squash, cassava and lessons on survival in return.
- Many Native leaders led resistant movements towards the European settlers. One of the most significant was Opechancanough, who led an assault on the newly founded colony of Virginia.
- More than 30 tribes and an estimated 20,000 Indians, including Mattaponi, Pamunkey, and Chickahominy peoples led a regional empire until a British company moves into Powhatan and establishes the first permanent English settlement at Jamestown.
- As English and other settlements expand and grow, Native populations decline due to various factors, including disease.
- Smallpox infects traders along the coast of New England. Illness spreads among many tribes including the Wampanoag, Penobscot, Nipmuk, Natick, Pokanoket, Nantucket, Chappaquiddick, Pahtuksut, and Massachusetts people. Demographers estimate that 70,000 to 90,000 Native peoples lived in New England before the epidemic struck.
- The Wampanoag people, the "People of the First Light," are responsible for saving the Pilgrims from starvation and death during the harsh winter of 1620-21.
- In 1785, the Treaty of Hopewell was signed in Georgia—the largest state at the time—placing the native Cherokees under the protection of a young United States and setting boundaries for their land.
- On May 28, 1830, the Indian Removal Act was signed by President Jackson. The Act allowed the government to divide land west of the Mississippi to give to Indian tribes in exchange for the land they'd lost.
- the Choctaw, Chickasaw and Creeks were forced to move westward on foot, often in chains and

Essential Questions:

1. How can the relationship between the Indigenous Native Americans and colonists be defined?
2. What impact did trade have on the development of Indigenous peoples in America?
3. What was the result of disease and other illnesses carried from Europe?
4. How did abolition of Native American Slavery take place in the Americas?
5. Why did Native American slavery never truly become a reality in the American Colonies?
6. How did American expansion truly impact the life of Native Americans in a positively and negatively?
7. What was the result of the Indian Removal Act?
8. How can the Trail of Tears be considered a genocide?
9. What were the *Indian Boarding Schools* and what impact did they have on the culture?
10. Who were the Native leaders that led resistant movements?
11. What was the treaty of Fort Pitt?
12. How did the movement of Native Americans to the reservations impact the progression of their tribal societies?
13. What was the Indian Appropriations Act?
14. What impact did Native American tribe conflicts with the United States have on later actions that were taken in the name of westward dominance and expansion.

<p>with little or no food and supplies. Even some Indians in the North were forced to relocate.</p> <ul style="list-style-type: none"> - In 1851, Congress passed the Indian Appropriations Act which created the Indian reservation system and provided funds to move Indian tribes onto farming reservations and hopefully keep them under control. Indians were not allowed to leave the reservations without permission. - Conflicts between Native Americans and the United States such as the Battle of Little Bighorn, Wounded Knee, Sioux Wars would go on to help the United States take more land away from Native Americans and would give them opportunities to sign acts like the Allotment Act that help to further strip Native Americans of their land. 	
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Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Identify the major Indigenous tribes that dominated North America prior to colonialism. • Compare and contrast characteristics of indigenous tribes of Pre-Colonial America? • Correlate aspects of the cultures of indigenous peoples to their physical environments • Evaluate why Native American slavery never truly become a reality in the American Colonies. • Describe the interactions and relationship between the Indigenous Native Americans and colonists. • Trace the results and impacts of disease and other illnesses carried from Europe. • Identify the Native leaders that led resistant movements. • Analyze the significance of the Indian Removal Act and the Trail of Tears. • Assess the movement of Native Americans to the reservations impact the progression of their tribal societies. • Identify why the Indian Appropriations Act was deterred rights away from the Indigenous communities. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observations • Informal checks for understanding • Independent reading/student conferences • Independent writing/student conferences • Class discussions • Collaboration with others • Group work • Classwork • Homework • Teacher-created tests and quizzes • Teacher-created multimedia projects
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Benchmarks:

Project

Learning Plan

Learning Activities:4 weeks

1 week

- Analyzing Treaties, Acts and Other Legislation: Students will analyze the Indian Removal Act, Indian Appropriations Act, and the Treaty of Hopewell and evaluate the impact on the Indigenous Population.

1 week

- Timeline: Students will create a historically accurate timeline of major events.

1 week

- Research: Students will research how disease impacted the colonialization of the Indigenous communities.

1 week

- Indian Boarding Schools: Students will use <http://carlisleindian.dickinson.edu/teaching-type/lesson-plan> to explore how the boarding schools operated and contributed to the cultural genocide of the Indigenous population in North America.
 - Students will assess the photographs of the Native children and teenagers who attended the schools.
 - Students will explore the historical experiences of children who attended the schools.
 - Students will compare the perspectives of Captain Richard Henry Platt, Henry Ward Beecher, and Sitting Bull. <http://carlisleindian.dickinson.edu/teach/comparing-and-contrasting-arguments-henry-ward-beecher-sitting-bull-and-capt-richard-henry>

Resources:

Textbooks and Other Literature:

Native Nations of North America by Steve Talbot

Unwritten Chapters: (Native American):

<https://www.k12.wa.us/sites/default/files/public/indianed/curriculum/theunwrittenchapters.pdf>

Internet Resources:

Learning for Justice: <https://www.learningforjustice.org/>

Native Voices: <https://www.nlm.nih.gov/nativevoices/timeline/index.html>

Smithsonian: <https://americanindian.si.edu/nk360>

NJ Amistad Curriculum: www.njamistadcurriculum.com

Native American History and Cultures- Partnership with Native Americans:

http://www.nativepartnership.org/site/PageServer?pagename=pwna_native_history&qclid

Carlisle Indian Boarding School: <http://carlisleindian.dickinson.edu/teach/comparing-and-contrasting-arguments-henry-ward-beecher-sitting-bull-and-capt-richard-henry>

History Timeline: www.history.com/topics/native-american-history/native-american-timeline

National Museum of the American Indian: <https://americanindian.si.edu/nk360/lessons-resources/search-resources>

PBS Learning Media: <https://why.pbslearningmedia.org/resource/akh10.socst.ush.exp.trail/trail-of-tears/>

Native American Partnership: http://www.nativepartnership.org/site/PageServer?pagename=airc_hist_boardingschools

LDHI Library:

http://ldhi.library.cofc.edu/exhibits/show/africanpassageslowcountryadapt/sectionii_introduction/american_indian_slavery_caroli

Pulling Together a Guide for Curriculum Developers: <https://opentextbc.ca/indigenizationcurriculumdevelopers/>

Film:

Ken Burn's The West

We Still Live Here As Nutayunean

American Experience: We Shall Remain

500 Nations

Reel Injun

A Good Day To Die

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.2.12.D.3.e- Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

4.0	Students will be able to: <ul style="list-style-type: none"> Evaluate the policies, treaties and other legislation that were used to colonize the Indigenous societies.
3.0	Students will be able to: <ul style="list-style-type: none"> Describe the policies, treaties and other legislation that were used to colonize the Indigenous societies.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify the policies, treaties and other legislation that were used to colonize the Indigenous societies.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. Provide ample opportunities for creative behavior. Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. Show appreciation for creative efforts Respect unusual questions, ideas, and solutions. Encourage students to test their ideas. Provide opportunities and give credit for self-initiated learning. Avoid overly detailed supervision and too much reliance on prescribed curricula. Allow time for reflection. <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to choose which type of primary source or piece of legislation they would like to research. Students will also be able to choose the product and how they would like to present the research.</i></p>
Struggling Learners	<ul style="list-style-type: none"> Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. Assist students in getting organized. Give short directions. Use drill exercises. Give prompt cues during student performance. Let students with poor writing skills use a computer. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them. Give prompt feedback. Use continuous assessment to mark students' daily progress.

