



# Willingboro Public Schools

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*“Where Excellence is the Expectation”*

## **Willingboro Public Schools African American History Curriculum**

**Revised April 2025**

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## Course Sequence/Table of Contents:

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[Click here for the African American History Pacing Guide](#)

Overview	Content Standards	Unit Focus
<b>Unit 1</b>  <b>Slavery and Early African-American History</b>	<ul style="list-style-type: none"> <li>6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</li> <li>6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.</li> <li>6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.</li> <li>6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.</li> <li>6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people</li> </ul>	Unit 1 of this course begins with the continent of Africa and traces that rich heritage through the emerging Atlantic world. Then focuses on African American history through the establishment and evolution of the United States, culminating in the American Civil War and Reconstruction era.

Overview	Content Standards	Unit Focus
	<p>throughout time (i.e., due process, rule of law and individual rights).</p> <ul style="list-style-type: none"> <li>6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.</li> <li>6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</li> <li>6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.</li> <li>6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</li> <li>6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.</li> <li>6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).</li> <li>6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.</li> <li>6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.</li> <li>6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</li> </ul>	

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.</li> <li>6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</li> </ul>	
<b>Unit 1:</b>  <i>Suggested Open Educational Resources</i>	<ul style="list-style-type: none"> <li>Amistad Interactive Curriculum Units 2-8</li> <li>Achieve 3000</li> <li>The DBQ Project</li> </ul>	
<b>Unit 2</b>	<ul style="list-style-type: none"> <li>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 United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</li> <li>6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</li> <li>6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.</li> <li>6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</li> <li>6.1.12.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.</li> <li>6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</li> </ul>	Unit 2 of this course begins with the African American experience during the post-Reconstruction period during the origins of the Progressive Era. It then goes through the 20th Century, culminating in the debates, conflicts, and developments facing America in the 21st Century.

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> <li>6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.</li> <li>6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.</li> <li>6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).</li> <li>6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.</li> <li>6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</li> <li>6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.</li> <li>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).</li> <li>6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the</li> </ul>	

Overview	Content Standards	Unit Focus
	<p>struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <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.CivicsDP.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.</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.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.</li> <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</li> </ul>	

Overview	Content Standards	Unit Focus
	<p>literature), and practices in shaping contemporary American culture.</p> <ul style="list-style-type: none"> <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.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.</li> <li>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.</li> </ul>	
<p><i>Suggested Open Educational Resources</i></p>	<ul style="list-style-type: none"> <li>Amistad Interactive Curriculum Units 9-13</li> <li>Achieve 3000</li> <li>The DBQ Project</li> </ul>	

## New Jersey Legislative Statutes and Administrative Code

**Amistad Law: *N.J.S.A. 18A 52:164-88***

[The Amistad Commission's Literacy Components for Primary Grades](#)

[NJEA Professional Development Series](#)

[New Jersey African American History Curriculum Guide: Grades 9 to 12](#)

[10 African and African American Folktales for Children](#)

[Learning Materials for Black History](#)

**Holocaust Law: *N.J.S.A. 18A:35-28***

[Books About the Holocaust](#)

[Holocaust Books for Middle Grade Readers](#)

[Books for Teaching About the Holocaust](#)

**LGBT+ and Disabilities Law: *N.J.S.A. 18A:35-4.35***

[Library of Congress](#) provides a variety of primary and secondary source materials containing books, posters, sound recordings, manuscripts and other material reflecting the contributions of the LGBTQ community.

[National Archives Educator Resources](#) website provides primary sources and teaching activities that explores the concept of breaking barriers through the lens of LGBTQ accomplishments.

[National Park Service LGBTQ Heritage](#) website provides free education tools and materials for teachers and students that highlight the people and places of LGBTQ history in America.

[People with a History](#)(Fordham University) provides hundreds of original texts, discussions, and images, and addresses LGBTQ history in all periods, and in all regions of the world.

[Welcoming Schools](#) provides LGBTQ and gender inclusive professional development training, lesson plans, booklists and resources

[Disability History through Primary Sources](#) webpage on the Emerging America website serves as a hub for primary sources, publications, themes and lessons plans on disability history.

[Disability History Museum](#) hosts virtual artifacts, lesson plans, and museum exhibits. This website is designed to foster research and facilitate the study of the historical experiences of people with disabilities and their communities.

[Everybody: An Artifact History of Disability in America](#) is a web exhibition by the Smithsonian Institute that provides a historical perspective of people with disabilities.

[Museum of disABILITY History](#) offers virtual exhibits, lesson plans and primary resources that explore the experiences of people with disabilities throughout history.



[National Parks Service Disability History](#) series brings attention to some of the many disability stories interwoven across the National Park Service's 400+ units and its programs. "Disability stories" refer to the array of experiences by, from, and about people with disabilities represented across our nation.

[Respect Ability](#) website contains a wealth of educational resources as well as profiles of individuals with disabilities of different ethnicities as well as women and LGBT.

[Special Olympics](#) website contains information that can be used in a physical education curriculum.

[U.S. Department of Labor: The Campaign for Disability Employment](#) provides the stories of disabled individuals and their struggles and triumphs.

[Virginia Commonwealth University](#) provides resources for teaching about individuals with disabilities.

