



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

Springfield Public Schools
Springfield, New Jersey 07081

Diversity 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**

**Rachel Goldberg, Ed.D.
Superintendent of Schools**

**Erica Scudero
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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:

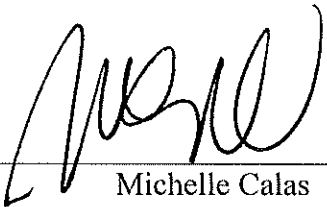
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & 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:	11-12	Unit Title:	Course Foundations
Unit Summary: This unit lays the foundation from which all further study will stem by establishing the framework of the subordinate group in American society as well as the concepts of assimilation, fusion and pluralism as they will be applied to units as we progress through the subsequent historically chronological units.					
Primary Interdisciplinary Connections: History, Sociology					
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: This unit will help students acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. This unit helps to establish those skills as they develop a framework by which to study our history which will ultimately help them address contemporary issues in our society and in the world with a greater understanding.					
Career Readiness (Standard 9): 9.4 Life Literacies and Key Skills. This standard outlines 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.					

Learning Targets

Standards:	SOC.6.1.12, SOC.6.2.12, TECH.9.4.1, SEL PK-12.2, SEL PK-12.3, SEL PK-12.4
Content Statements:	Complex interacting factors influence people's perspective. Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. Human and Civil Rights support the worth and dignity of the individual. Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. Historical sources and evidence provide an understanding of different points of view about historical events. Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. With a growth mindset, failure is an important part of success.



Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Accurate information may help in making valuable and ethical choices.

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.12.Hi storyUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.2.12.Hi storyCC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
SOC.6.1.12.Hi storyCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.1.12.Hi storyCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods
SOC.6.1.12.Hi storySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
TECH.9.4.12. CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
TECH.9.4.12. CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
TECH.9.4.12.I ML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
TECH.9.4.12.I ML.8	Evaluate media sources for point of view, bias, and motivations
TECH.9.4.12. TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
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-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions

Unit Essential Questions:

- What is the criteria for determining subordinate status
- How are subordinate groups formed?
- What are types of subordinate group mistreatment?
- How do you define prejudice, discrimination, racism?
- What groups are judged to be victims of discrimination?
- What are the differences between individual and institutional forms of racism?
- How do you define and identify characteristics of prejudice
- What is the difference between prejudice and stereotype?
- What are the effects of stereotypes?
- What conclusions can be drawn regarding hate crimes and hate crime legislation?
- What are the statistics regarding hate crimes and what are their impact on society?
- What are the elements of hate crimes, and what is the motivation of those who commit them?

Unit Enduring Understandings:

- Subordinate groups are those groups in a society that have less political and/or economic control over their own lives within that society, and it has little to do with population size (as is implied by “minority”).
- Prejudice is an unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason.
- Discrimination is the treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit.
- Racism is a belief or doctrine that inherent differences among the various human races determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to rule others

Unit Learning Targets:

Students will....

Define culture.

Analyze various aspects that compile a culture.

Define subordinate group and the factors creating subordinate groups.

Identify and analyze events leading to creation of subordinate groups in American society.

Analyze treatment of subordinate groups.

Analyze primary source and video based materials to identify examples of prejudice, racism and discrimination.

Draw conclusions regarding the elements of hate crimes and motivation of those who commit them.



Evidence of Learning

Summative Assessment:

End of Unit Essay: Crash - The Essay. How do you see aspects of our First Unit reflected in the movie?

Unit I Test

Directions: Answer each of the following questions in well-reasoned, well-written essay paragraphs. Re-Submit to OnCourse.

1. What is the difference between prejudice and discrimination? Using scenes from the movie, describe TWO examples of prejudice. (20)
2. According to sociologist, Robert Merton, prejudice is not a cut and dried issue but there are degrees of prejudice that exist within any society. Identify and explain the four personalities. Use characters from the movie to illustrate EACH of the four personalities. (40)
3. The movie Crash won the Academy Award for Best Picture. What impact did the movie have in bringing these issues to a mainstream audience? What role does the media play in promoting or reducing prejudice and discrimination. Is it capable of doing both? Explain your answer (there is an example of one of these in the movie, did you spot it?) (10)
4. What is the difference between individual and institutional racism? Provide an example of each type that occurs in the context of the movie. Based on these examples, which do you see as having a greater impact on society? Why? (15)
5. Prejudice, discrimination and racism are all related. You have already described the difference between prejudice and discrimination and we have discussed that racism is prejudice and discrimination based on race (ie: your race is superior to another race based on your prejudice of that race and you will therefore discriminate against them.). In your opinion, can you be prejudiced without discriminating, and can you discriminate against a member of a different race without being racist? Explain your answer. What if any examples from the movie help to illustrate your answer? (15)

Equipment Needed: Projector

Teacher Resources: *Crash*

Formative Assessments:

- Discussion Assignment: Is cultural pluralism possible?
- My Heritage Project: Students will research aspects of family history to share with class.
- Hate Crime Wiki Page Project
- Laramie Project Project
- Subordinate Group Formation Guidelines



Lesson Plans

Lesson	Time Frame
Lesson 1 Formation of subordinate groups	42 mins/1 day
Lesson 2 Prejudiced Personality	42 mins/1 day
Lesson 3 Hate Crime Research	126 mins/3 days

Teacher Notes:

Time frame is an approximate, and is subject to change based on the needs of the classroom and student ability. Several websites outlined and discussed in class can assist students in formulating opinions and organizing writing.

Curriculum Development Resources/Technology Resources:

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

<http://www.peoi.org/Courses/Coursesen/socfwk/ch/ch10d.html>

<http://freebooks.uvu.edu/SOC1010/index.php/11.html>

<http://psychology.ucdavis.edu/aacdr/pubs/dunbar006.pdf>

<https://www.youtube.com/watch?v=3AllnzAi3xM>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Formation of Subordinate Groups Time Frame: 42 mins/1 day

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: Sociology

Integration of Technology: Internet based video clips, PowerPoint

Equipment Needed: Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define minority group and subordinate group - Explain criteria for determining subordinate status - Compare/contrast methods of subordinate group formation - Identify types of subordinate group mistreatment - Compare/contrast results examples - Analyze information to formulate opinion regarding society/consequences	Lesson Sequence - Establish framework for studying various ethnic groups - What is a minority? Think of an example. - Distribute Racial and Ethnic Groups reading packets. Brief review. - Discuss definitions of subordinate. Is it just number based? - Identify five characteristics of subordinate groups. Discuss. How does their chosen group (from focus) fit into these characterizations? Pair-share. - Distribute question worksheet and complete. - Is there a group that is subordinate but does not fit entirely into the characteristics?	- Display various photos depicting aspects of persecution of Jews during the Holocaust. Which step of subordination matches each photo? CLOSING DISCUSSION TOPIC: Can cultural pluralism be a viable alternative?



	8. Discuss questions - Which consequence seems to best fit our society? Is fusion or assimilation better? Compared to pluralism? Will pluralism ever work?	
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Differentiation:
Skeleton Outlines Provided

Resources Provided:

- <https://www.youtube.com/watch?v=3AllnzAi3xM>
- <http://www.peoi.org/Courses/Coursesen/socfwk/ch/ch10d.html>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Prejudiced Personality Time Frame: 42 mins/1 day

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 Connection: Sociology

Integration of Technology: Internet based video clips, PowerPoint

Equipment Needed: Laptops, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define prejudice. How is prejudice similar/different to stereotypes? - Define and examine characteristics of prejudice - Explore feelings about prejudice towards differences - Recognize prejudicial statement	Lesson Sequence - Discuss focus. Analyze statements to identify which have anything to do with prejudice. - Discuss responses to statements; why/why not statements relate to prejudice. - Distribute handout and discuss student responses to Allport's statements.	Do you agree with Allport or not? Explain. How would you find out whether or not ALL the statements apply to a prejudiced personality?
Differentiation: Skeleton Outlines Provided		
Resources Provided: http://psychology.ucdavis.edu/aacdr/pubs/dunbar006.pdf		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Hate Crime Research Time Frame: 126 mins/3 days

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: Introduction to Criminal Justice

Integration of Technology: Internet based research; Internet based Multimedia Page/iMovie Production

Equipment Needed: Laptops, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze written materials to draw conclusions about hate crimes in U.S. - Analyze information to identify occurrences of hate crimes and legislation to curtail and control such activity. - Identify and discuss the distinctive nature of hate crimes. - Compare and contrast to other types of violent crimes. - Draw conclusions regarding the elements of hate crimes and motivation of those who commit them.	Lesson Sequence - Analyze stats on hate crimes. Where do they occur? Who are primary targets? What is a prevalent type of hate crime? - Analyze first hand accounts to determine impact of crime on society. Form groups of four. - Each group will research and prepare presentations based on one of the following questions: - What is the history of hate crimes? - What are the characteristics of hate crimes, and in what ways are they the same, different?	- Discuss - Based on initial discussions, do you believe hate crime legislation is necessary? Why or why not? - Internet based multimedia Page/iMovie Presentation: Your presentation should include a graphic representation of your information. - Presentations should be about ten minutes in length. Each group should be prepared to answer questions from the class.



- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• What are the legislative measures that have been enacted to deal with hate crimes?• Where do these crimes occur, and What about hate groups or hate crimes in New Jersey?• Students should be able to identify the elements common to hate crimes, the victims, and perpetrators. | |
|--|---|--|

Differentiation:

Students will have a choice of subject as well as final product formatting.

Resources Provided:

- <http://www.fbi.gov/news/stories/2013/november/annual-hate-crime-statistics-show-slight-decrease/annual-hate-crime-statistics-show-slight-decrease>
- <http://www.bjs.gov/index.cfm?ty=tp&tid=37#pubs>
- <http://www.matthewshepard.org/news/update-on-the-matthew-shepard-hate-crimes-prevention-act-3>



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: 11-12	Unit Title:	Course Formation
Created: Mary Cokeing		Board Approved on:	



Unit Overview Template

Content Area: Social Studies **Grade Level:** 11-12th **Unit Title:** European Contact

Unit Summary: This unit will explore early American history in order to establish how the subordinate groups in American society were formed. It will further examine the treatment received by these groups as well as the contributions these groups made to furthering the development of American society including cultural aspects.

Primary Interdisciplinary Connections: *Literature and Language Arts*

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

Unit Rationale: *"We gave up some of our country to the white men, thinking that then we could have peace. We were mistaken. The white man would not let us alone." - Chief Joseph*

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Career Readiness (Standard 9): 9.4 Life Literacies and Key Skills. This standard outlines 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.

Learning Targets

Standards: SOC.6.1.12, SOC.6.2.12, TECH.9.4.1, SEL PK-12.2, SEL PK-12.3, SEL PK-12.4

Content Statements: Historians use evidence from multiple sources to support their claims and arguments about the past.

North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.

Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.

Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.

Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.



Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

To better understand the historical perspective, one must consider historical context.

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

With a growth mindset, failure is an important part of success.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Accurate information may help in making valuable and ethical choices.

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.5.HistoryCA.1:	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era
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.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
SOC.6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
SOC.6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries
SOC.6.2.12.HistoryCC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict



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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.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
SOC.6.2.12.HistoryCC.1.d	Compare SLAVERY practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
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.6.1.12.GeographyPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
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
SOC.6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
SOC.6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
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.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
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.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
TECH.9.4.12.I ML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
TECH.9.4.12.I ML.8	Evaluate media sources for point of view, bias, and motivations
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem



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SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
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-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions



Evidence of Learning

Summative Assessment:	End of Unit DBQ - The Civil War and the period of Reconstruction brought great social, political, and economic changes to American society. The effects of these changes continued into the 20th century. Identify and discuss one social, one political, AND one economic change in American society that occurred as a result of the Civil War or the period of Reconstruction.
Equipment Needed:	Paper/Writing Implement/Laptops
Teacher Resources:	Primary Source Documents (14th Amendment; Life and Times of Frederick Douglass, Petition to the United States Congress, March 25, 1871, Miscellaneous Documents of the United States Senate, 42nd Congress, 1st Session, 1871; “The South Revisited”; Afro-American Council public statement, Francis L. Broderick and August Meier, Negro Protest Thought in the Twentieth Century
Formative Assessments:	• Native American Wiki Project: Groups will create wiki presentations of regional differences among Native American Nations. • Slavery and the Constitution Debate: Analyze and debate opinions regarding slavery during the ratification of Constitution • The words and works of slaves: Analyze various slave narratives, poems and spirituals to identify historical and cultural aspects and attitudes of slaves during the 18th and 19th centuries • “Amistad” -What impact did this case on the US attitudes toward slavery? • Native American storytelling and oral traditions to identify historical and cultural aspects and attitudes of Native Americans before, during and after European contact in the 16th and 19th centuries



Lesson Plans

Lesson	Time Frame
Lesson 1 Native American Research Wiki Project	210 mins/5 days
Lesson 2 Slavery and the Constitution	42 mins/1 day
Lesson 3 19th Cent Indian Policies & the Dawes Act	84 mins/2 days

Teacher Notes: Time frame is an approximate, and is subject to change based on the needs of the classroom and student ability. Several websites outlined and discussed in class can assist students in formulating opinions and organizing writing.

Curriculum Development Resources/Technology Resources:

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

<http://www.crf-usa.org/black-history-month/the-constitution-and-slavery>

<http://www.nps.gov/home/forteachers/classrooms/dawes-act.htm>

http://www.pbs.org/weta/thewest/lesson_plans/lesson03.htm

http://www.pbs.org/weta/thewest/lesson_plans/lesson04.htm



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Native American Research Wiki Project Time Frame: 210 mins/5 days

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: History, Sociology, Literature

Integration of Technology: Internet based research and creation of internet based multimedia page

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify and compare ways of life of several major tribes to draw conclusions regarding regional differences.	Lesson Sequence 1. In your small groups you will research the tribes within the following regions: Northeast, Southeast, Northwest and Southwest. You will investigate the tribes within your assigned region for information regarding (you may find more information on certain topics than on others): - tribes in your region - social and political organization of the tribes in your region - food - clothing - housing - trade and transportation - recreation and entertainment - language - arts/crafts - religion and folklore - warfare practices - other unique aspects	Group Assignment: - Use the gathered information to create a visual overview of life for the tribes who once lived in your region - remember a GOOD page includes solid content but is also pleasing to the eye. - You will also locate and label the tribes who lived within your region to help create a map. - Your group will present and discuss your findings in class (with all group members participating)



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| | <p>2. Groups will create a wiki page for presentation of compiled information including visuals and graphic information, maps, etc</p> <p>3. Students will conduct virtual “gallery walk” to gather information from all the various regions to discuss, compare/contrast regional characteristics and differences</p> | |
|--|--|--|

Differentiation:

Students will choose topics, and can also choose roles within the group (or be assigned roles on ability level if necessary). Ultimate formatting of the page will also be left to the students' choices.

Resources Provided:

- Wiki page accounts
- Appropriate Native American websites



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Slavery & the Constitution Time Frame: 42 mins/1 day

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: History, Government and Politics

Integration of Technology: Internet based research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify U.S. position on slavery - Analyze arguments regarding slavery at Constitutional Convention - Analyze specific government documents to determine its position on slavery	Lesson Sequence 1. First Focus “All men are created equal.” What does this mean? Discuss focus. 2. Read Challenge of Diversity: Slavery and the Constitution 3. In small groups (each group representing one: small state, large state, northern, southern interest) develop arguments for or against slavery as used during the Constitutional Convention. Share and Discuss. 4. Analyze various pieces to determine its position on slavery (Declaration, Articles of Confederation, Constitution, Compromise of 1850). 5. Each group will discuss findings with rest of class. How did position develop? 6. Discuss citizen perspective on government position - apply party politics. Who would be happy/unhappy with its position?	- What was public perspective/image of the slave holder? Discuss - Determine your position and write a “letter” to a delegate at the Constitutional Convention explaining the impact the opposing position would have on American society.



Differentiation:

Reading selections based on ability level

Resources Provided:

- <http://www.crf-usa.org/black-history-month/the-constitution-and-slavery>
- <http://ashbrook.org/publications/respub-v6n1-boyd/>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: 19th Century Indian Policies and the Dawes Act Time Frame: 84 mins/2 days

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: History, Government and Politics

Integration of Technology: Internet based research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define forced assimilation - Identify pros and cons of "Indian Policy" of late 19th century	Lesson Sequence - Read "Indian Policy Reform" by President Chester Arthur and the "Dawes Act." Discuss. - Make two columns "problems" and "solutions." What problems does Arthur identify regarding the U.S. government and the Indians? List them. What solutions does Arthur offer to remedy the situation? Whom does Arthur blame, if anyone, for the sorry state of Indian and U.S. relations? How does Arthur view American Indians? - What is your opinion of the solutions he puts forth?	Answer the following questions to guide your debate position: Who were the most active sponsors of the Dawes Act? Were the sponsors aware of whether or not the kind of land allotted under the Dawes Act was actually suitable for farming? Was it unreasonable to believe that private property and farming were superior to communally held land devoted to hunting, gathering and/or farming? What role, if any, did Indians themselves play in arguing for or against the Dawes Act? What happened to land not allotted to Indians? What



	4. View "The Outcome of Our Earnest Endeavors" from Episode 8 of the West. It deals with the Dawes Severalty Act of 1887 and its effect on the Nez Perce 5. Read the extract from the Dawes Act. In what ways does the Dawes Act seem to remedy the problems identified by Arthur? In what ways does the act seem to be protecting Indians? In what way(s) does the act weaken and dismantle the power of Indian nations? 6. What do you predict will be the outcome of the Dawes Act on Indian nations? 7. Present an argument which focuses on a different controversy about the Dawes Act. 8. Read "What Were the Results of Allotment?" by Professor E.A. Schwartz. 9. Debate: That the Dawes Act was the result of well-intentioned reformers who had reasonable expectations that it would improve life for American Indians.	does this show about possible motives of the plan?
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Differentiation:

Student selection of debate position and method of providing argument

Resources Provided:

- http://www.pbs.org/weta/thewest/lesson_plans/lesson03.htm
- <http://www.nps.gov/home/forteachers/classrooms/dawes-act.htm>



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: 11-12	Unit Title: European Contact
Created: Mary Cokeing	Board Approved on:	



Unit Overview Template

Content Area: Social Studies **Grade Level:** 11-12 **Unit Title:** Subordinate Groups in Early 20th Century

Unit Summary: This unit will explore the greater contributions of subordinate groups to American society as it develops into a modern industrial country on the world stage while also examining the continuing struggles of the subordinate groups to achieve the American ideal of equality often while fighting for the equality of others on the world stage.

Primary Interdisciplinary Connections: Literature Language Arts

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: “One ever feels his twoness, -- an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose strength alone keeps it from being torn asunder.” – W.E.B. Du Bois

Career Readiness (Standard 9): 9.4 Life Literacies and Key Skills. This standard outlines 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.

Learning Targets

Standards: SOC.6.1.12, SOC.6.2.12, TECH.9.4.1, SEL PK-12.2, SEL PK-12.3, SEL PK-12.4

Content Statements: The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.

Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.

Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

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Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.



Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

There are multiple and complex causes and effects of events from the past. Complex interacting factors influence people's perspective.

Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

To better understand the historical perspective, one must consider historical context.

Historians use evidence from multiple sources to support their claims and arguments about the past.

With a growth mindset, failure is an important part of success.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Accurate information may help in making valuable and ethical choices.

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
SOC.6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
SOC.6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).



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SOC.6.2.12.HistoryCC.5.g	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries
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
SOC.6.1.12.EconomicsNM.8.a	Analyze the push-pull factors that led to the Great Migration.
SOC.6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence
SOC.6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
SOC.6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups
SOC.6.1.12.EconomicsNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
SOC.6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
SOC.6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture
SOC.6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
SOC.6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
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.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
SOC.6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
SOC.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.
SOC.6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries
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.



TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
TECH.9.4.12.I ML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
TECH.9.4.12.I ML.8	Evaluate media sources for point of view, bias, and motivations
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
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-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
Unit Learning Targets: Students will... Identify factors creating Asian Americans as subordinate group Identify and analyze factors leading to and impact of Great Migration. Identify cultural contributions made by subordinate groups to creation and development of American society. Identify and analyze events affecting subordinate groups in American society. Analyze role and treatment of subordinate groups during WWII. Analyze and debate opinions regarding treatment of Japanese Americans during WWII. Analyze primary source and video based materials to identify examples of prejudice and discrimination of subordinate groups in the 20th century.	



Evidence of Learning

Summative Assessment:

Harlem Renaissance Research Wiki Page Project

Lesson Title: Harlem Produces a "New Negro"

Overall Obj: Gain understanding of role of Harlem Renaissance in the progress of civil rights

Analyze web based materials to gather information regarding various aspects of the Harlem Renaissance (regarding writers, musicians, visual artists, actors, athletes, leaders, role of religion, education) to select subject of further research.

Work independently to gather research information.

Synthesize information to create visual and analysis of artists' contributions to create Internet based multimedia page

You will research your selected/assigned artist, poet, performer, politician, entrepreneur or musician.

Your page MUST include:

1. A biographical overview. Where and when was your person born? How did they get started in their particular field? When and how did they first get noticed for their particular art form or leadership? From what did they gain the most fame and notoriety? Your analysis of the overall significance and contributions to the Harlem Renaissance.
2. Photos. Be sure to include a number of photos that span your person's lifetime: early childhood, adulthood, at the peak of their fame, later in life.
3. A sampling of your person's work: poems, excerpts of books, speeches, lyrics, etc. You can include musical and video clips.

4 days

Equipment Needed: Laptops

Teacher Resources: Harlem Renaissance materials and appropriate websites

Formative Assessments:

- You Decide: You had the better vision for improving the conditions for African Americans in the early 1900s? <http://www.learner.org/biographyofamerica/prog19/index.html>
- The Great Migration: A story in paintings by Jacob Lawrence <http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html>
- The Harlem Renaissance Wiki Project: Students will research and collaborate to create wiki pages to teach classmates about one of the following categories: Poetry, Music, Literature and Art of the Harlem Renaissance
- Lynching in the 20th Century: Students will analyze lyrics to Billy Holiday's "Strange Fruit" as well as examine photos of lynching from Without Sanctuary: <http://withoutsanctuary.org/> to



formulate an opinion regarding its significance and impact on the African American community in relation to strides and progress made with Great Migration and Harlem Renaissance.

- The WWII Wiki Project: Students will use various websites to examine and analyze roles played by subordinate groups in WWII both at home and abroad, and create wiki pages to share information with class.

Lesson Plans

Lesson	Time Frame
Lesson 1 New Immigration and the Great Migration	42 mins/1 day
Lesson 2 WWII and Subordinate Groups	126 mins/3 days
Lesson 3 Negro League Baseball	84 mins/2 days

Teacher Notes:

Time frame is an approximate, and is subject to change based on the needs of the classroom and student ability. Several websites outlined and discussed in class can assist students in formulating opinions and organizing writing.

Curriculum Development Resources/Technology Resources:

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

http://www.pbs.org/wnet/jimcrow/stories_events_migration.html

<http://www.learner.org/biographyofamerica/prog19/index.html>

<http://navajocodetalkers.org>

<http://www.history.army.mil/documents/WWII/minst.htm>

http://mlb.mlb.com/mlb/history/mlb_negro_leagues.jsp



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: New Immigration and the Great Migration Time Frame: 84 mins/2 days

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: Literature and Language Arts

Integration of Technology: Internet based research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify causal relationships between conditions and Great Migration - Identify conditions faced by African Americans when they came North - Compare/contrast conditions with those faced by new E. Europeans - Identify push/pull factors for immigration and migration	Lesson Sequence - First Focus: When did your family come to this country, come north? - Teacher directed information to review conditions in South at the turn of the century, as well as conditions in North beckoning African Americans (sharecropping, Klan, labor shortages /immigrant quotas) - Compare and contrast with conditions in Eastern Europe. - What effects did these conditions have? Migration/immigration. - What conditions did each group face when arriving in North/U.S.? - Compare/contrast long-term conditions faced by each group.	What is an alternative to assimilating into dominant culture?



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	Review and discuss assimilation.	
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Differentiation:

Reading selections based on ability level

Resources Provided:

- http://www.pbs.org/wnet/jimcrow/stories_events_migration.html
- <http://historymatters.gmu.edu/d/5332/>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Subordinate Groups in WWII Time Frame: 126 mins/3 days

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: Literature

Integration of Technology: Internet based research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - To gain further understanding of contributions made by subordinate groups during WWII - Analyze student created materials to determine impact made by subordinate group	Lesson Sequence - Divide into small groups based on choice of topic to cover. As a group gather information from computer-based resources to create a portion of the overall presentation to include facts/statistics, photos, maps and a narrative description/answer to questions for each particular group. - Ethnic/Citizen Soldier: - Who were the Navajo Code Talkers? What role did they serve during World War II? Where did they fight? Etc... - Who were the Tuskegee Airmen? What role did they serve during World War II? Where did they fight? Etc...	Create a visual aid (Internet based multimedia page, iMovie, or product of your choice -with teach approval) to reflect the contributions of your selected group both at home and at war



	- Who were the "Purple Heart Battalion"? What role did they serve during World War II? Where did they fight? Etc... - Who were the Hispanic American soldiers? 3. On the Homefront: How were various subordinate groups treated on the homefront? What gains did they make in the labor force? What problems did they face throughout the country?	
Differentiation: Student selection of topic and presentation format		
Resources Provided: • http://navajocodetalkers.org • various other appropriate sources		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Negro League Baseball Time Frame: 84 mins/2 days

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: Literature

Integration of Technology: Internet based research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify various aspects regarding Negro League Baseball players - Analyze impact of Negro League teams on 20th century race relations	Lesson Sequence - Create your own Negro League Baseball team. Using the following links select a player for each of the nine positions: first, second, shortstop, third base, left, center, right field and a pitcher and a catcher. - Negro League Baseball Players Association: http://www.nlbpa.com/history.html - Negro League Baseball: http://www.negroleaguebaseball.com/ - Negro League Baseball Museum: http://www.nlbm.com/ - Negro League Living Legends: http://www.baseballinlivingcolor.com/meettheplayers.php	Baseball Card Facsimile Project/wiki pages



- | | | |
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| | 6. You are creating a roster but you need to include photographs, position played, their stats, a brief bio of each player and whether or not your player ever played in the integrated MLB. | |
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Differentiation:

Students select players and can choose specific presentation method/format

Resources Provided:

- <http://www.nlbm.com>
- <http://www.negroleaguebaseball.com>
- <http://www.nlbpa.com>
- http://mlb.mlb.com/mlb/history/mlb_negro_leagues.jsp



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: 11-12	Unit Title: Subordinate Groups in the 20th Century
Created: Mary Cokeing	Board Approved on:	



Unit Overview Template

Content Area: Social Studies **Grade Level:** 11-12 **Unit Title:** Toward Equality, The Subordinate Group after WWII

Unit Summary: This unit will explore the continuing struggles of the subordinate groups to achieve the American ideal of equality through social and legal means.

Primary Interdisciplinary Connections:

[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: "Human progress is neither automatic nor inevitable... Every step toward the goal of justice requires sacrifice, suffering, and struggle; the tireless exertions and passionate concern of dedicated individuals." - Martin Luther King, Jr.
 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Career Readiness (Standard 9): 9.4 Life Literacies and Key Skills. This standard outlines 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.

Learning Targets

Standards: SOC.6.1.12, SOC.6.2.12, TECH.9.4.1, SEL PK-12.2, SEL PK-12.3, SEL PK-12.4

Content Statements: Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
 Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
 Human and civil rights support the worth and dignity of the individual.
 The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.
 Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
 Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
 There are multiple and complex causes and effects of events from the past.
 Complex interacting factors influence people's perspective.
 Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.



Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

To better understand the historical perspective, one must consider historical context.

Historians use evidence from multiple sources to support their claims and arguments about the past.

With a growth mindset, failure is an important part of success.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Accurate information may help in making valuable and ethical choices.

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
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.HistoryCC.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
SOC.6.2.12.HistoryCC.5.g	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
SOC.6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
SOC.6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries
SOC.6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
SOC.6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.



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.
SOC.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).
SOC.6.1.12.EconomicsEM.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).
SOC.6.1.12.GeographyPP.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.
SOC.6.1.12.HistoryCC.13.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.
SOC.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
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.
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.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
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-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions

Unit Essential Questions:

- What was the significance of events in the early 1950s and how could they be identified as sparks of the Civil Rights Movement?



- What was the impact of Jim Crow Laws on African American society?
- How would you describe the process and success of desegregation?
- What were the various methods of civil disobedience used during movement?
- What were the issues of the Civil Rights Movement?
- How would you compare and contrast the characteristics about MLK and Malcolm X?
- What is black nationalism and how did it arise from the Civil Rights Movement?
- What was the impact of the Black Nationalist Movement?
- What conditions led to the Watts, Newark, Detroit, and South Central riots?
- How were the rights of other Subordinate groups impacted by the Civil Rights Movement?
- How would you compare and contrast the struggles of each of the Subordinate groups during this period?
- What is your overall analysis of the Civil Rights Movement?

Unit Enduring Understandings:

- Following WWII President Harry Truman established a Committee on Civil Rights to determine what issues pertaining to civil rights should be addressed and how they could be resolved.
- Southern Democrats refused to support Truman's civil rights agenda and split away.
- President Truman issued Executive Order 9981 ending racial segregation in all branches of the military.
- Events of the 1950s (Brown, the murder of Emmett Till, Montgomery Bus Boycott) can be seen as "sparking" the Civil Rights Movement.
- The Baby Boom Generation brought many economic, social, and cultural changes in postwar American society
- The 1950s and 1960s are marked by the African-American struggle for civil rights through civil disobedience and nonviolent methods.
- The Civil Rights Movement was marked by various leaders and varying perspectives including those of Martin Luther King, Jr. and Malcolm X.
- Increased determination to improve living conditions in their own communities led to the rise of Black Nationalism and the Black Power Movement.
- Racial tension fueled by frustration and unfulfilled promises of the Civil Rights Movement led to urban violence in numerous cities across the country.
- There were sweeping social protest movements of the 1960s and a quest for radical change initiated by Latinos, Native Americans, women, and young people and music reflected and challenged inequality, gender roles and sexuality

Unit Learning Targets:

Students will....

Identify factors and events leading to the modern civil rights movement.

Analyze impact of civil rights policies and legislation on American society.

Identify contributions made by subordinate groups to creation and development of civil rights policy and legislation.



Identify and analyze events impacting subordinate groups in American society in regards to the struggle for civil rights in the 20th century.

Analyze methods used by various subordinate groups in the struggle for gaining civil rights.

Analyze and debate opinions regarding motives and impact of urban violence.

Analyze primary source and video based materials to identify examples of prejudice, racism and discrimination of subordinate groups.

Evidence of Learning

Summative Assessment:

America's Dream

America's Dream Story 1: "Long Black Song"

By Richard Wright

Story #2: "The Boy who Painted Christ Black"

By John Henrik Clarke

Story #3: "The Reunion"

By Maya Angelou

America's Dream Essay

Directions: Now that you have viewed each of the 3 pieces, write a brief essay answering the following questions:

1. How does each story relate to the title "America's Dream?"
2. Consider the pieces together as a chronological progression through the 20th century. How does the position of the African American in relation to the American Dream improve with time?

4 days

Equipment Needed: Projector

Teacher Resources: America's Dream Short Story Compilation (HBO)

Formative Assessments:

- Newark Riots DBQ
- Time for Justice
- Malcolm X and MLK Comparison



Lesson Plans

Lesson	Time Frame
Lesson 1 From Plessy to Scottsboro to Brown	84 mins/2 days
Lesson 2 Reverend Martin and Brother Malcolm	42 mns/1 day
Lesson 3 Other Civil Rights Movements	126 mins/3 days

Teacher Notes:

Time frame is an approximate, and is subject to change based on the needs of the classroom and student ability. Several websites outlined and discussed in class can assist students in formulating opinions and organizing writing.

Curriculum Development Resources/Technology Resources:

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

<http://edsitement.neh.gov/lesson-plan/black-separatism-or-beloved-community-malcolm-x-and-martin-luther-king-jr>

<http://www.cnn.com/2010/LIVING/05/19/Malcolmx.king/>

<http://www.jfklibrary.org/JFK/JFK-in-History/Civil-Rights-Movement.aspx>

<http://www.pbs.org/wgbh/americanexperience/features/timeline/stonewall/>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: From Plessy to Scottsboro to Brown Time Frame: 84 mins/2 days

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: History, Literature

Integration of Technology: Video clips of PBS Supreme Court Series

Equipment Needed: Projector, Laptops, Crossing the Danger Water

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define segregation and explain meaning of 14th Amendment - Identify main arguments of Plessy v Ferguson, conditions and results of Scottsboro case - Analyze arguments of decision to identify impact and formulate opinion regarding Supreme Court decisions	Lesson Sequence - First Focus: Can separate be equal? What is the 14th Amendment? What does it “say”? - Discuss focus questions. Divide into 4 groups to discuss/analyze materials; determine the main arguments and analyze validity of Plessy case using Crossing p 421-427 - As class with each group discussing their group’s feelings regarding main arguments. - Identify: who were the “Scottsboro boys?” What were the aspects/arguments of the case? What were the results? - Analyze various materials to determine guilt or innocence? Was the	Essay Paragraph: How do cases represent overall treatment during early to mid 20th? What is the correlation between the two cases?



	decision a failure of the 14th Amendment? 6. Analyze case using Crossing p620-629, and determine main arguments 7. Was the Supreme Court correct in overturning Plessy with Brown decision? Would the Brown decision have more impact than simply desegregating schools? Explain.	
Differentiation: Students will be grouped according to ability in an effort to form complementary partnerships.		
Resources Provided: • Crossing the Danger Water • PBS Supreme Court		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Reverend Martin and Brother Malcolm Time Frame: 42 mins/1 day

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: Literature, Government

Integration of Technology: Internet based research and analysis

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify characteristics about MLK and Malcolm X - Analyze video and written materials to form opinions of effectiveness of leaders	Lesson Sequence - First Focus: What qualities make a good leader? Why is the Civil Rights Movement more associated with MLK than Malcolm X? Discuss the focus question lists. Which qualities come to mind when thinking of MLK? Malcolm X? - Recall differences between the two leaders. Read excerpts of speeches by both MLK and Malcolm X. As pairs students will discuss philosophies of each leader and their differences. Each pair will make a mini-chart. Discuss focus questions. Why might we know more about MLK?	Based on information gathered, which leader do you feel would be more effective today? Why? Essay paragraph



- | | | |
|--|---|--|
| | <p>3. List as many things about each MLK, Malcolm X. View video clips and read excerpts from Autobiography of Malcolm X to take notes on early childhood, troubles, jail, conversion, teachings. Discuss. What similarities and differences exist between the two lives? How might childhood experiences explain differences?</p> | |
|--|---|--|

Differentiation:

Reading selections based on ability level

Resources Provided:

- Video clips
- Internet based materials



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Other Civil Rights Movements Time Frame: 126 mins/3 days

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: Literature

Integration of Technology: Internet based research; creation of iMovie

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify struggles for Civil Rights of other Subordinate groups - Analyze information to compare/contrast struggles - Synthesize information to create overall analysis of Civil Rights Movement	Lesson Sequence - Teacher directed introduction and discussion regarding various groups. - Group formation based on choices. - Students will work in groups to research: they will be looking at the struggles of the following groups: Women's Rights Movement; Native Americans and the American Indian Movement (AIM); Gay Rights Movement/Stonewall Riots: Cesar Chavez and Hispanic American Rights. - You will be researching to create a wiki page about each of these movements that MUST include the following: What were the	- Imovie Creation and presentation - Student led Q&A regarding presented topics.



	issues facing these groups - what injustices were they facing ? Who were the leaders? What were they fighting for? How were they fighting for them? What successes/failures did they have?	
Differentiation: Students will choose which topic to study as well as format of final product		
Resources Provided: • Various websites • Imovie tutorial assistance		



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:	11-12	Unit Title:	Toward Equality: The Subordinate Groups after WWII
Created:	Mary Cokeing				
	Board Approved on:				



Unit Overview Template

Content Area: Social Studies	Grade Level: 11-12	Unit Title: Culture and Issues of a Multicultural Society in the 21st Century and Beyond
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Unit Summary: This final unit of study will utilize modern literature, music and movies to look at contemporary American society and determine issues impacting subordinate groups as well as our progress toward creating a multicultural pluralistic society in the 21st century and beyond.

Primary Interdisciplinary Connections:

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: Parents and schools should place great emphasis on the idea that it is all right to be different. Racism and all the other 'isms' grow from primitive tribalism, the instinctive hostility against those of another tribe, race, religion, nationality, class or whatever. You are a lucky child if your parents taught you to accept diversity." - Roger Ebert

Career Readiness (Standard 9): 9.4 Life Literacies and Key Skills. This standard outlines 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

Learning Targets

Standards: SOC.6.1.12, SOC.6.2.12, TECH.9.4.1, SEL PK-12.2, SEL PK-12.3, SEL PK-12.4

Content Statements:

- Complex interacting factors influence people's perspective.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- Human and Civil Rights support the worth and dignity of the individual.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- Historical sources and evidence provide an understanding of different points of view about historical events.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
- Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.



With a growth mindset, failure is an important part of success. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. Accurate information may help in making valuable and ethical choices. Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

CPI#:	Cumulative Progress Indicator (CPI):
SOC.6.1.12.Civ icsDP.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.Civ icsDP.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).
SOC.6.1.12.Hi storyCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
SOC.6.1.12.Hi storyCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
SOC.6.1.12.Hi storySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
SOC.6.3.12.Hi storyCA.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, juvenile detention, listening devices, deportation, religion in schools).
SOC.6.2.12.Ec onGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy
SOC.6.1.12.Hi storyCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.Civ icsDP.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.
TECH.9.4.12. CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
TECH.9.4.12. CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving



TECH.9.4.12.I ML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
TECH.9.4.12.I ML.8	Evaluate media sources for point of view, bias, and motivations
TECH.9.4.12. TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
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-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
Unit Essential Questions: • What contemporary issues in American society today. • What contemporary issues are impacting Asian Americans and their subordinate groups status • What various aspects of African, Hispanic, Asian and Native American culture shape American society today? • How do aspects of one's personal heritage help develop understanding of American culture • What various aspects of "Hate" are impacting American society today • What impact can education have on the reduction of hate	
Unit Enduring Understandings: • Affirmative action policies arising out of civil rights legislation have caused numerous debates which have resulted in a number of Supreme Court decisions. • Despite progress in race relations, problems still exist as illustrated by racial profiling and hate crimes in the United States. • All Subordinate groups have added tremendously to American society: socially, economically, politically and culturally.	
Unit Learning Targets: Students will.... Identify current factors plaguing subordinate groups today. Analyze various factors that shape American culture in 21st century America. Identify culture contributions made by subordinate groups to creation and development of American society Identify and analyze events affecting subordinate groups in American society today. Analyze treatment of subordinate groups in 21st century America. Analyze and debate opinions regarding the constitutionality and effectiveness of hate crime legislation. Analyze primary source and video based materials to identify examples of prejudice, racism and discrimination in American society and formulate methods to resolve issues.	



Evidence of Learning

Summative Assessment:

Final Project - Parts 1-3

Final Project, Part I: Self-Discovery

Overall Objective: To further explore, celebrate and share the various cultural traditions and heritage that comprise American culture.

Directions: As one-third of your final examination, we will be celebrating a multicultural feast to highlight and share your cultural heritage and traditions. Your grade for this portion of the final will be based on:

1. Your research: You will provide a brief overview of your cultural heritage. You will have one library day to compile information regarding:
 - a. your cultural group's immigration history: a general overview of when your group came to this country and what conditions existed in the "homeland" to bring your family here.
 - b. your cultural group's settlement history: in what part of the country did your group settle and what conditions and treatment did they encounter upon arrival to this country?

Final Project Part II: Tolerance and Acceptance

Overall Objective: To demonstrate an understanding of the importance of acceptance and tolerance in reducing prejudice and discrimination by imparting lessons to other students based on information gathered throughout the course of Diversity Studies.

Sharing the Wealth of Knowledge

Directions: You will develop one of the following three choices to present/exhibit a topic/lesson regarding the themes of acceptance, tolerance, prejudice reduction, etc...

- A. A Powerpoint Presentation: You will create a powerpoint presentation based on 10 quotations pertaining to the impact of racism, hatred, discrimination, etc on a society.
- B. A CD: You can create a cd by compiling songs that reflect issues/themes of acceptance, tolerance, hatred, peace, love, understanding...they can be negative (addressing the negative aspects of racism, hatred, etc in the message) or positive (addressing the positive aspects of NOT hating, etc).
- C. A YouTube quality IMovie: You can create a 3 minute "documentary" about ONE specific topic from this unit (Hate crimes, racism, bullying, discrimination, hate groups or a specific topic discussed within these topics Explain what your topic is, perhaps some statistics, images, music, impact on society, importance of tolerance and acceptance, etc.



D. A PSA: IF you are a current Advanced TV student, you can develop a 30 second Public Service Announcement with a small group (2-3) of additional classmates to teach your objective to include:

- a. The Message: what will students learn from the announcement
- b. The Method: hook to get the students engaged in the announcement

Final Project, Part III: Subordinate Groups in American Society

Overall Objective: To gain an understanding of current issues that face subordinate groups in American society by researching various aspects of an issue and utilizing previously acquired learning to offer possible explanations and/or resolutions to that issue.

Contemporary Issues and Subordinate Groups

Directions: For this portion of your final examination, you will complete an independent study of a contemporary issue facing subordinate groups in our country. You will select a topic to explore in depth. You will collect and analyze information to help explain the causes of the problem, actions taken, the people involved and the impact of the issue on society. You will also utilize previous materials to further explain the historical comparisons and development of the issue as well as offer possible solutions to the problem.

Your finished project will be in the form of a written analysis and will include the following elements:

1. A thesis/introduction: What is the issue and what you believe to be the cause and possible solution to the problem?
2. What people are involved in this issue and what is its current impact on society?
3. How does it relate historically to previous actions impacting the subordinate group?
4. What actions (if any) have been taken to help remedy the problem? What other actions do you propose be taken to further remedy this issue?

6 days

Equipment Needed: Laptops

Teacher Resources: Materials relating to various topics for student selection

Formative Assessments:

- Identify aspects of personal heritage to develop understanding of own culture
- Compare and contrast own culture with that of others
- Identify aspects and impact of "Hate" in American society



- Analyze video materials to form perspective of hate, hate crimes and importance of education and reduction of hate
- The case and exoneration of the Central Park Five
- The Economics of Racial Discrimination
- Systemic v. Systematic Racism
- Do the Right Thing, American History X
- Final Project



Lesson Plans

Lesson	Time Frame
Lesson 1 Contemporary Native American Issues	168 mins/4 days
Lesson 2 From Watts to South Central; Ferguson to Minneapolis	84 mins/2 days
Lesson 3 American History X	168 mins/4 days

Teacher Notes:

Time frame is an approximate, and is subject to change based on the needs of the classroom and student ability. Several websites outlined and discussed in class can assist students in formulating opinions and organizing writing.

Curriculum Development Resources/Technology Resources:

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

<http://www.southcentralhistory.com/la-riots.php>

<http://www.civilrights.org/resources/civilrights101/native.html>

www.splcenter.org/get-informed/hate-map

http://www.pbs.org/hueypnewton/times/times_watts.html

<https://www.aclu.org/racial-justice/affirmative-action>



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	Contemporary Native American Issues	Time Frame:	168 mins/4 days
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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: Health, Science

Integration of Technology: Internet based research, presentation production

Equipment Needed: Laptops, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify contemporary issues and problems faced by Native Americans - Analyze impact of issues on Native American population - Research to identify possible solutions - Formulate media based presentation	Lesson Sequence - You are all researching contemporary Native American struggles, problems or issues. What information do you think you might find in research: brainstorm - information about contemporary Native lifestyles, how these problems might be a reflection of American society's attitudes toward and treatment of Native Americans; possible solutions to these issues. - Research your topic: - Basic information about the CURRENT issue: an explanation of the problem, stats, which regions/tribes are most affected should be included here.	- Your presentation should be: informative, creative, engaging, computer generated and technologically advanced. - What is generational trauma? How could past actions/policies or treatment impact life if Native American today?



	b Some historical background of BOTH the issue and the regions/tribes most affected. c. You should include some historical background information regarding US government policies and treatment of the people affected to help explain possible causes for the contemporary problem. 3. Possible solutions to your problems: What might be some possible remedies or solutions to the problems addressed with your research? Are there people already involved or at work on a solution?	
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Differentiation:

Student choice of topic as well as choice of finished product format

Resources Provided:

- <http://www.pbs.org/indiancountry/challenges/>
- http://www.nrcprograms.org/site/PageServer?pagename=naa_livingconditions
- <http://www.civilrights.org/resources/civilrights101/native.html>
- <http://america.aljazeera.com/watch/shows/america-tonight/america-tonight-blog/2013/8/28/5-huge-native-americanhealthissuesyoudontknowabout.html>



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	From Watts to South Central to Ferguson to Minneapolis to...	Time Frame:	84 mins/2 days
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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: Literature

Integration of Technology: Internet based research

Equipment Needed: Laptops, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - To gain understanding of conditions existing in South Central and how they could have contributed to 1992 riots - Identify conditions leading to the Watts, Newark, South Central and Ferguson riots. - Compare and contrast these conditions to gain perspective on riots - Analyze video materials to formulate opinion regarding the possibility of a similar situation erupting today.	Lesson Sequence - Students will view video; watching for conditions leading to both LA riots. - Following the video we will discuss both riots and reactions/conditions following each. Read excerpts of the Kerner Commission Report. Discuss. - Compare and contrast to current events and various aspects of the Ferguson riots in 2014 and Minneapolis in 2020 - In discussing, we will also compare situations of the sixties and the eighties. Have these conditions changed since the South Central riots? - Could the riots have been avoided? Could a	- Opinion Essay: Use the information from class to interpret each of the following quotes in two brief essays: "The limitation of riots, moral questions aside, is that they cannot win and their participants know it. Hence, rioting is not revolutionary but reactionary because it invites defeat. It involves an emotional catharsis, but it must be followed by a sense of futility." --Martin Luther King, Jr. AND "A riot is the language of the unheard." --Martin Luther King, Jr.



	situation like South Central erupt again? Why do you think so/not?	
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Differentiation:

Selection of quote for interpretation

Resources Provided:

- <http://www.southcentralhistory.com/la-riots.php>
- <https://www.youtube.com/watch?v=Yv3-EBiGw4o>
- http://www.pbs.org/hueypnewton/times/times_watts.html
- <http://www.thirteen.org/newark/history3.html>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: AMerican History Time Frame: 168 mins/4 days
X

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: Literature

Integration of Technology: Internet Research

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify aspects and impact of "Hate" in American society - Analyze video materials to form perspective of hate, hate crimes and importance of education and reduction of hate	Lesson Sequence - What is the connection b/w Derek & Danny premise of the movie? - How and where is racism/hatred learned? - Discuss focus. - View movie; correlate to roots of prejudice/racism/hate and need for education. Discuss: Controversy of movie - too graphic in its depiction or is it necessary? What is impact of hate on Vinyard family? Lessons from movie - what do we need to share with others?	Movie review essay: what lesson learned from movie, personal impact, how will you incorporate lessons into the final project lessons.
Differentiation: Selection of focus regarding lesson learned from movie and personal focus		
Resources Provided: www.splcenter.org/get-informed/hate-map www.splcenter.org/get-informed/.../groups www.youtube.com/watch?v=ioYyL66UvYE		



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:	Soc Studies	Grade Level:	11-12	Unit Title:	Culture and Issues of a Multicultural Society in the 21st Century and Beyond
Created:	Mary Cokeing	Board Approved on:			



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