	<ul style="list-style-type: none"> • Prepare materials at varying levels of ability. <p><i>Example of Modification: Students will be provided examples and research materials to assist in their research project.</i></p>
English Language Learners	<ul style="list-style-type: none"> • Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504 <ul style="list-style-type: none"> • Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans. 	

Indicators:**Sociology-**

4.1 Students will identify common patterns of social inequality.

4.2 Students will analyze the effects of social inequality on groups and individuals

4.3 Students will explain the relationship between social institutions and inequality

4.4 Students will assess responses to social inequality.

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Justice-

DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.

JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

JU.9-12.15 I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit #4 Title: African American Enslavement

Unit Description: This unit will trace the African American experience through forced enslavement. Primary sources and other firsthand accounts will be studied to provide a deeper understanding of African American Enslavement and the harsh trauma that was endured. This unit will explore the many accounts of resistance and commemorate the abolitionist leaders that paved the way to freedom. Students will have the opportunity to assess the Constitution and discuss its provisions regarding the status of enslaved peoples. Students will answer the questions: To what extent were people of African descent, women and American Indians, included in the concept of “We the People”?

Unit Duration: 4 weeks

Desired Results

Standard(s):

6.2.12.D.1.c- Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans

6.2.12.D.1.d- 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.D.1.e- 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.D.1.b- Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, Southwest Asia, Europe and the Americas.

6.2.12.D.3.d- Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives

6.2.12.D.1.d- Explain how the new social stratification created voluntary and coerced interactions among Native Americans, Africans and Europeans in Spanish colonies laid the foundation for conflict.

6.2.12.D.1.e- 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.D.2.a- Analyze contributions and perspectives of African Americans, Native Americans and women during the American Revolution

6.1.12.D.2.b- Explain why American ideals put forth in the Constitution (I.E., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

6.1.12.D.2.e- Determine the impact of African American leaders and institutions in shaping Free Black Communities in the North

6.1.12.A.3.f- Compare and contrast the successes and failures of political (I.E., the 1844 State Constitution) and social (I.E., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

6.1.12.A.3.h- Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments

6.1.12.D.3.e- Determine the impact of religious and social movements on the development of American culture, literature, and art

6.1.12.A.4.a- Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (I.E., the Fugitive Slave Act and the Dred Scott Decision) in the North and South (I.E. Succession) led to the Civil War

6.1.12.A.4.b.-Analyze how ideas found in key documents (I.E., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed demanding equality for all.

6.1.12.D.3.a- Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

6.1.12.D.4.a-Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War

Indicators:

- **Students will** explain various motives which led to Africans selling other Africans to the Americas
- **Students will** identify why Africans were captured and transported to the Americas
- **Students will** provide examples of how Africans demonstrated resilience and resistance to the slave trade.
- **Students will** analyze how dehumanization leads to racism, discrimination and prejudice
- **Students will** compare life for African Americans in Northern and Southern colonies
- **Students will** investigate and assess how enslavement became legal and eventually permanent in the colonies
- **Students will** discuss the arguments for and against slavery in the colonies and eventual United States
- **Students will** examine the effect of slavery on African American families
- **Students will** compare and contrast the ways in which African Americans resisted enslavement
- **Students will** analyze the actions of the British to entice slaves to join their cause in the American Revolution.
- **Students will** investigate the role of African Americans in the War of 1812.
- **Students will** compare and contrast the lives of indentured servants in America with that of African Slaves.
- **Students will** be able to identify key figures and events in the abolition movement.
- **Students will** evaluate various methods of aiding the enslaved and fighting for abolition

- **Students will** evaluate the main causes of the Civil War and the role of African Americans (free and enslaved) therein
- **Students will** assess the position of Lincoln and the Republican Party on slavery before and during the Civil War.
- **Students will** identify slave, free, and border states during the Civil War, and determine their roles and motivations therein.

Understandings:

Students will understand that...

- Slavery was prevalent in Western and Central Africa before the Transatlantic Slave Trade – it was used for prisoners of war to perform needed labor as well as using these captives as weapons of power and commerce towards other tribes and nations.
- In terms of slavery, African tribes at first had a mutual understanding of commerce which drove their relationship. European slave traders wanted men and women to bring to the new world as slaves while African tribes and nations were desperate to have weapons and technology that would give them the upper hand in their tribal rivals and war.
- This relationship would prove to be one-sided over time as Europeans benefited from the slave trade while African tribes and Nations that helped the slave trade would be embroiled in warfare that would eventually destroy their way of life.
- As the United States formed into an independent, equal and free nation, the Founding fathers used slavery as a part of its economic building blocks neglecting to see the moral, ethical and physically abusive cost it would impose on a group of its eventual population.
- African Slave Labor utilized after the failure of using Native Americans provided a method to maximize agricultural profits in the Western Hemisphere. Agricultural production focused on a number of products especially cotton and tobacco.
- African culture remained a distinct part of slave culture through the use of language, music and stories to transmit African history from one generation to the next in the new world.
- Slaves sought opportunities via creative and ingenious means of survival techniques and communication to grow out of slavery
- Free blacks faced many of the same challenges as the enslaved, as well as challenges specific to their situation as free minorities.
- African Americans made significant but often overlooked contributions to the American Revolution.
- Slaves resisted in a variety of ways, ranging from working slowly to running away to breaking tools, but were only rarely able to mount any sort of violent open rebellion.
- Slaves were also to gain some support from Abolitionist groups in the North, although to minimal effect

Essential Questions:

1. How was the culture of slavery developed in Africa prior to the coming of the European slave traders?
2. How did various African tribes and Europeans collaborate to enable the Atlantic Slave Trade to grow and prosper economically?
3. How was slavery justified as a legal enterprise and a means of profit for colonists?
4. What part did racism play in the Atlantic Slave Trade?
5. How did dehumanization and superiority play a role in the functionality of Slavery?
6. How did geography play a role in the everyday life and treatment of slaves?
7. How did the American ideas of and quest for independence impact American Slavery?
8. What contributions did free and enslaved African Americans make to the American Revolution?
9. How were slaves able to resist against their masters and find support in their efforts?
10. How were slaves able to create a distinct culture separate from their oppressors?
11. What was daily life like for a slave in both the northern and southern regions of the U.S?
12. How were slaves and their families treated in terms of rights and due process?
13. How were African slaves impacted physically, psychologically and culturally by the slavery as a whole?
14. How were the lives of free blacks similar to and different from those of white Americans and slaves?
15. What paths to financial success and social mobility were available to free blacks before the Civil War?
16. How did the United States react to the abolition of Slavery and slave revolts that happen in different parts of their Western Hemisphere?
17. What measures were taken legally and illegally to help fight against slavery and aid slaves?
18. How did slavery factor in the American Civil War and what role did African Americans play in the Civil War?
19. What were the actions that ended slavery in the U.S. and when exactly did it end?

<ul style="list-style-type: none"> - Slave culture relied on special relationships formed through extended familial networks, church groups and even sometimes in opposition to their captors. - Slavery existed primarily as an economic necessity for the southern states, which were primarily reliant upon agricultural production. - Slavery was the underlying issue that caused the Civil War (and for the South's decision to secede), in the context of disagreements between North and South over the proper role and power of the federal government. - The Republican position on slavery was not abolitionist, but the events of the war forced Lincoln gradually towards an abolitionist position. 	
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Assessment Evidence

Performance Tasks: <ul style="list-style-type: none"> • Describe the culture of slavery developed in Africa prior to the coming of the European slave traders. • Identify ways various African tribes and Europeans collaborate to enable the Atlantic Slave Trade to grow and prosper economically. • Compare the ways slavery justified as a legal enterprise and a means of profit for colonists. • Evaluate how racism impacted in the Atlantic Slave Trade. • Describe how dehumanization and superiority play a role in the functionality of Slavery. • Describe the conditions of Africans who were enslaved. • Explore the many accounts of resistance and commemorate the abolitionist leaders that paved the way to freedom. • Compare daily life like for a slave in both the northern and southern regions of the U.S. • Review the measures were taken legally and illegally to help fight against slavery and aid slaves. • Evaluate the actions that ended slavery in the U.S. 	Other Evidence: <ul style="list-style-type: none"> • Teacher observations • Informal checks for understanding • Independent reading/student conferences • Independent writing/student conferences • Class discussions • Collaboration with others • Group work • Classwork • Homework • Teacher-created tests and quizzes • Teacher-created multimedia projects
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Benchmarks:

Project

Learning Plan

Learning Activities: 4 weeks

1 week

- Population Density Map Comparison: Students will compare enslavement populations density maps from 1790 and 1830 to better understand the expansion of slavery relative to technological advancements in agriculture

1 week

- More than a Month- Film Analysis: Students will complete a five-paragraph essay as a response to the film *More than a Month*.

2 weeks

- Slavery and Freedom: Students will use the [Slavery and Freedom](#) website to examine the complex story of slavery in the United States. Students will read primary sources and analyze artifacts to create a full history of experience of enslaved people.

Resources:

Textbooks and Other Literature:

From Slavery to Freedom- A History of African Americans (7th Edition – College Edition) by John Hope Franklin and Alfred A. Moss Jr.

From Slavery to Freedom- A History of African Americans (10th Edition - High School Edition) (Prentice Hall)

[The African American Odyssey](#) Chapters 1-3

[African American History \(Prentice Hall\)](#) pp. 5-33, 35-67

[Al Bakri Describes Kumbi Saleh and Ghana's Royal Court](#) p. 10

Internet Resources:

Learning for Justice: <https://www.learningforjustice.org/>

Smithsonian: <https://nmaahc.si.edu/explore/exhibitions/slavery-and-freedom>

NJ Amistad Curriculum: www.njamistadcurriculum.com

LDHI – Slavery Before the Transatlantic Slave Trade:

<http://ldhi.library.cofc.edu/exhibits/show/africanpassageslowcountryadapt/introductionatlanticworld/slaverybeforetrade>

[Schomburg Center for Research in Black Culture:](#)

[CNN Freedom Project: Ending Modern Day Slavery:](#)

PBS: Wonders of the African World: www.pbs.org/wonders/index.html

Library of Congress: <https://www.loc.gov/exhibits/african-american-odyssey/abolition.html>

[American Abolitionists and Antislavery Activists: Conscience of the Nation](#)

The Gilder Lehrman Institute of American History: <https://www.gilderlehrman.org/history-resources/teaching-resource/historical-context-facts-about-slave-trade-and-slavery>

Film:

More Than a Month

Roots

Amistad

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.2.12.D.1.c- Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans

4.0	Students will be able to: <ul style="list-style-type: none"> Assess the voices, stories and artifacts that create a full history of enslaved people in the United States.
3.0	Students will be able to: <ul style="list-style-type: none"> Compare Assess the voices, stories and artifacts that create a full history of enslaved people in the United States.
2.0	Students will be able to: <ul style="list-style-type: none"> Research Assess the voices, stories and artifacts that create a full history of enslaved people in the United States.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. Provide ample opportunities for creative behavior. Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. Show appreciation for creative efforts Respect unusual questions, ideas, and solutions. Encourage students to test their ideas. Provide opportunities and give credit for self-initiated learning. Avoid overly detailed supervision and too much reliance on prescribed curricula. Allow time for reflection. <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to choose which sources they would like to research. Students will also be able to choose the product and how they would like to present the research.</i></p>
Struggling Learners	<ul style="list-style-type: none"> Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. Assist students in getting organized. Give short directions. Use drill exercises. Give prompt cues during student performance. Let students with poor writing skills use a computer. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them. Give prompt feedback. Use continuous assessment to mark students' daily progress.

	<ul style="list-style-type: none"> • Prepare materials at varying levels of ability. <p><i>Example of Modification: Students will be provided examples and research materials to assist in their research project.</i></p>
English Language Learners	<ul style="list-style-type: none"> • Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504 <ul style="list-style-type: none"> • Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans. 	

Indicators:**Sociology-**

4.1 Students will identify common patterns of social inequality.

4.2 Students will analyze the effects of social inequality on groups and individuals

4.3 Students will explain the relationship between social institutions and inequality

4.4 Students will assess responses to social inequality.

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Justice-

DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.

JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

JU.9-12.15 I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit #5 Title: Reconstruction and Its Aftermath

Unit Description: This unit will address the factors that led to the Civil War and analyze the tension within the nation. Students will explore varying perspectives and ideologies regarding how to reunite the torn country. Opposing viewpoints will be assessed and a thorough analysis of primary sources will be researched to illustrate a full perspective. Students will identify and compare the experiences of African Americans and other communities in the nation. Abolitionist and other leaders will be commemorated for their efforts in emancipation. Lastly, students will determine the extent to which enacted Reconstruction policies achieved their goals.

Unit Duration: 4 weeks

Desired Results

Standard(s):

- 6.1.12.D.3.b- Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity
- 6.1.12.D.5.d- Relate varying immigrants' experiences to gender, race ethnicity or occupation
- 6.1.12.D.4.c- Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
- 6.1.12.D.4.d- Relate conflicting political, economic, social and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states
- 6.1.12.D.4.e- Analyze the impact of the Civil War and the 14th Amendment on the development of the country and the relationship between the national and state governments.
- 6.1.12.A.4.c- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- 6.1.12.C.4.b- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South
- 6.1.12.C.8.a.- Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.D.2.e- Determine the impact of African American leaders and institutions in shaping free Black communities in the North
- 6.1.12.D.8.a-Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations and increased in violence

Indicators:

- Students will describe the impact of the Civil War on African Americans, both free and enslaved*
- Students will describe the changing roles of government changed after Reconstruction*

Students will identify the population shifts and migration patterns during Reconstruction

Students will analyze the backlash that would come from Reconstruction as well as the political ideologies and groups that arose from this situation.

Students will identify the 13th 14th, and 15th Amendments and analyze their impact on the advancement of people of color.

Students will recognize Jim Crow Laws along investigating and assess how these laws became the fabric of how African Americans would be treated well into the 20th Century

Students will analyze the causes and eventual impacts of the Great Migration.

Students will analyze and define the United States' Asian Immigration policy in the 19th and early 20th Century.

Understandings:

Students will understand that...

