

Course: *Diverse America*
Unit #: #2 *Context*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 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.
- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- 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).
- 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.
- 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.
- 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.
- 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.
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 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.
- 6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide

- for all involved.
 - 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
 - 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
- **21st Century Life & Career Standards**
 - 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
 - 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
 - 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
 - 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
 - 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
 - 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
 - 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **English Companion Standards**
 - RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
 - WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.
 - Grade 9-10 Companion Standards:
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0910.pdf>

- Grade 11-12 Companion Standards:
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>
- **Interdisciplinary Content Standards**
 - 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
 - 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
 - 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
 - 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
 - 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
 - 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
 - 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
 - 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
 - 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
 - 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).
 - 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
 - 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
 - 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to trace the progress of minority social movements throughout U.S. history in order to gain a better understanding of effective forms of protest and the power individuals have in a democracy; this knowledge will empower students to be active and engaged citizens, which is crucial for a functioning democracy.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

Through completing our coursework, our students will be better able to:

- Apply acquired content to connect past and present day events
- Choose and analyze appropriate sources to gain content knowledge
- Collaborate and interact with others in a diverse and ever-changing world
- Communicate effectively through written, oral, and visual means

Enduring Understandings

Students will understand that. . .

EU 1

local, state, and federal governments make decisions that affect individuals and the community.

EU 2

stereotyping and prejudice may lead to conflict.

EU 3

individuals and groups have responded to violations of fundamental rights in various ways.

Essential Questions

EU 1

- How have local, state, and federal policies affected minority groups?
- Why is it important to explore varying perspectives on historical and current events?

EU 2

- How does the media play a role in normalizing stereotypes?
- How could representation matter?
- How can one's identity contribute to the power they hold in society?

EU 3

	<ul style="list-style-type: none"> • In what ways has American legislation brought about social progress? • What is an effective form of protest?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • how decisions by local, state, and federal governments have affected individuals and the community. (6.1.2.EconET.5) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • that over time, various forms of media have supported conformity and stereotyping (6.1.12.HistoryUP.13.a) • that music, art, and literature have acted as catalysts for challenging stereotypes (6.1.12.HistoryUP.13.a) • that factors such as race, gender, and religion have affected social, economic, and political opportunities throughout history. (6.1.5.HistoryCA.1) • that racism was both a cause and consequence of imperialism and the Transatlantic Slave Trade. (6.2.12.HistoryUP.3.a) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • that individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). (6.1.5.CivicsPD.2) • the ways that governmental, non-governmental, and international organizations have tried to address economic imbalances, social inequalities, etc. (6.2.12.EconGE.6.a) 	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • use a timeline of important events to make inferences about the "big picture" of history. (6.1.2.HistoryCC.2) • explain how policies are developed to address public problems. (6.1.5.CivicsPR.4) • analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. (6.1.12.CivicsPI.14.c) • 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). (6.1.12.CivicsDP.13.a) • use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, Native Americans, and other marginalized groups. (6.1.8.CivicsDP.3.a) • evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. (6.2.12.CivicsHR.6.a) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

(6.1.2.HistoryUP.3)

- compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. (6.1.5.GeoPP.6)
- evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. (6.1.5.HistoryCC.7)
- describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. (6.1.5.HistoryUP.1)
- determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. (9.4.5.IML.4)

EU 3

- use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. (6.1.2.CivicsDP.2)
- compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). (6.1.5.CivicsDP.2)
- analyze the successes and failures of women's rights organizations, the American Indian Movement, La Raza and other organizations with their pursuit of civil rights and equal opportunities. (6.1.12.HistoryCC.13.d)
- analyze how feminist movements and social conditions have affected the lives of women in America, and evaluate women's progress toward social equality, economic equality, and political equality. (6.2.12.HistoryCC.5.g)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Evaluate the structure of the democratic government in the United States, defining terms such as federalism to explain the division of power between local, state, and federal governments. **(A, EU1)**
- Describe the roles and responsibilities of each branch of government: legislative, judicial, and federal. **(A, EU1)**
- Analyze the rights protected by the first 10 Amendments to the Constitution (Bill of Rights). This analysis will be used as a framework for the course to examine how minority groups advocated for equal protection of these rights. **(A, EU1)**
- Analyze primary and secondary sources related to the Transatlantic Slave Trade, American Slavery, women's rights, immigration, LGBTQ+ experience, etc. **(A, EU1)**
- Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, Native Americans, and other marginalized groups. **(A, M EU1)**
- Examine landmark Supreme Court cases affecting minority groups such as but not limited to Brown v. Board of Education, Plessy v. Ferguson, Dred Scott Decision, Roe v. Wade, Loving v. Virginia, etc. **(A, EU1)**
- Create a timeline tracing the expansion of citizenship and voting rights in the United States from the Colonial to Modern Eras. **(A, M EU1)**
- Through a gallery walk, evaluate key legislation affecting minority groups such as but not limited to Title IX, the 13th, 14th, 15th, 19th Amendments, the Civil Rights Act of 1964, the Voting Rights Act, Title VII, Affirmative Action, the Dawes Act, the

Chinese Exclusion Act, Immigration Quota of 1924, Americans with Disabilities Act, New Jersey Fair Housing Act, etc. **(A, EU1)**

- Analyze demographic data to determine how key local, state, and federal policies influenced forced or voluntary migration to different parts of the United States. **(A, M, EU1)**
- Discuss recent local, state, or federal policies impacting the students' community. Debate whether these policies adhere to or violate the Constitution. **(A, M, T, EU1)**
- Analyze myths about voting today and consider how people might ensure every eligible citizen has a chance to vote. Use <https://www.learningforjustice.org/classroom-resources/lessons/the-truth-about-voting>. **(M,T EU 1)**
- Analyze examples of media (ex: advertisements, songs, books, films, television shows, etc.) to examine whether each normalized or challenged stereotypes throughout U.S. history. **(A, M, EU2)**
- In a gallery walk, evaluate how music, art, and literature have acted as catalysts for challenging stereotypes. **(A, EU2)**
- Identify examples of representation in media today and discuss the impact of this on stereotyping and prejudice. **(A, M, T, EU2)**
- Analyze the long term impact of slavery, government policies, and prejudice by discussing the Upfront article "Two Americas." **(A, EU2)**
- Explore the history of a minority group in America through an in-person or virtual museum tour. For example, these are offered by the African American Museum in Philadelphia and Washington D.C. **(A, EU3)**
- 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. **(A, EU3)**
- In a jigsaw activity, evaluate the protest methods used by various individuals and groups from the Civil Rights Era. Discuss whether or not these methods were effective. **(A, M, EU3)**
- Research examples of modern protests. Discuss whether or not these were effective using the criteria identified by students in the jigsaw activity. **(A, M, T, EU3)**

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Toolbox	20
2	Context	50
3	Contributions	20

Instructional Materials

- <https://www.learningforjustice.org/>
- <http://www.njamistadcurriculum.net/>
- Anti-Defamation League- www.ADL.org
- <https://www.pbs.org/wgbh/americanexperience/>
- <https://www.facinghistory.org/resource-library>
- <https://www.ushistory.org/>
- <https://www.nlm.nih.gov/nativevoices/timeline/index.html>
- <https://www.pbs.org/wgbh/americanexperience/>
- <https://www.history.com/topics/native-american-history/native-american-timeline>
- <https://www.cnn.com/interactive/2018/specials/freedom-project/>
- <https://www.si.edu/>
- <https://www.learningforjustice.org/classroom-resources/lessons/the-truth-about-voting>
- <https://www.nj.gov/education/standards/dei/samples/index.shtml>
- Current Event Articles
- Charts, Maps, and Graphs

- Newspaper Articles, Laws, Letters, and Speeches
- Upfront Magazine
- Choices Program
- ESPN's 30 for 30: "Ghosts of Ole Miss"
- *Mandela: A Long Walk to Freedom*
- ESPN's 30 for 30: "Be Water"
- "The Bear that Wasn't" Facing History and Ourselves
- ESPN's 30 for 30: "Mack Wrestles"
- Ken Burn's *The West*
- ESPN's E60: "Life as Matt"
- *We Still Live Here As Nutayunean*
- ESPN's 37 Words
- American Experience: "We Shall Remain"
- Current Event Articles
- Charts, Maps, and Graphs
- Newspaper Articles, Laws, Letters, and Speeches
- Upfront Magazine
- Choices Program
- <https://www.learningforjustice.org/>
- <http://www.njamistadcurriculum.net/>
- Anti-Defamation League- www.ADL.org
- <https://www.pbs.org/wgbh/americanexperience/>
- <https://www.facinghistory.org/resource-library>
- <https://www.ushistory.org/>
- <https://www.si.edu/>
- https://www.disabilitymuseum.org/dhm/edu/lesson_results.html
- <https://edsitement.neh.gov/lesson-plans/not-indians-many-tribes-native-american-diversity>
- *Miss Representation*, *13th*, ESPN's *30 for 30* series, *Eyes on the Prize* series (PBS), *Selma: Bridge to the Ballot*, *Home of the Brave* (2004), *African Americans: Many Rivers to Cross* (PBS), *Freedom Riders* (PBS), *Slavery By Another Name* (PBS), *Soundtrack for a Revolution* (PBS), *Hidden Figures*, *The Story of Elizabeth Cady Stanton & Susan B. Anthony: Not For Ourselves Alone* (PBS), *The Death & Life of Marsha P. Johnson*, *Iron Jawed Angels*, *Brother Outsider: The Life of Bayard Rustin*, *Pride* series, *Disclosure*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.