

Course: *Diverse America*
Unit #: #3 *Contributions*

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:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
 - 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
 - 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
 - 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
 - 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
 - 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
 - 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
 - 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
 - 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
 - 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 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.
- 6.2.12.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.
- **21st Century Life & Career Standards**
 - 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
 - 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
 - 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
 - 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
 - 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
 - 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
 - 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

<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.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g.,

- liberty, equality).
- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
 - 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
 - 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
 - 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
 - 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.
- ***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 (NJSL) 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 apply the lessons of history to contemporary issues and become proactive citizens.

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
- Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
- 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. . .

Essential Questions

<p><i>EU 1</i> the contributions of individuals have brought about social progress.</p> <p><i>EU 2</i> social justice movements have been aimed at contributing to a more fair and just society.</p> <p><i>EU3</i> diverse groups of people have contributed to the development of American culture.</p>	<p><i>EU 1</i></p> <ul style="list-style-type: none"> • Does everyone have an equal responsibility to stand up to injustice? • What responsibility does an individual have to make society better? • What contributions have people made to justice and fairness historically? <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● How can an individual contribute to a fair and just environment? ● Why is it important that people from diverse cultures work together to find solutions to community, state, national, and global challenges? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How have minority musicians, artists, inventors, and others shaped American culture? • In what ways does cultural diversity benefit society?
<p><u><i>Knowledge</i></u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • that all people, not just official leaders, play important roles in a community. (6.1.2.CivicsPI.4) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • how a democracy depends upon and responds to individuals' participation. (6.1.5.CivicsCM.6) • why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues. (6.3.8.CivicsPD.3) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • interactions among diverse groups have resulted in 	<p><u><i>Skills</i></u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. (6.1.5.CivicsHR.2) • use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. (6.1.5.CivicsCM.1) • investigate the lives of New Jersey individuals with

cultural diffusion and key cultural developments.
(6.1.5.HistoryCC.4)

diverse experiences who have contributed to the improvement of society. (6.1.5.CivicsCM.5)

- 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.HistoryUP.4.c)

EU 2

- explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (6.1.5.CivicsPD.3)
- cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need. (6.1.5.CivicsHR.3)
- identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. (6.1.5.CivicsHR.4)
- investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information. (6.3.8.CivicsPI.4)
- identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem. (9.4.5.CT.2)

EU 3

- make inferences about how past events, individuals, and innovations affect our current lives. (6.1.2.HistoryCC.3)
- use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. (6.1.2.HistorySE.1)

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 key activists who were most influential in achieving progress and how their philosophies, methodologies, and milestones influenced change. **(A, M, EU1)**
- Using the examples of key individuals in social movements, develop definitions of bystander and upstander as a class. Apply these definitions to individuals in students' lives. **(A, M, EU1)**
- Identify key organizations who were instrumental in creating change. **(A, EU2)**
- **Research the changes that occurred after the Civil Rights Movement and how it impacts society today. (M, T EU2)**
- Assess the purpose and importance of creating organizations such as NAACP, SCLC, CORE, SNCC, etc. **(M, EU3)**
- **Participate in a jigsaw activity to explore the ways inventors, artists, musicians, etc. from various minority groups contributed to American culture. (M, EU3)**
- Identify diverse stakeholders in the school and/or local community. Discuss the ways this demographic diversity has benefited the community, citing specific examples. **(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

- 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.nj.gov/education/standards/dei/samples/index.shtml>
- *ESPN's 30 for 30 series, 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

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.