- Reconstruction is a paradox because while African Americans were able to obtain rights through Constitutional Amendments, they were excluded from exercising them due to the creation of Jim Crow laws in the South and inaction by the federal government.
- Southern governments and groups actively worked to deny African Americans equality and true freedom long after the enactment of the 13th, 14th and 15th Amendments
- Along with government actions to overhaul the actions and laws of Reconstruction, in multiple areas in the country White Americans would have their own backlash to older Reconstruction policies – this backlash would result in the making of militias and groups like the Ku Klux Klan which was established the social order of Black Americans being second class citizens in all ways.
- The federal government played a major role in bringing African Americans closer to equality through programs, court rulings and laws.
- Segregation created separate and unequal societies, leaving black Americans disadvantaged socially and politically
- Segregation also forced many African Americans into debt and low paying jobs with little chance of economic mobility for fear of violent reprisal from whites in the South
- Because of the proliferation of Jim Crow laws and blatant segregation that existed in the South many African Americans moved to Northern Cities looking for more opportunities and, in the process creating small African American driven communities in major cities that often thrived
- Chinese and Japanese immigration to California in the 19th century was met with much nativist racism and negative stereotyping
- The Chinese Exclusion Act of 1882 would go on to end all immigration from Chinese for the rest of the 19th Century and beyond while the Immigration Act of 1924 would effectively shut

Essential Questions:

1. How was life different for African Americans in the North and South after the Civil War?
2. Why could the era of Reconstruction be considered both a success and a failure?
3. How did the federal government attempt to aid African Americans in the transition from slavery to freedom and ensure their civil rights?
4. What effects did the 13th, 14th, and 15th amendments have on African Americans and the nation as a whole?
5. What was the backlash to Reconstruction measures that were taken in the Southern Part of the United States?
6. What was the Chinese Exclusion Act and how did it impact immigration?
7. How did the backlash manifest into events and theories that would come out of this time period?
8. How did state and local governments, as well as private groups of citizens in the South, seek to deny African Americans their basic civil rights?
9. How did segregation policies originate?
10. Why did so many African Americans move North in the early 20th Century, and what was the impact of this migration
11. How did Asian immigration develop after the American Civil War?
12. Why did so many Chinese immigrants flee their country to work on the Transcontinental Railroad?
13. What were the conditions like working on the Transcontinental Railroad?
14. How was the Chinese population exploited?

down immigration from Asia until the later in the 20th Century.

Assessment Evidence

Performance Tasks'

- Compare how life was different for African Americans in the North and South after the Civil War.
- Evaluate the significance of the 13th, 14th, and 15th amendments have on African Americans and the nation.
- Assess the backlash to Reconstruction measures that were taken in the Southern Part of the United States.
- Draw conclusions and connect the backlash into events and theories that would come out of this time.
- Identify the origins of segregation and the implementation of Jim Crow Laws.
- Identify how state and local governments, as well as private groups of citizens in the South, seek to deny African Americans their basic civil rights.
- Evaluate how the federal government attempt to aid African Americans in the transition from slavery to freedom and ensure their civil rights.
- Explain the reasons for the Great Migration North, layout the resulting racial fallout in northern cities
- Trace the timeline of Asian immigration after the American Civil War.
- Research stories to understand why Chinese immigrants flee their country to work on the Transcontinental Railroad.
- Describe the conditions like working on the Transcontinental Railroad and how it was an example of exploitation.

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Project

Learning Plan

Learning Activities: 4 weeks

1 week

- Lincoln's Emancipation Speech: Students will analyze President Lincoln's Emancipation speech.
- Political Cartoon Analysis: Students will compare and assess several political cartoons that illustrated the contention of Reconstruction and the aftermath of the Civil War.
 - "A National Game That Is Played Out"
 - The Same Snap - 'Reform' Slavery
 - The Champions of the People's Rights
 - The Political Farce of 1876

2 weeks

- Amendment Analysis: Students will research current court cases that have used either the 13th, 14th or 15th amendment.

1 week

- Chinese Immigrants and the Transcontinental Railroad: Explore various primary sources including photographs and stories that illustrate the harsh conditions that the Chinese immigrants had to face while working on the railroad. <https://www.history.com/news/transcontinental-railroad-chinese-immigrants>

Resources:

Textbooks and Other Literature:

From Slavery to Freedom- A History of African Americans (7th Edition – College Edition) by John Hope Franklin and Alfred A. Moss Jr.

From Slavery to Freedom- A History of African Americans (10th Edition - High School Edition) (Prentice Hall)

Fredrick Douglas:

Free at Last

Swing Long Sweet Chariot

Amistad Curriculum: Guided Readings

Internet Resources:

Learning for Justice: <https://www.learningforjustice.org/>

NJ Amistad Curriculum: www.njamistadcurriculum.com

[Schomburg Center for Research in Black Culture:](#)

Library of Congress: <https://www.loc.gov/exhibits/african-american-odyssey/abolition.html>

Harvard University Pluralism Project: https://pluralism.org/files/pluralism/files/asians_and_asian_exclusion_0.pdf

USC Gould School of Law – Brief History of Jim Crow Laws: <https://online.llm.usc.edu/a-brief-history-of-jim-crow-laws/>

Chinese Immigrants and the Transcontinental Railroad: <https://www.history.com/news/transcontinental-railroad-chinese-immigrants>

Film:

Slavery by Another Name

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.1.12.D.4.d- Relate conflicting political, economic, social and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states

4.0	Students will be able to: <ul style="list-style-type: none"> Evaluate the opposing perspectives and ideologies of Reconstruction by analyzing various political cartoons.
3.0	Students will be able to: <ul style="list-style-type: none"> Compare the opposing perspectives and ideologies of Reconstruction by analyzing various political cartoons.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify the opposing perspectives and ideologies of Reconstruction by analyzing various political cartoons.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. Provide ample opportunities for creative behavior. Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. Show appreciation for creative efforts Respect unusual questions, ideas, and solutions. Encourage students to test their ideas. Provide opportunities and give credit for self-initiated learning. Avoid overly detailed supervision and too much reliance on prescribed curricula. Allow time for reflection. <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to choose which political cartoons they would like to analyze. Students will also be able to choose the product and how they would like to present the research.</i></p>
Struggling Learners	<ul style="list-style-type: none"> Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. Assist students in getting organized. Give short directions. Use drill exercises. Give prompt cues during student performance. Let students with poor writing skills use a computer. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them. Give prompt feedback.

	<ul style="list-style-type: none"> • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. <p><i>Example of Modification: Students will be provided examples and research materials to assist in their research project.</i></p>
English Language Learners	<ul style="list-style-type: none"> • Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	<p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504 <ul style="list-style-type: none"> • Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans. 	

Interdisciplinary Connections

Indicators:

Sociology-

- 4.1 Students will identify common patterns of social inequality.
- 4.2 Students will analyze the effects of social inequality on groups and individuals
- 4.3 Students will explain the relationship between social institutions and inequality
- 4.4 Students will assess responses to social inequality.

ELA/Literacy-

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
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- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Justice-

DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.

JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

JU.9-12.15 I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit #6 Title: The Emergence of Modern America (The Turn of the 20th Century)

Unit Description:

This unit focuses on the experience of Black and Indigenous communities and other People of Colors' unique experience during the turn of the twentieth century. Students will have the opportunity to explore the harsh realities of the Jim Crow Era; while, also celebrating the distinguished artistic contributions that came out of the Harlem Renaissance. The unit will include researching data on the impacts of the Great Depression how it impacted communities of color. In addition, students will evaluate how the New Deal's programs and policies led to institutionalized discrimination among marginalized Americans. Throughout this unit, students will highlight the contribution and celebrate those who fought in both World War I and World War II but did not receive the same benefits for serving. Lastly, the course will offer a wide history of how propaganda led to a rise in hateful sentiments and discriminatory legislation towards the Asian community.

