

<b>Marking Period</b>	<b>Unit: 12 Title</b>	<b>Recommended Instructional Days</b>
4th Marking Period	African-Americans in the 21st Century	15 - 20 days
<b>NJSLS - United States History: America in the World 6.1 Disciplinary Strand: Disciplinary Concept:</b>		

<p><b>Core Ideas</b></p> <ul style="list-style-type: none"><li>● Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.</li><li>● An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.</li><li>● Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.</li><li>● Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.</li><li>● Demographic shifts and migration patterns</li></ul>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"><li>● 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.</li><li>● 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.</li><li>● 6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.</li><li>● 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</li><li>● 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the</li></ul>	<p style="text-align: center;"><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b></p>
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<p>both influence and are impacted by social, economic, and political systems.</p> <ul style="list-style-type: none"><li>● Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li><li>● Governments and financial institutions influence monetary and fiscal policies.</li><li>● Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.</li><li>● The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.</li><li>● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li><li>● Historical sources and evidence provide an understanding of different points of view about historical events.</li></ul>	<p>extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</p> <ul style="list-style-type: none"><li>● 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.</li><li>● 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.</li><li>● 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.</li><li>● 6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates)</li></ul>	
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<ul style="list-style-type: none"><li>● Multiple economic indicators are used to measure the health of an economy.</li><li>● Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.</li><li>● Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services without interruption.</li><li>● Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li><li>● To better understand the historical perspective, one must consider historical context.</li><li>● Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</li></ul>	<p>policies.</p> <ul style="list-style-type: none"><li>● 6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.</li><li>● 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.</li><li>● 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</li><li>● 6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.</li><li>● 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was</li></ul>	
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	<p>inclusive, expansive, stereotypical or biased.</p> <ul style="list-style-type: none"><li>● 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.</li><li>● 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.</li><li>● 6.1.12.HistorySE.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.</li><li>● 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.</li><li>● 6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.</li></ul>	
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- 6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
- 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- 6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

- 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.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

<p align="center"><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		
<p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>● Civic participation and deliberation are essential characteristics of productive citizenship.</li> <li>● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li> <li>● Governments around the world support universal human rights to varying degrees.</li> </ul>	<p><b>Performance Expectation:</b></p> <ul style="list-style-type: none"> <li>● 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</li> <li>● 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.</li> <li>● 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</li> <li>● 6.3.12.CivicsHR.1: 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 these human rights violations are a universal problem.</li> </ul>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What has changed for African Americans?</li> <li>2. What are some ongoing challenges for African Americans?</li> <li>3. Is America a post-racial society?</li> </ol> <p><b>Activity Description:</b></p> <ol style="list-style-type: none"> <li>1. Utilize facts and content-specific vocabulary.</li> <li>2. Research and present on specific topics.</li> <li>3. Debate the ongoing importance of race in America.</li> </ol> <p><b>Interdisciplinary Connections: Content: ;NJSLS#:</b></p> <ul style="list-style-type: none"> <li>● LA.RH.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</li> <li>● LA.RH.11-12.2 Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.</li> <li>● LA.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</li> </ul>

	<ul style="list-style-type: none"> <li>6.3.12.HistoryCA.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).</li> </ul>	<ul style="list-style-type: none"> <li>LA.RH.11-12.6 Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</li> <li>LA.RH.11-12.8 Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</li> <li>LA.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>LA.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.</li> <li>LA.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.</li> <li>LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>LA.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
<p><b>Social Studies Practices</b></p>		
<ul style="list-style-type: none"> <li>Developing Questions and Planning Inquiry</li> <li>Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li> <li>Seeking Diverse Perspectives</li> <li>Developing Claims and Using Evidence</li> <li>Presenting Arguments and Explanations</li> <li>Engaging in Civil Discourse and Critiquing Conclusions</li> <li>Taking Informed Action</li> </ul>		
<p><b>Social and Emotional Learning: Competencies</b></p>	<p><b>Social and Emotional Learning: Sub-Competencies</b></p>	

		<p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li>● <b>MUSIC:</b> create a play list that you believe summarizes/describes the topic</li> <li>● <b>ELA:</b> write summaries; write or study poetry; complete a DBQ</li> <li>● <b>ART:</b> create memes</li> <li>● <b>ART:</b> create political cartoons</li> <li>● <b>ART:</b> create a piece of art that reflects a topic from this unit</li> <li>● <b>SCIENCE:</b> research a topic of your choice such as the impact of climate change on Black communities; health disparities; alternative approaches to health and well-being, etc.</li> </ul>
<ul style="list-style-type: none"> <li>● Self- awareness</li> <li>● Social Awareness</li> <li>● Self- Management</li> <li>● Relationship Skills</li> <li>● Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>● Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>● Utilize positive communication and social skills to interact effectively with others.</li> <li>● Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>	
<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Performances/Skits</li> <li>● Argument &amp; Expository Writing Prompts                         <ul style="list-style-type: none"> <li>○ Revising and editing</li> </ul> </li> <li>● Silent Reading/Summarization of Passages</li> <li>● Researching to make connections to texts and classroom discussions</li> <li>● Watching and responding to media</li> <li>● Note taking/Note making</li> <li>● Other Assessments</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● District Assessments</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Museum project</li> <li>● Debate: “Is America a post-racial society?”</li> <li>● Essay: reflective writing assignment: “what have you learned</li> <li>● Research Project: research a topic of your choice</li> <li>● Other Assessments</li> </ul>

<ul style="list-style-type: none"> <li>o Collins Writing</li> <li>o Quizzes</li> <li>o Current Events Journal</li> </ul>	<ul style="list-style-type: none"> <li>o Tests</li> </ul>		
<b>Differentiated Student Access to Content:                  Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources  <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>● <i>African-American Odyssey—6<sup>th</sup> Edition.</i></li> <li>● Holt, Thomas C. and Barkley Brown, Elsa. Major Problems in African-American History Volume 1: From Slavery to Freedom, 1619-1877. Boston: Wadsworth Cengage Learning. 2000</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● DBQ Online</li> <li>● Wieser Educational History Shorts</li> <li>● NewsELA</li> <li>● Videos</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>● Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Wieser Educational History Shorts</li> <li>● Videos in their native language</li> <li>● Pearson’s Pacemaker Series</li> <li>● Shorts</li> <li>● NewsELA</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled readings</li> <li>● Novels; periodicals</li> <li>● Leveled Assessments</li> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> </ul>

<ul style="list-style-type: none"><li>● Franklin, John Hope and Moss, Jr., Alfred. From Slavery to Freedom: A History of Negro Americans—6<sup>th</sup> Edition. New York. Alfred A. Knopf, Inc. 1988</li><li>● Amistad Curriculum</li><li>● DBQ Online</li><li>● JStor</li><li>● NewsELA</li><li>● ArcGIS</li><li>● New York Historical Society: Slavery in New York Classroom Materials. JP Morgan Chase</li><li>● Choices Program</li><li>● National Council for the Social Studies: MLL Lesson Plans</li><li>● Document Based Questions</li><li>● Informational Website sources: Infobase Learning Database</li><li>● Selected primary sources</li><li>● Periodicals—JStor; New York Times; Washington Post</li><li>● Films</li></ul>			
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<ul style="list-style-type: none"> <li>● Technology</li> </ul>			
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, <a href="https://rewordify.com/">https://rewordify.com/</a> , YouTube videos,</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>● Provide individual instruction as needed</li> <li>● Modify assessments and/or rubrics</li> <li>● Repeat instructions as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> <li>● Multi-sensory (VAKT) approach during instruction</li> <li>● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>● Modify test content and/or format</li> <li>● Retakes</li> <li>● Additional time</li> </ul>	<ul style="list-style-type: none"> <li>● Modified activities</li> <li>● Extend time requirements</li> <li>● Preferred seating</li> <li>● Checks for understanding/review</li> <li>● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Reading materials in the</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting &amp; acceleration</li> <li>● Leveled readings</li> <li>● Leveled Assessments</li> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> </ul>

	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Review, restate and repeat directions; written directions</li> <li>● Study guides</li> <li>● Break assignments into segments of shorter tasks</li> <li>● Oral rather than written answers</li> </ul>	<ul style="list-style-type: none"> <li>● native language</li> <li>● Watching videos in the native language</li> </ul>	
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>● Standard 9.1 Personal Financial Literacy</li> <li>● Standard 9.2 Career Awareness, Exploration, Preparation and Training</li> <li>● Standard 9.3: Career and Technical Education</li> <li>● Standard 9.4 Life Literacies and Key</li> </ul>	<p><b>Disciplinary Concept:</b></p> <ul style="list-style-type: none"> <li>● Financial health</li> <li>● Financial Landscape</li> <li>● Money Management</li> <li>● Career Awareness and Planning</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem-solving</li> <li>● Digital Citizenship</li> <li>● Global and Cultural Awareness</li> <li>● Information and Media Literacy</li> <li>● Technology Literacy</li> </ul>	
	<p><b>Core Ideas:</b></p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career</p>

Skills		planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline 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.
	<i>Performance Expectation/s:</i>	Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>• <b>Act as a responsible and contributing community member and employee.</b></li> <li>• <b>Attend to financial well-being.</b></li> <li>• <b>Consider the environmental, social and economic impacts of decisions.</b></li> <li>• <b>Demonstrate creativity and innovation.</b></li> <li>• <b>Utilize critical thinking to make sense of problems and persevere in solving them.</b></li> <li>• <b>Model integrity, ethical leadership and effective management.</b></li> <li>• <b>Plan education and career paths aligned to personal goals.</b></li> <li>• <b>Use technology to enhance productivity, increase collaboration and communicate effectively.</b></li> <li>• <b>Work productively in teams while using cultural/global competence.</b></li> </ul>	

New Jersey Legislative Statutes and Administrative Code  
(place an “X” before each law/statute if/when present within the curriculum map)

x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>
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Content Area: Social Studies (NJSLS-CHPE 6.1, 6.3) Grades K - 12  
Grade: 11<sup>th</sup>-12<sup>th</sup>

Dev. Date: