Wall Township Public Schools	Board Approval Date: August 23, 2022

Course Title: Rogues and Reformers

Course Description: This is a semester survey course. It will focus on various people, famous and infamous, well-known and those who should be known, and why their fame continues or increases into the 21st century. We will attempt to decipher the myth and folklore from reality and hope to discern why they are in our popular culture. We will also attempt to introduce you to some new individuals who are famous and infamous and clarify the reality of the myth.

New Jersey Student Learning Standards

Social Studies

The New Jersey Student Learning Standards (NJSLS) are reviewed and revised every five years. The 2020 NJSLS in Social Studies was adopted by the State Board of Education on June 3, 2020. Districts are required to implement these standards through the updating of social studies curricula by September 2022. The standards provide the framework for curricular instruction as well as the performance expectations students are expected to meet by the end of each grade band.

Implementation of the standards is mandated by the New Jersey Administrative Code. District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards (N.J.A.C. 6A:8-3.1(a)). The district must provide sufficient time and resources to ensure that all students can demonstrate that they have met or exceeded the expectations set

forth in the New Jersey Student Learning Standards.

2020 New Jersey Student Learning Standards for Social Studies

Intent and Spirit

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards — Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K–12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;

- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Course Sequence & Pacing

Unit Title	Estimated Number of Instructional Periods
Unit 1: The Old West- The Quintessential American Myth- This unit examines the American West during the period of rapid industrialization, westward expansion, immigration, and technological change following the Civil War. Students will explore how the settlement of territories west of the Mississippi transformed the nation while analyzing the difference between the historical realities of the West and the romanticized image of the "Wild West." Through the study of figures such as Billy the Kid, Wyatt Earp, and Jesse James, students will investigate how outlaws, lawmen, newspapers, popular entertainment, and later media contributed to myths about frontier life. Throughout the unit, students will distinguish fact	11

from legend and evaluate how storytelling and popular culture shaped—and often distorted—the public's understanding of the American West.	
Unit 2: Bootleggers & Bank Robbers; Myth of the 20th Century. (1920-1941)- This unit examines how Prohibition, the Great Depression, changing attitudes toward government, and the growth of mass media contributed to the rise of modern American folk heroes and antiheroes. Students will explore the historical circumstances surrounding figures such as Al Capone, Eliot Ness, Bonnie and Clyde, and John Dillinger, analyzing how crime, law enforcement, economic hardship, and public frustration shaped their reputations. The unit will also examine how the expansion of national radio broadcasting and popular media transformed criminals and law enforcement officials into widely recognized public figures. Throughout the unit, students will distinguish between historical reality and popular mythology and evaluate how media portrayals and public perceptions can romanticize individuals and shape society's understanding of crime, authority, and justice.	11
Unit 3: Literary Characters from Pages into Pop Culture- This unit examines how advances in printing, mass media, and motion pictures transformed historical figures into recognizable icons of popular culture during the late 19th and early 20th centuries. Students will explore figures such as William Wallace, Vlad II "Dracula," and Lizzie Borden, analyzing their historical contexts and comparing documented evidence with the legends and popular narratives that developed around them. The unit considers how newspapers, literature, film, and other forms of mass entertainment sensationalized or romanticized historical events and individuals for a growing consumer audience. Throughout the unit, students will distinguish between historical fact, folklore, and popular representation and evaluate how media and technological change can reshape collective memory and alter society's understanding of the past.	11
Unit 4: Early 20th Century: Global Conflicts- This unit examines how the World War I and World War II eras produced extraordinary conflict, political upheaval, and human suffering	5

while also creating opportunities for individuals to demonstrate courage, resistance, and leadership. Through the study of Michael Collins and Oskar Schindler, students will explore how individuals responded to oppression, war, and political instability in dramatically different historical circumstances. The unit will examine Collins's role in the Irish struggle for independence and Schindler's efforts to save Jewish lives during the Holocaust, considering the motivations, risks, and consequences associated with their actions. Throughout the unit, students will analyze the complexities of heroism, resistance, moral responsibility, and national identity and evaluate how individual choices can influence the lives of others and contribute to broader historical change.	
Unit 5: Late 20th Century: Society Creation of Modern Rogue/Reformer- This unit examines how post-World War II America experienced significant challenges to established social, political, and economic structures as individuals and groups demanded greater equality, representation, and power. Through the study of Malcolm X and Jimmy Hoffa, students will explore different forms of leadership, activism, and resistance during a period of rapid social change. The unit examines Malcolm X's role in the struggle for racial equality and Black empowerment and Hoffa's influence within the American labor movement and organized labor. Students will analyze how their beliefs, methods, and public images generated both support and controversy. Throughout the unit, students will evaluate how media, government, public opinion, and historical interpretation contributed to the admiration or vilification of these figures and consider how individuals who challenge established systems can influence American society and historical memory.	5

Unit 1

Desired Results

Unit 1 – The Old West- The Quintessential American Myth

Unit Summary: The post-Civil War industrial boom, coupled with the increased arrival of immigrants and a revolution in communication technology, led to the settling of the territory west of the Mississippi and the romantic notion of it, which is a false narrative

Learning Standards

NJSLS:

6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• In what ways did the early American policies in the western territories lead to an ungoverned society? • Did the political, social, and economic conditions lead to an ungoverned Old West?	• As the population grew in the West, civilization followed, which led to the Lower 48 states of the United States. • The economic forces and immigration led to a lack of societal restraints and led to migration West.
Vocabulary: Billy the Kid, Pat Garret, Wyatt Earp, Doc Holliday, Bat Masterson, Jesse James, Frank James, Allen Pinkerton, John Newman Edwards, Robert Ford, Cow Town, Teamster, Regulators, Dime Novels, Marshall, Boomtown, Border State, Pinkerton Detective Agency	
Students will be able to: • Analyze the colonies for Political, Economic, Cultural, and Social (PECS) similarities & differences, as well as identify a political map of the Old West • Evaluate the level of independence the settlers had while living in the West and how it changed over time. • Apply the vocabulary in student reading, writing, speaking, and listening.	
Learning Activities & Differentiation: • Discuss the "Old West and its mythos. • Highlight the territories, the freedom & lawlessness of the era • Discuss the Industrialization of the Eastern U.S. and the use and misuse of labor and their conditions • Analyze the birth of the tabloid newspaper which fueled the romance of the Old West • Explain how TWO geographic characteristics of the West influenced the development of the economy of that region. • Cite specific evidence from documents to support your explanation. • Use the handout of the historical person and compare it to the Hollywood version by viewing it • Analyze the inaccuracies from reality	

Assessment Evidence

Formative Assessments:

Chapter Quizzes on each Rogue or Reformer

Summative Assessments:

Paper: Analysis of the Reality vs. the Pop Culture Myth

Core Instructional & Supplemental Materials

- Teacher-created handout of each of the Historical figures
- PBS American Experience Billy the Kid, Wyatt Earp, and Jesse James
- Movies: Young Guns, Tombstone, and The Assassination of Jesse James by the Coward Robert Ford

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2: Bootleggers & Bankrobbers; Myth of 20c. (1920 - 1941)

Unit Summary: The events of Prohibition and the Great Depression and their perceived view of Government provocation, coupled with the advent of national radio broadcasting, create a modern folk hero against societal ills

Learning Standards

NJSLS:

6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections

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Learning Targets

Unit Essential Questions:

- How did Prohibition aid the creation of the "bootlegger"?
- How did the Great Depression help create the "bank robber" myth of the '30s?

Unit Enduring Understandings:

- The passage of the 20th Amendment and the outlawing of alcohol created the market for alcohol because of demand, and organized crime filled the void.

	• Because of the lack of New Deal safeguards (FDIC), and the loss of bank savings, most Americans saw the bank robbers as "avenging" them

Vocabulary: Al Capone, Eliot Ness, Bonnie Parker, Clyde Barrow, John Dillinger, Prohibition, 20th Amendment, Bootlegger, Untouchables, Federal Bureau of Investigation, Tommy Gun, St. Valentine's Day Massacre, Lady in Red

Students will be able to:

- Analyze the Economic, Cultural, and Social (ECS) similarities & differences between Prohibition and the Great Depression
- Evaluate the level that radio, in an attempt to attract listeners, glorified the actions of the bootleggers and bank robbers and how it led to "influencers" of the 21st c.
- Apply the vocabulary in student reading, writing, speaking, and listening.

Learning Activities & Differentiation:

- Discuss the glamorization of the mythos of the Roaring 20s and the modern outlaw of Prohibition
- Highlight the territories, the freedom & lawlessness of the era
- Analyze how the radio and its influence on popular opinion is shaping a new national identity
- Use the handout of the historical person and compare to the Hollywood version by viewing it
- Analyze the inaccuracies from reality

Assessment Evidence

Formative Assessments:

Chapter Quizzes on each Rogue or Reformer

Summative Assessments:

Paper: Analysis of the Reality vs. the Pop Culture myth

Core Instructional & Supplemental Materials

- Teacher-created handout of each of the Historical figures
- Teacher-created movie permission slip
- PBS American Experience Capone, Bonnie and Clyde, and John Dillinger
- Movies: The Untouchables, Bonnie and Clyde, and Public Enemies

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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Unit 3

Desired Results

Unit 3: Literary Characters from Pages into Pop Culture

Unit Summary: With the advent of technological revolutions in printing and the creation of the motion picture in the late 19th and early 20th c, regional rogues and reformers become icons and trailblazers in a new consumable pop culture that will alter their historical realities

Learning Standards

NJSLS:

6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the

perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders

6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections:

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Learning Targets

Unit Essential Questions:

- Why are people intrigued by the myth of vampires?
- What is the attraction to the noble criminal?

Unit Enduring Understandings:

- As the scientific advancement of the 19th century threatened religion, the "supernatural" becomes an interest in popular culture
- As class structure calcifies in the Victorian Era, the appeal of the ' 'noble criminal' has a soporific effect for the wealthy and poor

Vocabulary: William Wallace, Vlad II, Lizzie Borden, Yeoman, Claymore, Vampire, Impalement, Boyar, Norman, Saxon, Crusades, Ivanhoe, Tabloid Newspapers, Victorian Era, Blue Blood

Students will be able to:

- Evaluate how the magazine and books of the late 19th c. drove pop culture and gave inspiration to that of the early 20th century and beyond
- Apply the vocabulary in student reading, writing, speaking, and listening.

Learning Activities & Differentiation:

- Discuss the repressive Victorian Era economic, social, and political structures and how escapism fueled its mythos.
- Research the legends of vampires globally and identify two
- Discuss Industrialization and the use and misuse of labor and its conditions
- Analyze the birth of the tabloid newspaper which fueled the interest in crime stories
- Use the handout of the historical person and compare it to the Hollywood version by viewing it
- Analyze the inaccuracies from reality

Assessment Evidence

Formative Assessments:

Chapter Quizzes on each Rogue or Reformer

Summative Assessments:

Paper: Analysis of the Reality vs. the Pop Culture Myth

Core Instructional & Supplemental Materials

- Teacher-created handout of each of the Historical figures
- Teacher-created movie permission slip
- History Channel Lizzie Borden documentary
- Movies Braveheart and Bram Stoker's Dracula

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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Unit 4

Desired Results

Unit 4: Early 20th Century: Global Conflicts

Unit Summary: The War Years (1914-1918, 1939-45) lead to unspeakable horror but also examples of courage to help others and reshape the national destiny of nations and how they achieve it

Learning Standards

NJSLS:

6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, and Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th-century massacres in China.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

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9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

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arguments in these works.
RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

Learning Targets

Unit Essential Questions:

- What is justice?
- Do the ends justify the means?

Unit Enduring Understandings:

- Those who stand by as political crimes are committed are just as culpable as the perpetrator, and those who stand up should be heralded
- The actions of individuals can be labeled as either positive or negative depending on one's social, economic, or political views or ideologies.

Vocabulary: Michael Collins, Eamon DeValera, Harry Boland, Kitty Kiernan, Oskar Schindler, Amon Goeth, Fenian Movement, Easter Rising, IRA, Urban Guerrilla Warfare, Final Solution, the SS

Students will be able to:

- Analyze the Political, Economic, Cultural, and Social (PECS) reasons for the Nazis' rise and political opportunism of a global financial disaster that allowed for their acquisition of power
- Evaluate the level of independence movement of Ireland and other colonies and draw a comparison between their struggle and our own in the American Revolution
- Apply the vocabulary in student reading, writing, speaking, and listening.

Learning Activities & Differentiation:

- Discuss the sinister calculation of the Holocaust in depth

- Use the example of George Washington, in the US, a hero; in Britain, a traitor.
- Research and identify other individuals throughout world history who are perceived in this way. They can be either social, economic, or political “rogue or reformer”
- Use the handout of the historical person and compare it to the Hollywood version by viewing it
- Analyze the inaccuracies from the reality

Assessment Evidence

Formative Assessments:

Chapter Quizzes on each Rogue or Reformer

Summative Assessments:

Paper: Analysis of the Reality vs. the Pop Culture myth

Core Instructional & Supplemental Materials

- Teacher-created handout of each of the Historical figures
- Teacher-created movie permission slip
- Movies: Michael Collins and Oskar Schindler

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 4: Late 20th Century: Society Creation of Modern Rogue/Reformer (1950-1970)

Unit Summary: Post-WWII America led to questioning of social and economic mores and strata that would no longer be accepted, and some methods for change would not be peaceful and would lead to vilification.

Learning Standards

NJSLS:

6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

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 the United States

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections:

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Learning Targets

Unit Essential Questions:

- To what extent did the labor unions affect America politically, socially, and economically from 1935-1950?
- To what extent was Malcolm X's militant approach harmful or helpful to achieving the goal of the Civil Rights Movement?

Unit Enduring Understandings:

- The emergence of the working middle class changed the power structures of society and the struggle to rise and hold social, economic, and political power in the post-WW II years
- Malcolm X's methods and religious motivation (Islam) were extremely foreign to US society in the 1940s,50s & 60s, which led to fear amongst the greater US population and put him at odds with those who could have aided his cause

Vocabulary: Malcolm X, Elijah Mohammed, Jimmy Hoffa, Robert Kennedy, Teamsters, Union, Strike, Racketeering, Nation of Islam, Black Nationalism

Students will be able to:

- Evaluate how the modern labor movement advancement mirrors the struggles of all groups looking for freedoms in the US and compare it to the civil rights movement
- Analyze the Political, Economic, Cultural, and Social (PECS) reasons for the civil rights movement of post-WWII America and how there were multiple movements happening other than MLK's movement of nonviolence and delineate the differences and commonality
- Apply the vocabulary in student reading, writing, speaking, and listening.

Learning Activities & Differentiation:

- Discuss the modern labor movement and have the students use their Chromebooks to research similarities and differences between this movement and other social, economic, or political movements of the 20th century.
- Students will use their Chromebooks to research various newspapers and periodicals of the time of Malcolm X;

they will use a traditional press(NYT, WP, etc.) as well as the traditional Black press of the time (Jet magazine) and highlight the similarities and differences between the two
- Students will then look at the periodical “Muhammed Speaks”, the NOI’s periodical of the time, and compare that between Jet and itself and see comparisons
- Use the handout of the historical person and compare it to the Hollywood version by viewing it
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