



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

African American Studies

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



Springfield Public Schools Springfield, New Jersey

**Dr. Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

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Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

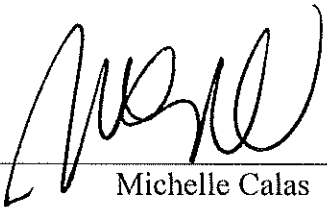
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area:	Social Studies	Grade Level:	10-12	Unit Title:	African Beginnings-US Slavery
Unit Summary: Students will discuss the beginnings of humanity in Africa and examine the European slave trade.					
Primary Interdisciplinary Connections: SEL, ELA					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: In order to comprehend the European slave trade students need to develop an understanding of African history, and how that eventually led to the European slave trade and slavery in the United States.					
Career Readiness (Standard 9): 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving					

Learning Targets

Standards:	SOC.6.2.12.HistoryCC.1.b; SOC.6.1.12.HistoryUP.3.b; SOC.6.2.12.HistoryCC.1.f; SOC.6.1.12.HistoryUP.2.a; LA.RH.11-12.1; LA.RH.11-12.3; LA.RH.11-12.6; LA.RH.11-12.8; LA.RH.11-12.9; TECH.9.4.12.CI.1; SEL.PK-12.3.2; SEL.PK-12.3.3; SEL.PK-12.4.3
Content Statements:	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
SOC.6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.2.12.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
SOC.6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.



LA.RH.11-1 2.1	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.
LA.RH.11-1 2.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-1 2.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-1 2.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-1 2.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
TECH.9.4.1 2.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions.

Unit Essential Questions:

- What is the historical origins of people on the African continent?
- What is the history of slavery and how does it apply to Africa?
- How did European slavery lead to slavery in the U.S. and what impact did that have on early America?

Unit Enduring Understandings:

- Examine the beginnings of humanity in Africa.
- Discuss the development of the Middle Passage and the European slave trade.
- Analyze the beginnings of slavery in the United States.
- Examine the lives of free black people in Antebellum America.

Unit Learning Targets:

Students will develop an understanding about how slavery came to be in the United States and examine various experiences throughout the early part of America.



Evidence of Learning

Summative Assessment: Unit Test (1 Day)

Equipment Needed: Laptops (online test)

Teacher Resources: Laptop, Quia

Formative Assessments:

- Student Discussion
- Debates
- Primary Source Analysis
- Group Work
- Document-Based Questions
- Secondary Source Interpretation



Lesson Plans

Lesson	Time Frame
Lesson 1 Research Project - African Tribes	4 Class Periods
Lesson 2 Comparison - American Slavery in North vs South	3 Class Periods
Lesson 3 Blacks in the American Revolution	2 Days

Teacher Notes:

Time frame is approximate and is subject to change based on the needs of the students. Modified formative and summative assessments are appropriate for each lesson and are used accordingly as well as variation of instruction.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Research Project - African Tribes Time Frame: 4 Class Periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Geography, ELA, Civics

Integration of Technology: PowerPoint, laptop, web resources.

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the beginnings of humanity in Africa - Compare and contrast various regions and tribes in Africa - Examine the differences between various governments the African regions had established	Lesson Sequence - Map Study on various tribes and regions - Primary Source Discussion on civilizations - Notes/Discussion examining the establishment of various African regions - Essay	- Discussion - Primary/Secondary Source analysis - Unit Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book sources - Primary/Secondary Sources - Internet Sources		



Lesson Plan 2 Template			
Content Area:	Social Studies	Lesson Title:	Comparison - American Slavery in North vs South
		Time Frame:	3 Class Periods
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections: Civics, ELA, Geography.			
Integration of Technology: PowerPoint, laptop, web resources, discussion boards, OnCourse class resources.			
Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the beginnings of slavery in the United States - Examine the roles of slaves and former slaves in the United States - Compare and contrast the roles of slaves and former slaves in the North and the South - Evaluate various court cases and laws that affected the population in both the Northern and Southern United States	Lesson Sequence - Notes/Discussion analyzing the beginnings of slavery in the United States - Court case analysis of various court cases and laws that affected the population in both the Northern and Southern United States - Primary/Secondary source analysis and discussion - Quiz	- Discussion - Primary/Secondary Source analysis - Unit Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		



Resources Provided:

- Book sources
- Primary/Secondary Sources
- Internet Sources



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Blacks in the American Revolution Time Frame: 2 Class Periods

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Civics, ELA, Geography

Integration of Technology: PowerPoint, laptop, web resources, discussion boards

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Examine the role of Blacks in the American Revolution - Analyze slavery, abolition, and freedom in the new United States - Review and discuss primary and secondary sources from the revolutionary era	Lesson Sequence - Notes/Discussion examining the roles of blacks in the American Revolution - Primary/Secondary Source Discussion analyzing slavery, abolition and freedom in the US. - Group Discussion - Unit Quiz	- Primary/Secondary source evaluation - Class Discussion - Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book sources - Primary/Secondary Sources - Internet Sources		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 10-12	Unit Title: African Beginnings- US slavery
Created: June 2022	Board Approved on:	



Unit Overview Template

Content Area: Social Studies **Grade Level:** 10-12 **Unit Title:** Emancipation-Jim Crow Era

Unit Summary: Students will focus on the struggle for freedom and equal rights from Emancipation to the end of the century

Primary Interdisciplinary Connections:

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy
☐ Information Literacy ☐ Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: Life for African Americans differed from region to region. Students will take an in-depth look into the lives of African Americans in the fifty years following the Emancipation Proclamation and will discuss various points of view on a wide range of topics.

Career Readiness (Standard 9):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Learning Targets

Standards: SOC.6.1.12.CivicsDP.4.a; SOC.6.1.12.HistoryUP.4.b; LA.RH.11-12.1; LA.RH.11-12.3; LA.RH.11-12.6; LA.RH.11-12.8; LA.RH.11-12.9; TECH.9.4.12.CI.1; SEL.PK-12.3.2; SEL.PK-12.3.3; SEL.PK-12.4.3

Content Statements: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans' ability to participate in influencing governmental policies.
SOC.6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
SOC.6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.CivicsDP.6.b	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 v. Ferguson) and state and local governmental policies.



LA.RH.11-1 2.1	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.
LA.RH.11-1 2.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-1 2.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-1 2.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-1 2.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
TECH.9.4.1 2.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions.

Unit Enduring Understandings:

- Examine the lives of African Americans after Emancipation.
- Analyze various court cases and laws that were put in place that apply to African Americans.
- Examine African Americans' transition into U.S. labor and the economy as citizens.
- Discuss segregation, the black codes, and Jim Crow laws and how segregation laws differed between the states.

Unit Learning Targets:

Students will develop an understanding of the continued struggles of African Americans after Emancipation through the end of the 19th century.



Evidence of Learning

Summative Assessment: 1 Day

Equipment Needed: Student Laptops

Teacher Resources: Laptop, Quia

Formative Assessments:

- Student Discussion
- Debates
- Primary Source Analysis
- Group Work
- Document-Based Questions
- Secondary Source Interpretation



Lesson Plans

Lesson	Time Frame
Lesson 1 What is Freedom?	4 Class Periods
Lesson 2 Great Migration	2 Class Periods
Lesson 3 19th Century Supreme Court	2 Class Periods

Teacher Notes:

Time frame is approximate and is subject to change based on the needs of the students. Modified formative and summative assessments are appropriate for each lesson and are used accordingly as well as variation of instruction.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: What is Freedom? Time Frame: 4 Class Periods

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: ELA, Civics, Geography, Business

Integration of Technology: PowerPoint, laptop, web resources

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the role of blacks in the Civil War - Examine reconstruction and the meaning of freedom in America - Examine segregation, the black codes, and Jim Crow Laws - Analyze and discuss primary sources and writings of African Americans after Emancipation	Lesson Sequence - Notes/Discussion about the roles of blacks in the Civil War. - Primary/Secondary Source Discussion pertaining to the writings of African Americans after Emancipation - Group Discussion - Unit Quiz	- Primary and Secondary Source Evaluation - Group Discussion - Class Debate - Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book sources - Primary/Secondary Sources - Internet Sources		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: The Great Migration Time Frame: 2 class Periods

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Geography, ELA, Civics

Integration of Technology: PowerPoint, laptop, web resources

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the impact of the Great Migration - Examine how the Great Migration affected various states and communities - Compare and contrast how various states and local governments reacted to the Great Migration	Lesson Sequence - Notes/Discussion about the impact of the Great Migration - Primary/Secondary Source Discussion about how the Great Migration affected various states - Group Discussion - Unit Quiz	- Compare/Contrast Essay - Class Discussion - Primary/Secondary Source Evaluation - Essay - Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book sources - Primary/Secondary Sources - Internet Sources		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: 19th Century Supreme Court Time Frame: 2 Days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Civics, ELA.

Integration of Technology: PowerPoint, laptop, web resources.

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe the circumstances surrounding major supreme court cases of the 19th century - Discuss Plessy v. Ferguson and evaluate the Supreme Court's decision - Examine segregation, the black codes, and Jim Crow laws	Lesson Sequence - Pre-Reading focusing on the circumstances that surrounded the major Supreme Court cases of the 19th Century - Notes/Discussion examining segregation, black codes and Jim Crow laws - Primary/Secondary Source group discussion to the court's decision about Plessy v. Ferguson - Quiz	- Group Discussion - Primary/Secondary Source Evaluation - Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book sources - Primary/Secondary Sources - Internet Sources		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 10-12	Unit Title: Emancipation-Jim Crow Era
Created: June 2022	Board Approved on:	



Unit Overview Template

Content Area:	Social Studies	Grade Level:	10-12	Unit Title:	Civil Rights Era
Unit Summary: Students will examine the various intricacies of the Civil Rights Movement through the end of the 20th century.					
Primary Interdisciplinary Connections: ELA					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale: The Civil Rights Movement has had a profound effect on the United States and this unit will examine many points of view, as well as analyze many primary/secondary sources. Students will also detail the lasting impact of the Civil Rights Movement.					
Career Readiness (Standard 9):					
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas					
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving					

Learning Targets

Standards: SOC.6.1.12.HistoryCC.13.c; LA.RH.11-12.1; LA.RH.11-12.3; LA.RH.11-12.6; LA.RH.11-12.8; LA.RH.11-12.9; TECH.9.4.12.CI.1; SEL.PK-12.3.2; SEL.PK-12.3.3; SEL.PK-12.4.3	
Content Statements: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
CPI#:	Cumulative Progress Indicator (CPI):
SOC.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.
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.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
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.



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TECH.9.4.1 2.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions.

Unit Learning Targets:
Students will thoroughly examine the details of the Civil Rights Movement and the lasting effects through the turn of the century.



Evidence of Learning

Summative Assessment: 1 Day

Equipment Needed: Student Laptop, Quia

Teacher Resources: Laptop, Quia

Formative Assessments:

- Student Discussion
- Debates
- Primary Source Analysis
- Group Work
- Document-Based Questions
- Secondary Source Interpretation



Lesson Plans

Lesson	Time Frame
Lesson 1 Civil Rights Legislation	3 Class Periods
Lesson 2 Literature/Film in the Civil Rights Era	7 Class Periods
Lesson 3 Lasting Impressions of the Civil Rights Movement	10 Class Periods

Teacher Notes:

Time frame is approximate and is subject to change based on the needs of the students. Modified formative and summative assessments are appropriate for each lesson and are used accordingly as well as variation of instruction.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://www.njstatelib.org/research_library/new_jersey_resources/highlights/african_american_history_curriculum/



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Civil Rights Legislation Time Frame: 3 Class Periods

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: ELA, Civics

Integration of Technology: PowerPoint, laptop, web resources, projector

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Evaluate the effectiveness of various Civil Rights legislation - Analyze the impact of the events surrounding the Civil Rights Legislation - Compare and contrast lasting laws that are still prevalent in today's society with education and labor	Lesson Sequence - Pre-Reading to evaluate the effectiveness of various Civil Rights legislation - Notes/Discussion throughout the period - Primary/Secondary Source group discussion analyzing the impact of the events surrounding the Civil Rights Legislation - DBQ on lasting laws that are still prevalent in society - Quiz	- Group Discussion - Primary/Secondary Source Evaluation - Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: Book sources		



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- Primary/Secondary Sources
- Internet Sources



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Literature/Film in the Civil Rights Era Time Frame: 7 Class Periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: ELA, Civics

Integration of Technology: PowerPoint, laptop, web resources, projector

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the impact of various African American leaders in the Civil Rights era - Examine literature created in and written about life in the mid-20th Century - Examine film in the mid-20th Century	Lesson Sequence - Pre-Reading - Notes/Discussion about various African American leaders - Primary/Secondary Source group discussion Movie focused on mid 20th Century - Literary Analysis to examine literature about life in the mid 20th Century - DBQ - Quiz	- Group Discussion - Primary/Secondary Source Evaluation - Movie Analysis - Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: Book sources		



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- Primary/Secondary Sources
- Internet Sources



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Lasting Impressions of the Civil Rights Movement Time Frame: 10 Class Periods

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: ELA, Civics

Integration of Technology: PowerPoint, laptop, web resources, projector

Equipment Needed: Laptop, Internet access, whiteboard, lecture notes, various literature for scanned information, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the gains of the Civil Rights era - Analyze the rise of black elected officials - Examine political activism in the late 20th century	Lesson Sequence - Pre-Reading about the Civil Rights era - Notes/Discussion about the rise of black elected officials - Primary/Secondary Source group discussion about political activism in the late 20th Century - DBQ - Quiz	- Group Discussion - Primary/Secondary Source Evaluation - Essay - Quiz
Differentiation: Interpersonal and intrapersonal through student choice of group work or individual work. All IEPs met according to plan, and various types of instruction are used to meet the needs of all learners.		
Resources Provided: - Book sources - Primary/Secondary Sources - Internet Sources		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 10-12	Unit Title: Civil Rights Era
Created: June 2022	Board Approved on:	



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS**

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension