

Marking Period	Unit: 11 Title	Recommended Instructional Days
3rd - 4th Marking Periods	The Black Revolution	15 - 20 days
<b>NJSLS - United States History: America in the World 6.1</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>

<p><b>Core Ideas</b></p> <ul style="list-style-type: none"><li>● Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</li><li>● Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</li><li>● Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</li><li>● Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.</li><li>● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and</li><li>● of individuals and groups.</li><li>● Advancements in technology and investments in capital</li></ul>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"><li>● 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s laws in eliminating segregation and discrimination.</li><li>● 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).</li><li>● 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.</li><li>● 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).</li><li>● 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr.,</li></ul>	
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<p>goods and human capital increase economic growth and standards of living.</p> <ul style="list-style-type: none"><li>● Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</li></ul>	<p>and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p> <ul style="list-style-type: none"><li>● 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.</li><li>● 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.</li><li>● 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.</li></ul>	
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<p align="center"><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		
<p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>● Civic participation and deliberation are essential characteristics of productive citizenship.</li> <li>● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li> <li>● Governments around the world support universal human rights to varying degrees.</li> </ul>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>● 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</li> <li>● 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.</li> <li>● 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</li> <li>● 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.</li> <li>● 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property,</li> </ul>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What were the background and the conditions of the 1950s that led to the emergence of the national civil rights movement (crm)?</li> <li>2. What events led to Brown vs Board of Education?</li> <li>3. What role did the Courts and the legal system play in advancing or opposing the civil rights movement?</li> <li>4. How did television and the strategy of white southern resistance affect the crm?</li> <li>5. What were the origins and outcome of, and who were the participants in, the Montgomery Bus Boycott?</li> <li>6. What role did the federal government play in advancing or opposing the civil rights movement?</li> <li>7. What role did young people play in the crm?</li> <li>8. How were the tactics of young people different than those of earlier generations of activists?</li> <li>9. Was there one crm or many?</li> <li>10. Who were the various leaders and what were their tactics and goals?</li> <li>11. Was the crm successful?</li> </ol> <p><b>Activity Description:</b></p> <ol style="list-style-type: none"> <li>1. Utilize facts and content-specific vocabulary.</li> <li>2. Compare and contrast the national civil rights movements to earlier efforts for equal rights.</li> <li>3. Identify change over time.</li> <li>4. Summarize the role of the courts and of legal challenges in securing civil rights.</li> <li>5. Explain the role of select events and phenomenon on the crm.</li> <li>6. Discuss the role of southern churches and</li> </ol>

	juvenile detention, listening devices, deportation, religion in schools).	<p>organizations such as the NAACP in building the crm.                  7. Trace the role of the federal government in expanding and/or limiting civil rights.                  8. Demonstrate the impact of young people on the crm.                  9. Research the leaders, goals and tactics of various organizations and/or the actions of specific individuals. 10. Identify and discuss the differences within the crm. 11. Formulate an opinion on Black nationalism.                  12. Debate the success of the crm.</p>
<b>Social Studies Practices</b>		
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>		<p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <ul style="list-style-type: none"> <li>● LA.RH.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</li> <li>● LA.RH.11-12.2 Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.</li> <li>● LA.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</li> <li>● LA.RH.11-12.6 Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</li> </ul>
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	

<ul style="list-style-type: none"><li>● Self- awareness</li><li>● Social Awareness</li><li>● Self- Management</li><li>● Relationship Skills</li><li>● Responsible Decision-Making</li></ul>	<ul style="list-style-type: none"><li>● Recognizing the importance of self-confidence in handling daily tasks and challenges.</li><li>● Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li><li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li><li>● Recognize the skills needed to establish and achieve personal and educational goals.</li><li>● Utilize positive communication and social skills to interact effectively with others.</li><li>● Develop, implement, and model effective problem solving and critical thinking skills.</li></ul>	<ul style="list-style-type: none"><li>● LA.RH.11-12.8 Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</li><li>● LA.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li><li>● LA.WHST.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.</li><li>● LA.WHST.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 specific 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.</li><li>● LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</li><li>● LA.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li></ul>
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<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Performances/Skits</li> <li>● Argument &amp; Expository Writing Prompts <ul style="list-style-type: none"> <li>○ Revising and editing</li> </ul> </li> <li>● Silent Reading/Summarization of Passages</li> <li>● Researching to make connections to texts and classroom discussions</li> <li>● Watching and responding to media</li> <li>● Note taking/Note making</li> <li>● Other Assessments <ul style="list-style-type: none"> <li>○ Collins Writing</li> <li>○ Quizzes</li> <li>○ Current Events Journal</li> </ul> </li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● District Assessments</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Debate: “The Civil Rights Movement was a failure.”</li> <li>● Essay: “The Civil Rights Movement was a success.”</li> <li>● Research Project: research another civil rights movement</li> <li>● Other Assessments <ul style="list-style-type: none"> <li>○ Tests</li> </ul> </li> </ul>	
<p><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>

<ul style="list-style-type: none"> <li>● <i>African-American Odyssey—6<sup>th</sup> Edition.</i></li> <li>● Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in African-American History Volume 1: From Slavery to Freedom, 1619-1877. Boston: Wadsworth Cengage Learning. 2000</li> <li>● Franklin, John Hope and Moss, Jr., Alfred. From Slavery to Freedom: A History of Negro Americans—6<sup>th</sup> Edition. New York. Alfred A. Knopf, Inc. 1988</li> <li>● Amistad Curriculum</li> <li>● DBQ Online</li> <li>● JStor</li> <li>● NewsELA</li> <li>● ArcGIS</li> <li>● New York Historical Society: Slavery in New York Classroom Materials. JP Morgan Chase</li> <li>● Choices Program</li> <li>● National Council for the Social Studies: MLL Lesson Plans</li> <li>● Document Based Questions</li> <li>● Informational Website sources: Infobase Learning Database</li> <li>● Selected primary sources</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● DBQ Online</li> <li>● Wieser Educational History Shorts</li> <li>● NewsELA</li> <li>● Videos</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>● Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Wieser Educational History Shorts</li> <li>● Videos in their native language</li> <li>● Pearson’s Pacemaker Series</li> <li>● Shorts</li> <li>● NewsELA</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled readings</li> <li>● Novels; periodicals</li> <li>● Leveled Assessments</li> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> </ul>
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<ul style="list-style-type: none"> <li>● Periodicals—JStor; New York Times; Washington Post</li> <li>● Films</li> <li>● Technology</li> </ul>			
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, <a href="https://rewordify.com/">https://rewordify.com/</a> , YouTube videos,</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>● Provide individual instruction as needed</li> <li>● Modify assessments and/or rubrics</li> <li>● Repeat instructions as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> <li>● Multi-sensory (VAKT) approach during instruction</li> <li>● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>● Modify test content and/or format</li> <li>● Retakes</li> <li>● Additional time</li> <li>● Preferential seating</li> <li>● Review, restate and repeat directions; written directions</li> <li>● Study guides</li> </ul>	<ul style="list-style-type: none"> <li>● Modified activities</li> <li>● Extend time requirements</li> <li>● Preferred seating</li> <li>● Checks for understanding/review</li> <li>● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Reading materials in the native language</li> <li>● Watching videos in the native language</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting &amp; acceleration</li> <li>● Leveled readings</li> <li>● Leveled Assessments</li> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> </ul>

	<ul style="list-style-type: none"> <li>● Break assignments into segments of shorter tasks</li> <li>● Oral rather than written answers</li> </ul>		
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>● Standard 9.1 Personal Financial Literacy</li> <li>● Standard 9.2 Career Awareness, Exploration, Preparation and Training</li> <li>● Standard 9.3: Career and Technical Education</li> <li>● Standard 9.4 Life Literacies and Key Skills</li> </ul>	<p><b>Disciplinary Concept:</b></p> <ul style="list-style-type: none"> <li>● Financial health</li> <li>● Financial Landscape</li> <li>● Money Management</li> <li>● Career Awareness and Planning</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem-solving</li> <li>● Digital Citizenship</li> <li>● Global and Cultural Awareness</li> <li>● Information and Media Literacy</li> <li>● Technology Literacy</li> </ul>
	<p><b>Core Ideas:</b></p> <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>

	<b>Performance Expectation/s:</b>	Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● <b>Act as a responsible and contributing community member and employee.</b></li> <li>● <b>Attend to financial well-being.</b></li> <li>● <b>Consider the environmental, social and economic impacts of decisions.</b></li> <li>● <b>Demonstrate creativity and innovation.</b></li> <li>● <b>Utilize critical thinking to make sense of problems and persevere in solving them.</b></li> <li>● <b>Model integrity, ethical leadership and effective management.</b></li> <li>● <b>Plan education and career paths aligned to personal goals.</b></li> <li>● <b>Use technology to enhance productivity, increase collaboration and communicate effectively.</b></li> <li>● <b>Work productively in teams while using cultural/global competence.</b></li> </ul>	

New Jersey Legislative Statutes and Administrative Code  
 (place an "X" before each law/statute if/when present within the curriculum map)

x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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