Unit Duration: 6 weeks

Desired Results

Standard(s):

6.1.12.D.3.b- Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity

6.1.12.D.5.d- Relate varying immigrants' experiences to gender, race ethnicity or occupation

6.1.12.A.8.c- Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations

6.1.12.B.5.b- Assess the impact of rapid urbanization on the environment and the quality of life in cities

6.1.12.A.6.a- Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice

- 6.1.12.A.6.c- Relate the creation of African American advocacy organizations (I.E. The National Association for the Advancement of Colored People) to United States Supreme Court decisions (I.E. Plessy vs. Ferguson) and state and local governmental policies
- 6.1.12.D.8.a-Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations and increased in violence
- 6.1.12.D.8.b- Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance on American Culture and Values.
- 6.1.12.D.9.b- Analyze the impact of the Great Depression on the American family, migratory groups and ethnic and racial minorities.
- 6.1.12.D.11.c- Explain why African Americans often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce
- 6.1.12.A.10.b-Assess the effectiveness of governmental policies enacted during the New Deal Period (I.E., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals especially minorities.
- 6.1.12.D.10.c-Explain how key individuals, including minorities and women (I.E. Eleanor Roosevelt and Francis Perkins) shaped the core ideologies of the New Deal
- 6.1.12.D.11.c-Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce
- 6.1.12.A.11.c- Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights
- 6.1.12.D.1.a- Assess the impact of the interactions and conflicts between native groups and North American settlers

Indicators:

- **Students will** identify and analyze the formation of African American institutions and their impacts with early African American communities
- **Students will** examine and evaluate how immigration expanded in the 20th Century as well as America's response to the rise in immigration
- **Students will** compare the competing Black Empowerment ideologies that rose during the early 20th Century dominated by Niagara Movement and the W.E.B. DuBois and the Black Nationalism that would at first take root under Marcus Garvey
- **Students will** investigate and assess some of the major events that took place in the summer of 1919 and beyond that led to destruction of African American Communities throughout the country
- **Students will** identify and examine the rise and eventual impact of the Harlem Renaissance.
- **Students will** describe the achievements and impact that people of color had for the United States in World War II
- **Students will** analyze and evaluate the Anti-Asian propaganda that arose during World War II as well as investigate the Japanese Internment Camps that took hold during this time period.
- **Students will** describe how Latin immigration began to change after World War II.

Understandings:

Students will understand that...

- During the late 19th and early 20th century, the United States focused on Latin America, using the Monroe Doctrine as a justification of American Imperialism throughout the Western Hemisphere.
- The Mexican Revolution caused a surge of Mexicans to immigrate to North, causing the population to triple.
- Congress passes the Immigration Act of 1917 which barred Chinese, Asian Indians, Burmese, Thai, Malays and others.
- Booker T. Washington and W.E.B. DuBois both hoped to advance African Americans, but with different strategies
- Washington advocated skills and training through schools like Tuskegee Institute, while Du Bois favored Liberal Arts Education as part of the Niagara Movement
- The Harlem Renaissance became an intellectual and cultural revival of African American music, literature, theater, and politics.
- Black Wall Street was among thriving communities that were centered around successful businesses, music, and art. Many of these communities were destroyed by White Supremacists groups.
- The reality of the New Deal was different than the promise for African Americans due to the discrimination during the implementation of the programs.
- In WWII African Americans faced unique challenges both on the home front and the battlefield yet made major contributions to the war effort.
- Congress creates the Border Patrol, as part of the Department of Labor's Immigration Bureau, as established in the Labor Appropriation Act of 1924.
- The 158th Regimental Combat Team was largely composed of Latino and Native American soldiers who fought in the Philippines and New Guinea.
- To avoid labor shortages during World War II, the U.S. and Mexico signed the Mexican Farm Labor Agreement, called the Bracero Program.
- The Zoot Suit Riots where riots were the U.S. military targeted young Mexican Americans.
- Angel Island and Ellis Island became major ports of entry for Asian and European immigrants.
- Japanese Internment Camps were created that forced more than 120,000 Japanese Americans into camps.

Essential Questions:

1. What were the immigration trends from Latin America to North America between late 1880s-1920s?
2. What was the Mexican Revolution and how did it impact migration to North America?
3. How were Asians and Latin countries impacted by the Immigration Act of 1917?
4. What was the purpose and importance of creating organizations such as NAACP? SCLC, CORE, SNCC, etc...?
5. What impact did major influential African American leaders have on race relations in the early 20th century?
6. What philosophies and associations dedicated to black "improvement" rose to prominence in the early 20th century and what was their impact?
7. How did the Great Migration help inspire the Harlem Renaissance?
8. Who were prominent figures that sparked the Harlem Renaissance to become an intellectual and cultural revival of African American music, literature, theater, and politics?
9. How did African Americans differ in their strategies for attaining equality?
10. What unique challenges and experiences were faced by various racial groups during the Great Depression, apart from the general population?
11. How were Black and Indigenous communities and other people of color able to create a celebrated, distinct culture during this time period?
12. How did Black Americans create communities that thrived in the early 1900s and how did White Supremacists groups respond?
13. How did the New Deal affect communities of color specifically?
14. What role did African Americans, Asian Americans, and Hispanic Americans, play in the formation of early labor unions, and how was their treatment different from other racial groups?
15. What unique challenges did African Americans, Asian Americans, and Hispanic Americans face, on the home front and the battlefield, in terms of race, prejudice, discrimination?
16. What major contributions did African Americans make during the Depression?
17. How did the Black Empowerment ideologies compare to the Black Nationalism?
18. How did the inference of the United States affect the modern development of Latin America?
19. Who were the 158th Combat Regimental Team?
20. How did the Bracero Program impact immigration trends after WWII?
21. What discriminatory policies, legislation and hate crimes occur during and after WWII?
22. What landmark rulings prohibited school segregation?
23. How did Anti-Asian propaganda increase racial tensions during WWII?
24. What were the Japanese Internment Camps?

Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Assess immigration trends and the impact of <i>Immigration Act of 1917</i>. Identify the major intellectual impact and cultural contributions of the Harlem Renaissance. Read and analyze various primary sources by prominent figures during the Harlem Renaissance, such as Langston Hughes, Louis Armstrong, Countee Cullen, Zora Neale Hurston. Research thriving Black communities, such as Tulsa, OK and other ethnic enclaves. Describe the unique challenges faced by African Americans during the Great Depression and how this differed from white counterparts. Assess the impact of the New Deal programs on African Americans and identify which programs directed affected the Black population. Investigate the Black role in the early formation of labor unions and evaluate the benefits they received. Describe the significance of social, political, economic and cultural conditions in select Latin American countries after independence. Compare the experiences of African Americans during WWII on the home front and the battlefield yet made major contributions to the war effort. Evaluate prejudice and discriminatory policies, legislation, and other institutionalized racism throughout America. Trace how anti-Asian propaganda impacted racial tensions towards Asian Americans. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Teacher observations Informal checks for understanding Independent reading/student conferences Independent writing/student conferences Class discussions Collaboration with others Group work Classwork Homework Teacher-created tests and quizzes Teacher-created multimedia projects
<p>Benchmarks:</p> <p>Project</p>	
Learning Plan	
<p>Learning Activities:</p> <p>1 week</p> <ul style="list-style-type: none"> <i>Immigration Story: Become an expert on one group that moved to the United States.</i> <ul style="list-style-type: none"> Create a timeline of the group's immigration to the United States. What forces drove this group to emigrate from their country of origin to the United States? What challenges did this group face upon arrival? Analyze the role of this group throughout American History. 	

2 weeks

- *The Harlem Renaissance: Analyze the lyrics, stories, poems, etc. that were celebrated during the Harlem Renaissance and connect the art to current activism today.*

1 week

- *New Deal Discrimination: Students will analyze the programs that were offered to citizens through the programs of the New Deal. Students will evaluate how the New Deal programs did not provide the same opportunities and benefits to citizens of color.*
- *GI Bill: By reading primary sources and watching interviews, students will examine how the GI Bill excluded Black, Indigenous and other People of Color from receiving the same benefits under the legislation.*

1 week

- *Anti-Asian Propaganda Activity: Student's research and create a museum wall of examples of Anti-Asian propaganda and draw connections to how the propaganda resulted in hate crimes, discrimination, and internment camps.*
- *Anti-Asian Propaganda: Students can research Anti-Asian sentiments during World War II and draw connections to the rise of Anti-Asian hate crimes.*

1 week

- *Native American Relocation Research: Students will explore through National Archives records life on reservations and in major cities during the 1950s. Focus specifically on the tribes listed on the posters.*
 - https://www.k12.wa.us/sites/default/files/public/indianed/curriculum/BoardingSchools/WA_MS_Boarding_Schools_Urban_Relocation_Questions.pdf

Resources:

Textbooks and Other Literature:

Born in Blood and Fire- a Concise History of Latin America by John Charles Chasteen – pp. 239-242 (Nationalists Take Power), pp. 349-352 (Hispanic Immigration)

Our America – A Hispanic History of the United States by Felipe Fernandez-Armesto – pp. 245-329

[African American History \(Prentice Hall\)](#) pp. 629-667 (Black Protest in the Great Depression)

Selected works from Langston Hughes and other African American poets, musicians, and artists

Internet Resources:

Learning for Justice: <https://www.learningforjustice.org/>

NJ Amistad Curriculum: www.njamistadcurriculum.com

Columbia University: <https://ilas.columbia.edu/mexican-studies>

YouTube Tulsa Documentary: <https://www.youtube.com/watch?v=r4a7tabocNk>

US Immigration Trends: www.pewresearch.org/fact-tank/2019/06/17/key-findings-about-u-s-immigrants/

Tulane University: <http://stonecraft.tulane.edu/pages/detail/203/K-12-Curricula>

Anti-Asian Propaganda: <https://artifactsjournal.missouri.edu/2012/03/wwii-propaganda-the-influence-of-racism/>

Hispanic Immigration: <https://www.history.com/topics/hispanic-history/hispanic-latinx-milestones>

Asian Immigration: <https://www.history.com/topics/immigration/asian-american-timeline>

Harlem Renaissance: <https://www.history.com/topics/roaring-twenties/harlem-renaissance>

Film:

Brother to Brother

Ella Fitzgerald

Harlem Nights

Unfinished Business (Japanese Internment Camps)

American Pastime (Japanese Internment Camps)

African American Heroes of World War 2

Latino Voices: Artists and Community (National Museum of American Art)

Americas (Annenberg CPB Collection)

Continent on the Move: Migration and Urbanization

The Latin American and Caribbean Presence in the United States

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.1.12.B.5.b- Assess the impact of rapid urbanization on the environment and the quality of life in cities

4.0	Students will be able to: <ul style="list-style-type: none"> Research and celebrate the art and culture of the Harlem Renaissance.
3.0	Students will be able to: <ul style="list-style-type: none"> Compare the art and culture of the Harlem Renaissance.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify the art and culture of the Harlem Renaissance.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. Provide ample opportunities for creative behavior. Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. Show appreciation for creative efforts Respect unusual questions, ideas, and solutions. Encourage students to test their ideas. Provide opportunities and give credit for self-initiated learning. Avoid overly detailed supervision and too much reliance on prescribed curricula. Allow time for reflection. <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to choose which technology and/or cultural accomplishment they would like to research. Students will also be able to choose the product and how they would like to present the research.</i></p>
Struggling Learners	<ul style="list-style-type: none"> Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. Assist students in getting organized. Give short directions. Use drill exercises. Give prompt cues during student performance. Let students with poor writing skills use a computer. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them. Give prompt feedback. Use continuous assessment to mark students' daily progress. Prepare materials at varying levels of ability.

	<i>Example of Modification: Students will be provided examples and research materials to assist in their research project.</i>
English Language Learners	<ul style="list-style-type: none"> • Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<ul style="list-style-type: none"> • Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.

Indicators:**Sociology-**

4.1 Students will identify common patterns of social inequality.

4.2 Students will analyze the effects of social inequality on groups and individuals

4.3 Students will explain the relationship between social institutions and inequality

4.4 Students will assess responses to social inequality.

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Justice-

DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.

JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

JU.9-12.15 I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills

Unit #7 Title: Civil Rights Movement

Unit Description:

The Civil Rights Movement focuses on the vast social and legislative changes that took place for Black and Indigenous communities and other People of Color. Students will study this turbulent time of change and activism that persists today. Students will explore all facets of the Civil Rights Movements fighting for African Americans, Latinos/Hispanics communities, Indigenous People and land, Asian, etc.

Unit Duration: 5 weeks

Desired Results

Standard(s):

6.1.12.A.13.b- Analyze the effectiveness of national legislation and policies, and Supreme Court decisions (I.E, the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VIII, Title IX, Affirmative Action, Brown vs. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities

6.3.12.CS4- Critically analyze information, ethical judgments, and responsibly address controversial issues

6.1.12.A.14.b-Analyze how Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies

6.1.12.C.13.a- Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil rights and human rights.

6.1.12.C.13.c- Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.

6.1.12.D.13.a- Determine the impetus for the Civil Rights Movement and explain why national governmental actions were needed to ensure civil rights for African Americans.

6.1.12.D.13.b- Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.1.12.C.6.a- Compare and contrast the leadership and ideology of Martin Luther King Jr. And Malcolm X during the Civil Rights Movement and evaluate their legacies.

6.1.12.A.14.b- Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies

6.1.12.D.13.c- Analyze the success and failures of women's right organizations, the American Indian Movement and La Raza in their pursuit of civil rights and equal opportunities

6.1.12.A.5.b- Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans and African Americans

Indicators:

- **Students will** identify the actions of the United Farm Workers movement and draw comparisons to a later movement that originated from this movement – The La Raza Movement.
- **Students will** investigate reasons for racism in the educational system.
- **Students will** assess the impact of the Brown v. Education Supreme Court decision and determine how it led to more legal battles and the Civil Rights Act.
- **Students will** critique the methods and effectiveness of Civil Disobedience as forms of protests
- **Students will** assess the philosophies, methodology, and achievements of the various Civil Rights leaders and groups and examine their relationships
- **Students will** determine the legal implications of the Civil Rights Act of 1964 and Voting Rights Act of 1965
- **Students will** compare and contrast social economic gains before and after the Voting Rights of 1965.
- **Students will** analyze the success and failures of the Civil Rights movement and discuss where the movement goes from here
- **Students will** draw conclusions about the effects of racial tragedies (Emmett Till, Little Rock Nine) on mobilizing the Civil Rights Movement and examine the racial tragedies in recent history
- **Students will** investigate how the movement progressed from its leaders and protests to its eventual actions and impacts.
- **Students will** analyze the American Indian Movement and assess how it began to change the plight of Native Americans in the United States

Understandings:

Students will understand that...

- Segregation created separate and unequal societies, leaving African Americans disadvantaged socially, economically and politically.
- Groundbreaking cases such as Brown v. Board of Education and other courageous acts forced American society to take a more serious look at inequalities endured by all Americans.
- Change was slowly moving forward and was not embraced by all Americans.
- Dr. Martin Luther King Jr. Played a pivotal role in the Civil Rights movement and his policies of passive resistance and civil disobedience were keys in creating a climate for change.
- Some groups felt dissatisfied with the perceived lack of progress or equality in the United States, so they adopted a more aggressive tone in the struggle for Civil Rights.
- Groups like the Black Panthers and leaders like Stokely Carmichael represented a break from passive resistance through expressions like "Black Power".
- The denial of voting rights for Black Americans had political, economic, and cultural consequences.
- White Americans responded to the Civil Rights movement in a variety of ways. Some, particularly young college students, helped to promote the movement through cooperative events like the Freedom Rides. Others hoped to stymie the movement through violence and fear, sometimes even resulting in the death of Civil Rights Leaders and volunteers
- With the treatment of Native Americans in the early and mid-20th century, like the Throughout the 1960s, Native activist began demonstrating to secure civil rights for Native Americans. Native Americans have been historically marginalized, disadvantaged and disproportionately impoverished.
- The La Raza Movement was a more Radical Version of the United Farm Movement eventually led by Corky Gonzales – It preached Mexican American Empowerment and Political Power
- Through the Red Power movement, Indigenous activists challenged those practices—and cultivated a sense of pride in their communities—as they demanded sovereignty and self-determination.
- The National Black Feminist Organization (NBFO) formed in New York City in 1973. The progressive organization formed for two purposes: to combat

Essential Questions:

1. How did segregation policy work, and how did it create and promote inequality?
2. What philosophies and associations dedicated to black "improvement" rose to prominence in the early 20th century and what was their impact?
3. Who were the United Farm Workers and what was their role in the Civil Rights Movement?
4. What was the impact of the Grape Boycott?
5. Why was the Menendez vs. Westminster court case a breakthrough for educational segregation and helped paved the way for Brown vs. Board?
6. What was the impact of major federal government action regarding civil rights such as Brown V. Board of Education, Civil Rights Act? Etc.?
7. Why were Dr. Martin Luther King Jr. and his policy of civil disobedience so instrumental to the Civil Rights Movement?
8. What was the purpose and importance of creating organizations such as NAACP? SCLC, CORE, SNCC, etc.?
9. Which key leaders were most influential in the Civil Rights movement and how did their philosophies, methodologies and milestones influence events such as the Montgomery Bus Boycott, The Little Rock Nine, the March on Washington, etc.?
10. What were the political, economic and cultural consequences for African Americans related to denied voting rights?
11. What specifically were the success and failures of the Civil Rights Movement?
12. Do the benefits of Affirmative Action outweigh the disadvantages?
13. How were the Young Lords Movement inspired by the work of Malcom X and Martin Luther King, Jr.?
14. Why were some Civil Rights groups more actively militant than others?
15. Does Affirmative Action, in the long run provide progress for African Americans?
16. What role and influence did various political and social movements have on economic and social status of African Americans post-Civil Rights Movements?
17. What was the conclusion of the Lau v. Nichols court case?
18. How did the demonstration at Alcatraz test how the government saw conditions on the Native American reservations?
19. What was the Red Power Movement?
20. Who were the American Indian Movement and how did their demonstrations challenge treaty policies?
21. What was the La Raza Movement? What was its significance?
22. What was the purpose and main goals of the Black National Feminist Organization?

the racism present in the Women's Liberation Movement and address the sexism rooted in the Black Liberation Movement.

Assessment Evidence

Performance Tasks:

- Describe the policy of segregation and understand how it affected equality between Black and White Americans
- Celebrate the United Farm Workers and what was their role in the Civil Rights Movement.
- Describe the impact of the Grape Boycott.
- Identify the impact of major federal government action regarding civil rights such as Brown V. Board of Education, Civil Rights Act. Etc.
- Describe Dr. Martin Luther King Jr. and his policy of civil disobedience so instrumental to the Civil Rights Movement.
- Assess the purpose and importance of creating organizations such as NAACP. SCLC, CORE, SNCC, etc.?
- Evaluate key leaders who were most influential in the Civil Rights movement and how did their philosophies, methodologies and milestones influence events such as the Montgomery Bus Boycott, The Little Rock Nine, the March on Washington, etc.
- Assess the success and failures of the Civil Rights Movement?
- Identify the Young Lords Movement and how it inspired by the work of Malcom X and Martin Luther King, Jr.
- Assess the conclusion of the *Lau v. Nichols court case*.
- Identify how did the demonstration at Alcatraz test how the government saw conditions on the Native American reservations.
- Illustrate the American Indian Movement and how did their demonstrations challenge treaty policies.
- Research the purpose and main goals of the Black National Feminist Organization?

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Project

Learning Plan

Learning Activities:

1 week

- Indigenous Protests: Students will research various protests that focused on securing civil rights for all Indigenous people. Student will research topics such as Alcatraz Protest, Occupation of Mount Rushmore, Occupation at Plymouth Rock, Trail of Broken Treaties, Occupation at Wounded Knee, Longest Walk, etc.

3 weeks

- Civil Rights Movement Photography: Students will analyze several primary document photographs from the Civil Rights Movement demonstrations.
- Students will use primary sources to investigate the challenges, barriers and celebrations during the Civil Rights Movement.

1 week

- Interactive Timeline or Museum Exhibit: Students will work in groups to create an exhibit or interactive timeline that highlights the most significant events of the Civil Rights Movement.

Resources:

Textbooks and Other Literature:

Native Nations of North America by Steve Talbot
Civil Rights Movement Speeches

Internet Resources:

Learning for Justice: <https://www.learningforjustice.org/>
Native American Activism: <https://www.zinnedproject.org/materials/native-american-activism-1960s-to-present/>
Tulane University: <http://stonecraft.tulane.edu/pages/detail/203/K-12-Curricula>
Native American Protest Movements: <https://www.ushistory.org/us/57f.asp>
Native American History and Cultures- Partnership with Native Americans:
http://www.nativepartnership.org/site/PageServer?pagename=pwna_native_history&qclid
Chicano-A History of Mexican American Civil Rights: <https://www.albany.edu/jmmh/vol3/chicano/chicano.html>

Film:

Eyes on the Prize
Roots
More Than a Month
Dr. Martin Luther King Jr.: A Historical Perspective
Glory
Selma
Tuskegee Airmen
Latino Voices: Artists and Community (National Museum of American Art)
Americas (Annenberg CPB Collection)
Continent on the Move: Migration and Urbanization
The Latin American and Caribbean Presence in the United States
A Good Day to Die (Native American)
Broken Rainbow (Native American)

Unit #8 Title: Unfinished Agenda

(Current States of Affairs in America)

Unit Description:

The conclusion unit of this course will explore current affairs as it pertains to the civil rights and liberties of Black and Indigenous communities and other People of Color in the United States. Students will have the opportunity to evaluate the progress of the United States in creating a society where all citizens are provided opportunity and are free of discrimination. Students will research and investigate methods and means to eradicate racism and discriminations and their devastating influence on our society. Students will analyze contributions of key figures and activist organizations, as well as draw conclusions about their role in creating a climate of change.

Unit Duration: 5 weeks

Desired Results

Standard(s):

6.3.12.CS4- Critically analyze information, ethical judgments, and responsibly address controversial issues

6.1.12.A.13.c- Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States

6.1.12.B.14.a- Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues

6.1.12.D.3.b- Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of national identity

6.1.12.D.5.d- Relate varying immigrants' experiences to gender, race, ethnicity, or occupation

6.1.12.A.14.b- Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies

6.1.12.A.5.b- Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans and African Americans

6.1.12.D.13.c- Analyze the success and failures of women's right organizations, the American Indian Movement and La Raza in their pursuit of civil rights and equal opportunities

6.1.12.B.16.a. Explain why natural resources (I.E., fossil Fuels, food and water) continue to be a source of conflict, analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources

6.1.12.C.16.a-Evaluate the economic, political and social impact of new and emerging technologies on individuals and nations

Indicators:

- **Students will** celebrate the accomplishments of activists, organizations and movements that found victory in civil rights and legislation.
- **Students will** analyze current immigration policies and examine how these policies are put more distances socially and politically between the United States and Latin America
- **Students will** analyze and evaluate the treatment of Native Americans as well as examine the current issues that define their struggle for sovereignty and equality such as the Pipeline movements.
- **Students will** identify and evaluate the current state of Social Justice in the United States and compare their causes, actions and results to the Civil Rights Movement.
- **Students will** research commonalities that exist in today's society for marginalized communities that create barriers for opportunity.

Understandings:

Students will understand that...

- *During the last thirty years, the United States has become a target of Latin American immigration, both legal and illegal, creating a firestorm of debate within the government of the United States. This tension has created social, economic, and political hostilities between political and economic groups with the United States.*
- *From the Alaskan pipeline discovered in the 1960's to the Dakota Access Pipeline and Keystone XL Pipeline today Native Americans have continued struggled with the United States government over the sovereignty of their land.*
- *Along with the struggle over sovereignty of their land, Native Americans are in a constant struggle have their past and culture recognized and preserved as well as creating economic ventures that will keep them progressing in today's society.*
- *Black and Indigenous communities and other People of Color have played a significant role in modern politics, entertainment, and the economy.*
- *Black culture has further developed new forms of popular expression through hip-hop, rap, R-n-B, slam poetry and comedy.*
-

Essential Questions:

1. Why has immigration become such a large issue between the United States and Latin American countries?
2. What commonalities exist in today's society for marginalized communities that create barriers for opportunity?
3. What are the essential issues that are at the heart of Native American current fight for respect and equality today? How does this fight tie into their constant struggle for identity in today's world?
4. What specifically were the success and failures of the Civil Rights Movement?
5. What role and influence did various political and social movements have on economic and social status of African Americans post-Civil Rights Movements?
6. As a nation, how do we combat racism and discrimination in our society and on a global scale?
7. What role have activists and Civil Right leaders played in creating a more just society?
8. What were the reasons for racism both in the educational system as well as other institutions and how did that racism impact both African Americans and America as a whole?
9. What were the political, economic, and cultural consequences for African Americans related to denied voting rights?
10. What is the Economic Opportunity Act and the Equal Education Opportunities Act and how was this a victory for the Civil Rights Movement?
11. How have forms of entertainment such as rap, Hip Hop and R-n-B evolved into a form of resiliency and celebration of Black culture?
12. What is the Black Lives Matter Movement and how did it impact social change globally?
13. What are examples of current movements that seek justice for marginalized communities?

Assessment Evidence**Performance Tasks:**

- Research demographic information to highlight current examples of economic, judicial, educational, and social discrimination and be able to effectivity address relevant social issues.
- Assess the conditions for marginalized communities in modern America.
- Brainstorm methods to reduce or eradicate racism in politics, education and economically.
- Provide examples of current movements that seek justice for marginalized communities.
- Celebrate the accomplishments of activists, organizations and movements that found victory in civil rights and legislation.
- Analyze current immigration policies and examine how these policies are put more distances socially and politically between the United States and Latin America

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

- Analyze and evaluate the treatment of Native Americans as well as examine the current issues that define their struggle for sovereignty and equality such as the Pipeline movements.
- Identify and evaluate the current state of Social Justice in the United States and compare their causes, actions and results to the Civil Rights Movement.
- Research commonalities that exist in today's society for marginalized communities that create barriers for opportunity.
- Research significant politicians that broke the barriers for Black, Indigenous and other People of Color.

Benchmarks:

Project

Learning Plan

Learning Activities:

2 weeks

Current Social Events: Research demographic information to highlight current examples of economic, judicial, educational, and social discrimination and be able to effectively address relevant social issues.

1 week

Music: Students will research music that tells the experience of Black, Indigenous, and other People of Color. Students will analyze the music to have a deeper understanding of lived experience.

2 weeks

Activist Movements and Organizations: Students will explore various activist movements and current organizations that focus on the marginalization of populations. Students will then create a presentation (exhibit) to allow other students to study and learn about the movements.

Resources:

Textbooks and Other Literature:

Internet Resources:

Learning for Justice: <https://www.learningforjustice.org/>
 NJ Amistad Curriculum: www.njamistadcurriculum.com
 Race vs. Prejudice: <https://www.ushistory.org/us/57f.asp>
 United Nations: <https://www.un.org/en/chronicle/article/struggle-against-apartheid-lessons-todays-world>
 Readings and Activities from Facing History and Ourselves Resource Book
 Tulane University: <http://stonecraft.tulane.edu/pages/detail/203/K-12-Curricula>
 Native American History and Cultures- Partnership with Native Americans:
http://www.nativepartnership.org/site/PageServer?pagename=pwna_native_history&gclid
 Native American Issues of Today- Current Issues and Struggles in 2020: <https://www.powwows.com/issues-and-problems-facing-native-americans-today/>
 Zinn Education Project-Native American Activism 1960s to Current: Native American Activism: [Native American Activism: 1960s to Present | Zinn Education Project \(zinnedproject.org\)](https://www.zinnedproject.org/)
 The Red Power Movement: <https://www.nationalgeographic.com/history/article/red-power-movement-radical-fight-native-american-sovereignty>

Film:

Latino Voices: Artists and Community (National Museum of American Art)

Americas (Annenberg CPB Collection)

Continent on the Move: Migration and Urbanization

The Latin American and Caribbean Presence in the United States

Let it Fall: Los Angeles 1982-1992

Black America Since MLK: And still, I Rise

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.1.12.D.13.c- Analyze the success and failures of women's right organizations, the American Indian Movement and La Raza in their pursuit of civil rights and equal opportunities

4.0	Students will be able to: <ul style="list-style-type: none"> Assess the success and failures of the civil rights movements by comparing the current experience of marginalized communities. Next, offer a solution to eliminate barriers that still exist today.
3.0	Students will be able to: <ul style="list-style-type: none"> Evaluate the success and failures of the civil rights movements by comparing the current experience of marginalized communities.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify the success and failures of the civil rights movements by comparing the current experience of marginalized communities.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. Provide ample opportunities for creative behavior. Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation. Show appreciation for creative efforts Respect unusual questions, ideas, and solutions. Encourage students to test their ideas. Provide opportunities and give credit for self-initiated learning. Avoid overly detailed supervision and too much reliance on prescribed curricula. Allow time for reflection. <p><i>Example of Modification: Teacher will provide Advanced Learner with choice assignments that encourage original work. For example, allowing students to choose which technology and/or cultural accomplishment they would like to research. Students will also be able to choose the product and how they would like to present the research.</i></p>
Struggling Learners	<ul style="list-style-type: none"> Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. Assist students in getting organized. Give short directions. Use drill exercises. Give prompt cues during student performance. Let students with poor writing skills use a computer. Break assignments into small segments and assign only one segment at a time. Demonstrate skills and have students model them. Give prompt feedback.

	<ul style="list-style-type: none"> • Use continuous assessment to mark students' daily progress. • Prepare materials at varying levels of ability. <p><i>Example of Modification: Students will be provided examples and research materials to assist in their research project.</i></p>
English Language Learners	<ul style="list-style-type: none"> • Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf • Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways. • When possible, use pictures, photos, and charts. • Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class. • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible. • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English. • Integrate students' cultural background into class discussions. • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	<p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504 <ul style="list-style-type: none"> • Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans. 	

Interdisciplinary Connections

Indicators:

Sociology-

- 4.1 Students will identify common patterns of social inequality.
- 4.2 Students will analyze the effects of social inequality on groups and individuals
- 4.3 Students will explain the relationship between social institutions and inequality
- 4.4 Students will assess responses to social inequality.

ELA/Literacy-

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Justice-

DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.

JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

JU.9-12.15 I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media, and Technology Skills