

**Union County Educational Services Commission  
High School Course Syllabus**

**Title:** 20th Century Civil Liberties

**Timeline:** Full Year; 5 Credits

**Course Description:**

This course is designed to be an in-depth study of social injustice, including slavery, genocide, and present-day racism. Students will be examining the immediate and enduring consequences of genocide and hatred, especially how they continue to impact the world we live in today. The course will culminate with a participatory action-research project where students assume a proactive role as citizens in their own communities.

**Scope and Sequence:**

- I. Life under the Jim Crow South/ Life under Nazi Germany
- II. Women's Rights Movement / Civil Rights
- III. Law and Order
- IV. Hate Groups; Modern-Day (American) Social Issues / Environmental Racism

Refer to the attached curriculum map for a detailed outline of course objectives.

**Curriculum Alignment:**

New Jersey Student Learning Standards - Social Studies

**Grading Procedures:**

Do Now	15%
Participation	30%
Attendance	5%
Assessments	50%

**Adoption Date:**

June 2024

**Union County Educational Services Commission  
Curriculum Mapping - Twentieth-Century Civil Liberties**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 9 weeks	approx. 9 weeks	approx. 8 weeks	approx. 14 weeks
<b>Topics</b>	Life under the Jim Crow South/ Life under Nazi Germany	Women’s Rights Movement / Civil Rights	Law and Order	Hate Groups & Modern-Day (American) Social Issues / Environmental Racism
<b>Standards</b>	<p>D2.His.16.9-12. Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p>	<p>D2.His.16.9-12. Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p>	<p>D2.His.16.9-12. Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p>	<p>D2.His.16.9-12. Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p>

	6.3.4.A.1. Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).	6.3.4.D.1. Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	6.3.12.A.2. Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.	6.2.12.A.6.d. Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.  6.3.4.B.1. Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
<b>Big Ideas</b>	Students will grasp how interconnected societies are.  Students will begin to grasp how ideas do not generate in a bubble.	Students will begin to understand how everyday people can change one's society.	Students will begin to grasp what happens when people demand change	Students will begin to grasp how change can affect a society.  Students will begin to understand how history repeats itself.
<b>Content</b>	Factors/features that establish a Civilization	Spread of cross-cultural ideas	Social and Economic factors that influence change	Social and Economic factors that cause conflict  Globalization  Hate Groups
<b>Skills</b>	Students will learn how to annotate primary documents.	Students will learn how to research primary and secondary sources.	Students will learn to find quality sources on the internet.	Students will learn how to create and present a project of their own making.

	Students will learn to connect and synthesize multiple sources of information	Students will learn how to properly cite information.	Students will learn how to write a research paper.	Students will learn how to question the source of information.  Students will learn how to apply previously learned skills to modern-day issues.  Students will learn how to navigate quality news-gathering sources.
<b>Holocaust / Amistad Requirement Topic(s)</b>	Nuremberg Laws	Montgomery Bus Boycott  Malcolm X  Gun Control  PETA  1,000,000 Man March	Mass Shootings  Chicago Democratic Convention  Lizzie Borden  Richard Speck murders  Charles Manson  Lindbergh Kidnapping  Boston Marathon Bombing  Columbine Mass Shooting  Las Vegas Mass Shooting	KKK  Black Panthers  Aryan Brotherhood  Al-Queda  Isis  Taliban  Skin Heads  Louis Farrakhan  Joseph McCarthy  Green Peace  Earth First

				Voluntary Human Extinction Movement  Earth Liberation Front
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