#### **Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a***

[Issues in Social Studies: Unity and Diversity](#) (Annenberg Learner)

[Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events](#) (National Council for the Social Studies)

[Teaching Black History Year-Round Requires Rigorous Sight](#) (Edutopia)

[Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations \(National Council for the Social Studies\)](#)

#### **Asian American and Pacific Islander : N.J.S.A. 18A:35-4.44**

[Asian American and Pacific Islander History \(Teaching with Historic Places\)](#)

[PBS Asian Americans](#)

[Smithsonian Asian Pacific American Center](#)

[The Asian American Education Project](#)

[Teach Asian American Stories](#)

#### **Standards in Action: *Climate Change***

New Jersey became the first state in the nation to include climate change across content areas with the adoption of the 2020 New Jersey Student Learning Standards (NJSLS). The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

### Unit 1: Slavery and Early African-American History

#### Overview

Unit 1 of this course begins with the continent of Africa and traces that rich heritage through the emerging Atlantic world. Then focuses on African American history through the establishment and evolution of the United States, culminating in the American Civil War and Reconstruction era.

#### Essential Questions

- What was African civilization like prior to the European exploration and colonization of the Americas?
- What were the main reasons for the introduction of African slavery to the colonial system?
- What was the economic impact of the institution of slavery?
- What were the inhumane aspects of being a slave?
- How did the period of Enlightenment influence the ideologies of blacks in regards to freedom?
- What principles or ideologies were blacks fighting for as participants within the American Revolution?
- What role did historically black institutions play in forming free black communities in the North?
- What were the motives and achievements of Blacks for fighting during the Civil War?
- How effective were the 13th, 14th, and 15th Amendments?
- How effective are governmental institutions in addressing various forms of inequality?

#### Enduring Understandings

- The enslavement of Africans in the Americas was a continuation of a European practice.
- The enslavement of Africans was based on religious and cultural factors.
- Economic demand increased the growth of the institution of slavery.
- Slavery eventually became the economic engine of the majority of colonies.
- The ideals from the Declaration of Independence acted as a foundation for many African American reform movements.
- Historically black institutions such as the church, education systems, and social organizations, played a key role in addressing the needs of early free black communities.
- The Reconstruction Era consisted of a series of successes and failures for the African American community

### Unit 1: Slavery and Early African-American History

#### Content Standards

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- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.

### Unit 1: Slavery and Early African-American History

#### Content Standards

- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
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- 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

### Unit 1

#### Core Ideas

- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- To better understand the historical perspective, one must consider historical context.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Complex interacting factors influence people's perspective.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices

Unit 1
Core Ideas
<ul style="list-style-type: none"> <li>There are multiple and complex causes and effects of events from the past.</li> </ul>

Student Learning Objectives
<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Understand the impact of geography on the culture of West African early civilizations</li> <li>Describe the plight of enslaved blacks during the Transatlantic Slave Trade and Middle Passage Recognize the influence of the ideas of American Revolution in regards to the abolishment of slavery Note the African American role in US military conflicts</li> <li>Identify the key people &amp; events in the Abolitionist Movement</li> <li>Understand the importance of education &amp; religion to emancipated Blacks</li> <li>Explain the passage of the 13th, 14th and 15th Amendments and its impact on Blacks</li> <li>Identify the population shifts and migration patterns during Reconstruction</li> <li>Describe the treatment of Blacks during &amp; after Reconstruction and the Federal Government's response</li> </ul>

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> <li>Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>Provide additional manipulatives to support instruction</li> <li>Allow for alternative strategies to solve algorithms or tasks</li> <li>Provide the steps needed to complete the task</li> <li>Model frequently</li> <li>Provide repetition and practice.</li> <li>Use visuals to demonstrate/model the processes</li> <li>Restate, reread, and clarify directions/questions</li> <li>Ask students to restate information, directions, and assignments.</li> <li>Provide copy of class notes</li> <li>Distribute study guide for classroom tests.</li> </ul>	<p>WIDA Can Do Descriptors  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>Modify Assignments</li> <li>Use testing and portfolio assessment</li> <li>Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>Repeat, rephrase, paraphrase key concepts and directions</li> <li>Allow for extended time for assignment completion as needed</li> <li>Highlight key vocabulary</li> <li>Define essential vocabulary in context</li> <li>Use graphic organizers, visuals, manipulatives and other concrete materials</li> <li>Use gestures, facial expressions and body language</li> </ul>	<ul style="list-style-type: none"> <li>Pair visual prompts with verbal presentations</li> <li>Ask students to restate information, directions, and assignments.</li> <li>Provide repetition and and practice</li> <li>Model skills / techniques to be mastered.</li> <li>Provide extended time to complete class work</li> <li>Provide copy of class notes</li> <li>Provide preferential seating to be mutually determined by the student and teacher</li> <li>Allow the use of a computer to complete assignments.</li> <li>Establish expectations for correct spelling on assignments</li> <li>Provide extra textbooks for home.</li> <li>Provide Peer Support</li> <li>Increase one on one time</li> </ul>

<ul style="list-style-type: none"><li>• Provide preferential seating to be mutually determined by the student and teacher</li><li>• Provide extra textbooks for home.</li><li>• Provide regular parent/ school communication</li><li>• Allow extended time to complete assignment</li><li>• Establish procedures for accommodations / modifications for assessments</li><li>• Allow student to take/complete tests in an alternate setting as needed</li></ul> <p>Appendix A: Special Education Accommodations and Modifications</p>	<ul style="list-style-type: none"><li>• Read aloud</li><li>• Build on what students already know and prior experience</li></ul>	
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"><li>• Utilize advanced, accelerated, or compacted content</li><li>• Provide assignments that emphasize higher- level thinking skills.</li><li>• Allow for individual student interest</li><li>• Gear assignments to development in areas of affect, creativity, cognition, and research skills</li><li>• Allow for a variety in types of resources</li><li>• Provide problem-based assignments with planned scope and sequence</li><li>• Utilize inquiry-based instruction</li><li>• Adjust the pace of lessons</li><li>• Utilize Choice Boards</li><li>• Provide Problem-Based Learning</li><li>• Establish flexible Grouping</li></ul>	<ul style="list-style-type: none"><li>• Pair visual prompts with verbal presentations</li><li>• Ask students to restate information, directions, and assignments.</li><li>• Provide repetition and and practice</li><li>• Model skills / techniques to be mastered.</li><li>• Provide extended time to complete class work</li><li>• Provide copy of class notes</li><li>• Break long assignments into smaller parts</li><li>• Assist student in setting short term goals</li><li>• Allow for preferential seating to be mutually determined by the student and teacher</li><li>• Provide extra textbooks for home.</li><li>• Model and reinforce organizational systems (i.e. color-coding)</li><li>• Write out homework assignments, check student's recording of assignments</li></ul>	
Interdisciplinary Connections	Computer Science and Design Thinking	
<p><b>English Language Arts</b></p> <p>Reading</p> <ul style="list-style-type: none"><li>• 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></ul>	<p><b>Computer Science and Design Thinking Practices</b></p> <ul style="list-style-type: none"><li>• Fostering an Inclusive Computing and Design Culture</li><li>• Collaborating Around Computing and Design</li><li>• Recognizing and Defining Computational Problems</li><li>• Developing and Using Abstractions</li><li>• Creating Computational Artifacts</li></ul>	

- 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.
- RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 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.
- 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.

**Writing**

- WHST.11-12.1. Write arguments focused on discipline-specific content.
- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

**Speaking and Listening**

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Visual & Performing Arts**

- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

**Mathematics Standards**

- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

**Computer Science and Design Thinking Standards**

- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints

- HSS-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, box plots).
- HSS-ID.B.6 - Represent data on two quantitative variables and describe their relationship (e.g., using scatterplots and trend lines).
- HSS-ID.C.7 - Interpret the slope and intercept of a linear model in the context of data.
- HSS-ID.C.9 - Distinguish between correlation and causation
- HSN-Q.A.1 - Use units to understand and solve problems; interpret units consistently in formulas.
- HSN-Q.A.2 - Define appropriate quantities for descriptive modeling.
- HSA-CED.A.1 - Create equations and inequalities in one variable and use them in problem-solving.
- HSA-CED.A.3 - Represent constraints by equations or inequalities and interpret solutions.
- HSF-IF.B.4 - Interpret key features of graphs and tables that represent functions describing real-world contexts.
- HSF-LE.A.1 - Distinguish between situations modeled with linear versus exponential functions.

### Career Readiness, Life Literacies and Key Skills

#### Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

#### Career Readiness, Life Literacies and Key Skills Standards

##### 9.1 Personal Financial Literacy

- 9.1.12.EG.3: Explain how individuals and businesses influence government policies.

##### 9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession

**9.4 Life Literacies and Key Skills****21st Century Skills**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Technology Integration**

- 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 (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

**Climate Change**

- 6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

**SEL Competencies**

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

**District/School Formative Assessment Plan**

*Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.*

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher's observation, class discussion, and journal
- Differentiated Interactive Notebook Entries
- Student Role-Playing Activities
- Digital Formative Assessment Options

**District/School Summative Assessment Plan**

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Summative Assessment:**

- Summative Performance Assessment #1 - Middle Passage
- Summative Performance Assessment #2 - Reconstruction

**Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

- Map the continent of Africa, identifying East African and Western African civilizations
- Create a digital story that compares and contrasts American slavery to modern day slavery throughout other regions of the world
- Analyze the Declaration of Independence & Constitution and discuss the parts that implied freedom for enslaved Africans.



- Conduct a classroom debate: Should President Lincoln be considered to be a liberator or hypocrite because of his actions and beliefs during the Civil War Era?
- Conduct research to identify and elaborate on a specific African American that participated within the Civil War.
- Compare and contrast modern American push and pull factors with that of Black migration during the Reconstruction era

### Targeted Academic Vocabulary

Middle Passage, Trans-Atlantic Slave Trade, Haitian Revolution, Toussaint L'Ouverture, Constitution of the United States, 3/5 Compromise, Missouri Compromise, Dred Scott Decision, Abraham Lincoln, The 13<sup>th</sup> Amendment, The 14<sup>th</sup> Amendment, The 15<sup>th</sup> Amendment, The Ku Klux Klan, The Freedman's Bureau, Redeemers, Black Codes, Sharecroppers, Civil Rights Act of 1866, Compromise of 1877, AME (African Methodist Episcopal Church)

### District/School Primary and Supplementary Resources

#### District-Mandated Resources

- Amistad Interactive Curriculum Units 2-8
- Achieve 3000
- The DBQ Project

#### **Other Resources:**

- Roll, Jordan: The World the Slaves Made
- Slavery and the Making of America (PBS Documentary)
- Egalite for All: Toussaint Louverture and the Haitian Revolution
- Africa's Great Civilizations (PBS Documentary)
- The African Americans: Many Rivers to Cross (PBS Documentary)
- [Slavery \(readworks.org\)](#) (Amistad Law)
- [Slave Trade in Antebellum Kentucky | Kentucky's Black History and Culture | PBS LearningMedia](#) (Amistad Law)
- [Teaching Guide: Exploring the Transatlantic Slave Trade | PBS LearningMedia](#) (Amistad Law)
- [Newsela - The Missouri Compromise and enslavement in the Western U.S.](#) (Amistad Law)
- [Worse Than War | Understanding Genocides: Eliminationism | PBS LearningMedia](#) (Holocaust Law)
- Reconstruction: America After the Civil War (PBS Documentary)
- The African Americans: Many Rivers to Cross (PBS Documentary)
- Reconstruction: America's Unfinished Revolution, 1863-1877
- Grant
- [Slavery, the Civil War, and Reconstruction: Slavery in the Territories, Fifth Grade Reading Passage \(readworks.org\)](#) (Amistad Law)
- [The Abolitionists: The Economics of Slavery | PBS LearningMedia](#) (Amistad Law)
- [Poetry Against Slavery, Paired Text Passages \(readworks.org\)](#) (Amistad Law)
- [Literature and the Anti-Slavery Campaign, 1861, Eleventh Grade, Twelfth Grade Reading Passage \(readworks.org\)](#) (Amistad Law)

- [Lincoln's Inaugural Addresses, Reading Comprehension Passages \(readworks.org\)](#) (Amistad Law)
- [Chinese Massacre of 1871 | lesson plan curriculum | The Asian American Education Project \(AAPI\)](#)
- [Slavery fueled our climate crisis. Here's how reparations can slow it down.](#) (Climate Change)
- ["The Strangest Freaks of Despotism": Queer Sexuality in Antebellum African American Slave Narratives](#) (LGBTQ+/Disabilities)

### Instructional Best Practices and Exemplars

See Appendix B

### Pacing Guide

### African American History Pacing Guide

## Unit 2: Post Reconstruction-21st Century

### Overview

Unit 2 of this course begins with the African American experience during the post-Reconstruction period during the origins of the Progressive Era. It then goes through the 20th Century, culminating in the debates, conflicts, and developments facing America in the 21st Century.

#### Essential Questions

- How should we acknowledge the horrors of our past when we tell our history?
- What were the push and pull factors that led to the African Americans migrating to various regions within the country?
- What have African American soldiers gained or lost by serving in the military?
- What subjects and issues, past and present, are at the center of African American art & literature?
- What is the most effective method of protest?
- Is violence sometimes necessary to promote social change?
- How were African-Americans legally discriminated against in the creation of New Deal programs?
- How did the presidency of Woodrow Wilson setback rights for African-Americans?
- How did World War II advance the struggle for equality in the United States?
- Has Martin Luther King's "Dream" become a reality?
- How effective are governmental institutions in addressing various forms of inequality?
- Why was Affirmative Action so controversial?

#### Enduring Understandings

- There were many social, political, and economic advantages of African Americans migrating to the North in the 19th and 20th Centuries.
- The integration of African Americans in the US military helped to bring about integration in the general population.
- African American writers and artists created and composed material that reflected the African American experience.
- Identify key people who emerged as cultural, political, and educational leaders.
- Understand why certain historical events were hidden for decades.
- Individual and group efforts helped shape the Civil Rights movements.
- The War on Drugs led to the rise of the number of prisoners, who were disproportionately people of color.
- Affirmative Action was and still is controversial.
- New Jersey has some of the highest levels of school segregation in the country
- The BLM movement started as a response to social injustice.
- There were both positive and negative reactions to the BLM movement.
- The murder of George Floyd sparked national outrage.
- The election of both Obama and Trump had lasting impacts on race relations in America.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• How did African-American culture begin to be seen as American culture in the later part of the 20<sup>th</sup> century by the vast majority of the population?</li> <li>• Who were the important African-American leaders of the later-part of the 20<sup>th</sup> century?</li> <li>• Why does New Jersey have some of the highest levels of school segregation in the country?</li> <li>• What is the difference between racism and hatred?</li> <li>• Has social media helped or hurt activism?</li> <li>• Why did the Black Lives Matter Movement begin?</li> <li>• How has America made progress on Racial Issues?</li> </ul> | <ul style="list-style-type: none"> <li>• Although America has made progress regarding race relations, there is still deeply rooted racism in this country.</li> <li>• Many corporations have taken up the mantle of Civil Rights.</li> <li>• Social media has impacted social justice movements.</li> </ul> |
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## Unit 2: Post Reconstruction-21st Century

### Content Standards

- 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 United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
- 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.

## Unit 2: Post Reconstruction-21st Century

## Content Standards

- 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.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 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.
- 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.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.
- 6.1.12.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.
- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 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.
- 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
- 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.
- 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.
- 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.
- 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.
- 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.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.

## Unit 2

### Core Ideas

- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect citizens' rights.
- Historical sources and evidence provide an understanding of different points of view about historical events.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- There are multiple and complex causes and effects of events from the past.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- Complex interacting factors influence people's perspective.
- To better understand the historical perspective, one must consider historical context.
- Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
- Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.
- Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.

### Student Learning Objectives

Students will be able to...

- Understand life in the Jim Crow South for African-Americans.
- Understand the Chinese Exclusion Act.
- Understand the Lost Cause Myth.
- Explain the Seizure of Power by Southern Democrats in the South after the Civil War.
- Analyze the Wilmington Coup.
- Understand the impact of segregation, racial tensions, and lack of opportunities that led to the Great Migration
- Recognize the accomplishments of & discrimination of African American men & women in the military
- Identify key artist, writers and musicians of the Harlem Renaissance
- Trace the evolution of African Americans in the sports and entertainment world
- Identify the positive and negative portrayals of African Americans in the media

- Identify ways in which blacks responded to the harsh conditions of racial segregation
- Note the difference between the approaches used by different black leaders in fighting racial injustice Describe the purpose and importance of organizations such as the NAACP, SCLC, CORE, SNCC; etc.
- Understand the court cases and legislation that resulted from the civil rights movement
- Identify key people and events related to the civil rights movement
- Analyze the Role of the Buffalo Soldiers.
- Understand the different beliefs of Booker T. Washington and WEB Dubois.
- Understand the Tulsa Race Massacre
- Understand Greenwood
- Students will understand the discrimination faced by African-Americans in World War 1.
- Students will analyze the impact of Redlining on African-Americans.
- Students will understand how New Deal Programs legally discriminated against African-Americans.
- Students will understand how Social Security discriminated against African-Americans.
- Students will analyze the role of World War II in the Civil Rights Movement.
- Students will comprehend the differences between Martin Luther King Jr and Malcolm X and understand the importance of both leaders.
- Students will learn about the Passive Resistance.
- Students will understand the long-term effects of the end of Civil Rights Era.
- Analyze the War on Drugs
- Study the struggle against Apartheid in South Africa
- Analyze the OJ Simpson Trial
- Analyze the school segregation of Modern-Day New Jersey
- Learn about the differences between Racism and Hated.
- Analyze the reasons for the Social Justice Protests.
- Understand the Black Lives Matter Movement.
- Study the push-back against the Protestors.
- Understand the change in perceptions after the Riots in 2020.
- Understand the Reform/Abolish the Police Movements.
- Comprehend the intersectionality of causes of the 2020 Social Justice Protests and Coronavirus.
- Understand the 2020 Election and its aftermath.

### Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>• Provide additional manipulatives to support instruction</li> </ul>	<p>WIDA Can Do Descriptors  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>• Modify Assignments</li> <li>• Use testing and portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Pair visual prompts with verbal presentations</li> <li>• Ask students to restate information, directions, and assignments.</li> <li>• Provide repetition and and practice</li> </ul>

<ul style="list-style-type: none"><li>● Allow for alternative strategies to solve algorithms or tasks</li><li>● Provide the steps needed to complete the task</li><li>● Model frequently</li><li>● Provide repetition and practice.</li><li>● Use visuals to demonstrate/model the processes</li><li>● Restate, reread, and clarify directions/questions</li><li>● Ask students to restate information, directions, and assignments.</li><li>● Provide copy of class notes</li><li>● Distribute study guide for classroom tests.</li><li>● Provide preferential seating to be mutually determined by the student and teacher</li><li>● Provide extra textbooks for home.</li><li>● Provide regular parent/ school communication</li><li>● Allow extended time to complete assignment</li><li>● Establish procedures for accommodations / modifications for assessments</li><li>● Allow student to take/complete tests in an alternate setting as needed</li></ul> <p>Appendix A: Special Education Accommodations and Modifications</p>	<ul style="list-style-type: none"><li>● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</li><li>● Repeat, rephrase, paraphrase key concepts and directions</li><li>● Allow for extended time for assignment completion as needed</li><li>● Highlight key vocabulary</li><li>● Define essential vocabulary in context</li><li>● Use graphic organizers, visuals, manipulatives and other concrete materials</li><li>● Use gestures, facial expressions and body language</li><li>● Read aloud</li><li>● Build on what students already know and prior experience</li></ul>	<ul style="list-style-type: none"><li>● Model skills / techniques to be mastered.</li><li>● Provide extended time to complete class work</li><li>● Provide copy of class notes</li><li>● Provide preferential seating to be mutually determined by the student and teacher</li><li>● Allow the use of a computer to complete assignments.</li><li>● Establish expectations for correct spelling on assignments</li><li>● Provide extra textbooks for home.</li><li>● Provide Peer Support</li><li>● Increase one on one time</li></ul>
Gifted and Talented Students		504 Plan
<ul style="list-style-type: none"><li>● Utilize advanced, accelerated, or compacted content</li><li>● Provide assignments that emphasize higher- level thinking skills.</li><li>● Allow for individual student interest</li><li>● Gear assignments to development in areas of affect, creativity, cognition, and research skills</li><li>● Allow for a variety in types of resources</li><li>● Provide problem-based assignments with planned scope and sequence</li><li>● Utilize inquiry-based instruction</li><li>● Adjust the pace of lessons</li></ul>	<ul style="list-style-type: none"><li>● Pair visual prompts with verbal presentations</li><li>● Ask students to restate information, directions, and assignments.</li><li>● Provide repetition and and practice</li><li>● Model skills / techniques to be mastered.</li><li>● Provide extended time to complete class work</li><li>● Provide copy of class notes</li><li>● Break long assignments into smaller parts</li><li>● Assist student in setting short term goals</li></ul>	



- Utilize Choice Boards
- Provide Problem-Based Learning
- Establish flexible Grouping

- Allow for preferential seating to be mutually determined by the student and teacher
- Provide extra textbooks for home.
- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments

### Interdisciplinary Connections

#### English Language Arts

##### Reading

- 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.
- 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.
- RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 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.
- 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.

##### Writing

- WHST.11-12.1. Write arguments focused on discipline-specific content.
- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

##### Speaking and Listening

### Computer Science and Design Thinking

#### Computer Science and Design Thinking Practices

- Fostering an Inclusive Computing and Design Culture
- Collaborating Around Computing and Design
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

#### Computer Science and Design Thinking Standards

- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints



- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### **Visual & Performing Arts**

- 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

### **Mathematics Standards**

- HSS-ID.A.1 - Represent data with plots on the real number line (dot plots, histograms, box plots).
- HSS-ID.A.3 - Interpret differences in shape, center, and spread of data sets in context.
- HSS-ID.B.6 - Represent data on two quantitative variables on a scatter plot and describe their relationship.
- HSS-ID.C.7 - Interpret the slope and intercept of a linear model in the context of data.
- HSS-ID.C.9 - Distinguish between correlation and causation.
- HSN-Q.A.1 - Use units as a way to understand problems and guide the solution of multi-step problems.
- HSN-Q.A.2 - Define appropriate quantities for the purpose of descriptive modeling.
- HSN-Q.A.3 - Choose a level of accuracy appropriate to limitations on measurement.
- HSA-CED.A.1 - Create equations and inequalities in one variable and use them in a problem-solving context.
- HSA-CED.A.3 - Represent constraints by equations or inequalities and interpret solutions as viable or nonviable.
- HSF-IF.B.4 - Interpret key features of graphs and tables in terms of the quantities they represent.
- HSF-LE.A.1 - Distinguish between situations that can be modeled with linear and exponential functions.

**Career Readiness, Life Literacies and Key Skills Practices**

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

**Career Readiness, Life Literacies and Key Skills Standards****9.1 Personal Financial Literacy**

- 9.1.12.EG.3: Explain how individuals and businesses influence government policies.

**9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession

**9.4 Life Literacies and Key Skills****21st Century Skills**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Technology Integration**

- 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 (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

**Climate Change**

- 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.
- 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.

**SEL Competencies**

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**

- Relationship Skills

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> <li>Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)</li> <li>Exit tickets, rotational activities (stations), quizzes, and small group activities</li> <li>Classwork, homework, group work (formative assessment)</li> <li>Pre-Assessment, teacher's observation, class discussion, and journal</li> <li>Differentiated Interactive Notebook Entries</li> <li>Student Role-Playing Activities</li> <li>Digital Formative Assessment Options</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>Summative Performance Assessment #1 - DBQ: Martin Luther King and Malcolm X</li> <li>Summative Performance Assessment #2 - DBQ: Race Relations</li> </ul> <p><b>Other Summative Assessments:</b> Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p> <ul style="list-style-type: none"> <li>Document Based Questioning</li> <li>Write an editorial depicting the push and pull factors for the Great Migration and the increase of racial tensions during the time period Civil Rights</li> <li>Skit: Students work to recreate a pivotal event that occurred during the Civil Rights Era</li> <li>Political Cartoon Analysis</li> <li>Analyze and role play pivotal court cases in the Civil Rights Movement</li> <li>Interactive Timeline -Students will work collectively to create an interactive timeline using Google Slides.</li> <li>African American Civil Right Heroes Project – create a digital story or paper depicting why a chosen individual is a hero for that era</li> </ul>
Targeted Academic Vocabulary	
<p>The Lost Cause, Tom Watson, Fusion Party, Populist Party, Grandfather Clause, Literacy Test, Plessy vs. Ferguson, Segregation, Jim Crow, Chinese Exclusion Act, Black Homesteaders, Greenwood District, Indian Removal Act, Homestead Act, Buffalo Soldiers, NAACP, Talented 10<sup>th</sup>, Greencards (Tulsa), Tuskegee Institute, Historically Black Colleges and Universities (HCBU), Tulsa Race Massacre, "Atlanta compromise", Harry Truman, Strom Thurmond, Executive order 9981, Dixiecrats, Brown vs. Topeka Board of Education, Earl Warren, Thurgood Marshall, Jackie Robinson, Central High School – The Little Rock 9, Martin Luther King Jr., John Lewis, Malcolm X, Black Panthers, Medgar Evers, Philadelphia Murders (Mississippi Burning), Birmingham Bombings, Bull Connor, Montgomery Bus Boycott, Voting Rights Act, Civil Rights Act, Sit-Ins, Selma, Filibuster, Poll Taxes, Southern Strategy, School Segregation, Ole Miss Riots – James Meredith, Immigration Act of 1965, George Wallace, Rosa Parks, Loving vs. Virginia, Southern Poverty Law Center, Lee Atwater, Southern Strategy, War on Drugs, Welfare Queen, Hip-Hop, Lynching, School Segregation – New Jersey, Rodney King, Al Sharpton, Jesse Jackson, "Reverse Racism", OJ Simpson, Post-Racial Society,</p>	

Qualified Immunity, Black Lives Matter, Blue Lives Matter, Charleston Shooting 2015, Ferguson, Voting Restrictions, Coronavirus, Inter-racial Marriage, Barack Obama, Charlottesville 2017, 2020-2021 Social Justice Protests, George Floyd, Voting Rights/New Jim Crow, Inter-racial Marriage

### District/School Primary and Supplementary Resources

#### District-Mandated Resources

- Amistad Interactive Curriculum Units 9-13
- Achieve 3000
- The DBQ Project

#### **Other Resources:**

- “The Negro Question in the South” by Tom Watson
- John Hope Franklin & Evelyn Brooks Higginbotham, From Slavery to Freedom, McGraw-Hill, 9th edition
- Reconstruction: America After the Civil War (PBS Documentary)
- The Lost Cause: A New Southern History of the War of the Confederates
- Wilmington on Fire (2015 Film)
- Wilmington's Lie - The Murderous Coup of 1898 and the Rise of White Supremacy Robert E. Lee and Me: A Southerner's Reckoning with the Myth of the Lost Cause
- Fusion Party Cartoons
- GAR Republic response to Confederate Monuments on Gettysburg Battlefield
- Mitch Landrieu on taking down Confederate Monuments
- Memento Park Photographs
- [Jim Crow Laws Influence the Fight for Women's Suffrage | Carrie Chapman Catt | PBS LearningMedia](#) (Diversity, Equity and Inclusion)
- [Jim Crow's Disabilities](#) (Disabilities Awareness)
- [The Rise and Fall of Jim Crow | PBS LearningMedia](#) (Amistad Law)
- [Living with Jim Crow | PBS LearningMedia](#) (Amistad Law)
- [The Rise and Fall of Jim Crow | Who Was Jim Crow? | PBS LearningMedia](#) (Amistad Law)
- [The Chinese Exclusion Act | Asian Americans](#) (AAPI)
- "Atlanta compromise" by Booker T. Washington
- Tulsa Race Massacre of 1921: The History of Black Wall Street, and its Destruction in America's Worst and Most Controversial Racial Riot
- Dreamland: The Burning of Black Wall Street
- Reconstruction: America After the Civil War (PBS Documentary)
- John Hope Franklin & Evelyn Brooks Higginbotham, From Slavery to Freedom, McGraw-Hill, 9th edition
- [The Tulsa Race Massacre: What Happened | Tulsa: the Fire and the Forgotten | PBS LearningMedia](#) (Amistad Law)
- [Buffalo Soldiers in New Mexico | PBS LearningMedia](#) (Diversity, Equity and Inclusion)
- [Connecting Past and Present: The Tulsa Race Massacre and Recent Police Killings | Tulsa: The Fire and the Forgotten | PBS LearningMedia](#) (Amistad Law)
- [A History of Trauma, Violence and Suppression | Tulsa: The Fire and the Forgotten | PBS LearningMedia](#) (Amistad Law)
- [Race Matters | Learning for Justice](#) (Holocaust Law)

- Red Summer: The Summer of 1919 and the Awakening of Black America
- Knoxville's Red Summer | The Riot of 1919
- We Return Fighting: World War I and the Shaping of Modern Black Identity
- John Hope Franklin & Evelyn Brooks Higginbotham, From Slavery to Freedom, McGraw-Hill, 9th edition
- The African Americans: Many Rivers to Cross (PBS Documentary)
- The Harlem Hellfighters
- Wereth 11
- Executive Order 8802
- The Double V Campaign: African-Americans in World War II
- Medal of Honor - Edward A. Carter Jr. (Netflix Documentary)
- The Wereth 11 (Documentary)
- [The Rise and Fall of Jim Crow | Edisto Island | PBS LearningMedia](#) (Diversity, Equity and Inclusion)
- [Newsela - The Harlem Renaissance](#) Espanol (Amistad Law)
- [Newsela | The Great Migration: America's Historic Journey](#) (Amistad Law)
- [Newsela - Writer Zora Neale Hurston, a central figure in the Harlem Renaissance](#) (Diversity, Equity and Inclusion/ Amistad Law)
- [A Personal Mission: Sammy Younge Jr. | Learning for Justice](#) (Amistad Law)
- His Truth Is Marching On: John Lewis and the Power of Hope
- Eyes on the Prize
- Selma
- Letter from a Birmingham Jail
- I Have a Dream Speech
- Autobiography of Malcom X
- Freedom Riders
- Bending Toward Justice: The Birmingham Church Bombing that Changed the Course of Civil Rights
- African Americans: Many Rivers to Cross
- [Newsela - Civil Rights Leaders: Malcolm X](#) (Amistad Law)
- [Notes on Situation in Birmingham, Alabama 5/12/1963 | Learning for Justice](#) (Amistad Law)
- [The Birmingham Pledge | Learning for Justice](#) (Amistad Law / Diversity, Equity and Inclusion)
- [Jackie Robinson in Jim Crow America | Jackie Robinson | PBS LearningMedia](#) (Amistad Law)
- [The Murder of Emmett Till- Jim Crow in Mississippi | PBS LearningMedia](#) (Amistad Law)
- From Selma to Soweto
- Eyes on the Prize
- Bakke v California
- The Lynching: The Epic Courtroom Battle That Brought Down the Klan
- [Fighting Jim Crow in the Schools | PBS LearningMedia](#) (Amistad Law)
- [When Did Slavery Really End in the United States? – Marquette University Law School Faculty Blog](#) (AAPI)
- [The Study of Racial Representation via Television Commercial Analysis | Learning for Justice](#) (Diversity, Equity and Inclusion)
- [Reporting on Environmental Racism | Learning for Justice](#) (Holocaust Law)

- [Native Americans Were Kept As Slaves, Too \(newsweek.com\)](#)
- Inaugural Address by President Barack Obama
- Black Lives Matter – What We Believe
- Charlottesville 2017: The Legacy of Race and Inequity
- Trump’s American Carnage – PBS Frontline
- Shelby County V Holder
- President Trump’s Mount Rushmore Speech
- Yes, We Mean Abolish the Police
- Tom Cotton - Send in the Troops Editorial
- [Newsela | Black History: Being Heard - Music from Resistance to Empowerment \(Amistad Law\)](#)
- [Why Climate Change Is a Civil Rights Issue | HuffPost Voices \(Climate Change\)](#)
- [Should climate change be added to the civil rights agenda? | Climate crisis | The Guardian \(Climate Change\)](#)
- [Climate Change Is a Civil Rights Issue: Here are 4 Ways to Respond | Sojourners \(Climate Change\)](#)
- [Connecting Past and Present: The Tulsa Race Massacre and Recent Police Killings | Tulsa: The Fire and the Forgotten | PBS LearningMedia \(Amistad Law\)](#)

#### Instructional Best Practices and Exemplars

See Appendix B

#### Pacing Guide

#### African American History Pacing Guide

### Appendix A: Accommodations and Modifications

#### Appendix A: Accommodations and Modifications: Unit 1

##### Accommodations:

1. Provide graphic organizers to help students break down complex maps, data, and primary sources.
2. Offer audio versions or read-aloud support for lengthy or complex texts, such as legal documents, speeches, and diaries.
3. Allow use of text-to-speech and speech-to-text technology for reading and writing assignments.
4. Provide guided notes or summaries highlighting key points in readings and lectures.
5. Use visuals, timelines, and annotated maps to support understanding of migration patterns and political developments.
6. Break down long-term projects into smaller, manageable tasks with checkpoints and feedback.
7. Provide sentence starters or writing templates to support responses to source analysis and presentations.
8. Allow alternative methods to demonstrate understanding (oral presentations, video responses, or visual projects).
9. Use paired or small group work for discussion-based activities to support peer learning and social interaction.
10. Allow extra time for reading, writing, or research activities, especially when working with primary sources.

11. Provide clear rubrics and examples for assessments and projects.
12. Use multimodal instruction, combining visuals, lectures, and hands-on activities like map analysis or debates.

**Modifications:**

1. Simplify texts by providing adapted or summarized versions of primary sources and legal documents.
2. Reduce the number of sources or data points students must analyze for assignments or assessments.
3. Focus on fewer topics or events in greater depth rather than covering all listed activities.
4. Limit written responses to short-answer or guided questions instead of extended essays.
5. Provide pre-selected sources with guided questions rather than open research to reduce cognitive load.
6. Modify expectations for independent research by providing curated resources or scaffolding research steps.
7. Adjust debate or presentation activities to smaller groups or pairs, with more teacher support or coaching.
8. Allow students to demonstrate understanding through creative projects (e.g., posters, timelines, multimedia) instead of written reports.
9. Offer alternative assessments such as oral exams or one-on-one discussions instead of traditional tests.
10. Provide outlines or partially completed organizers for students to fill in key information.
11. Tailor pacing by spreading activities over a longer period or reducing the number of simultaneous tasks.
12. Allow use of assistive technology for note-taking and organization (digital organizers, voice recorders).

### Appendix A: Accommodations and Modification: Unit 2

**Accommodations:**

1. Provide audio recordings or read-aloud support for complex texts like Supreme Court decisions, historical documents, and primary source materials.
2. Use graphic organizers (e.g., cause and effect charts, Venn diagrams, timelines) to help students organize information from case studies, movements, and comparisons.
3. Offer summaries or annotated versions of dense readings such as legal rulings, speeches, and policy documents.
4. Allow students to use text-to-speech and speech-to-text tools for reading and written assignments.
5. Break long-term projects or research into smaller steps with regular check-ins and feedback.
6. Incorporate visuals, multimedia (videos, podcasts, images of art and music), and interactive maps to support comprehension.
7. Provide guiding questions and sentence starters for discussions, debates, and written responses.
8. Allow oral presentations, videos, or creative projects as alternative ways to demonstrate understanding.
9. Pair or group students strategically to support peer learning, especially for debates or collaborative research.
10. Provide extended time on reading assignments, tests, and project deadlines.
11. Use scaffolding techniques for analyzing complex legal or political texts, such as guided annotations or teacher-led walkthroughs.
12. Offer choice boards or varied formats for assignments to cater to different learning styles.

**Modifications:**



1. Simplify readings by providing adapted or abridged texts of legal decisions, speeches, and primary sources.
2. Limit the number of sources students must analyze for each activity or research task.
3. Focus on key events or figures rather than covering all listed activities in detail.
4. Reduce written responses to short-answer or guided questions instead of long essays.
5. Provide pre-selected, teacher-curated resources rather than requiring independent research.
6. Modify debate formats to smaller groups or pair discussions with teacher guidance.
7. Allow alternative assessments such as oral reports, posters, or multimedia presentations instead of traditional papers.
8. Shorten timelines for projects or reduce the number of assignments required.
9. Use graphic organizers with some sections pre-filled to support note-taking.
10. Adjust the complexity of comparative analyses by limiting the number of leaders, laws, or movements compared.
11. Limit the scope of geographic or temporal studies, for example focusing only on New Jersey or a specific decade.
12. Reduce the quantity and complexity of data analyzed (e.g., fewer demographic maps or simplified economic data).

## Appendix B: Instructional Best Practices and Exemplars:

### Appendix B: Activities and Exemplars: Unit 1

#### Activities:

1. Analyze maps and demographic data to explore regional differences in African American populations and migration patterns throughout U.S. history.
2. Evaluate primary sources and legal documents related to the Northwest Ordinance and its impact on slavery and western expansion.
3. Examine diaries, letters, and speeches to understand perspectives of African Americans, Native Americans, and women during the American Revolution.
4. Research and present on prominent African American leaders and institutions that shaped Black communities before and after the Civil War.
5. Investigate cases and historical events where constitutional rights were denied to African Americans and other marginalized groups.
6. Compare various viewpoints on the struggle to define American identity, using multiple historical sources.
7. Analyze the origins and development of the antislavery movement, focusing on landmark events such as the Amistad case.
8. Examine a range of primary sources reflecting pro-slavery and abolitionist arguments, evaluating their claims and rhetoric.
9. Study how states' rights and sectional interests influenced major political compromises on slavery and territorial expansion.
10. Compare historians' interpretations of the effects of the 13th, 14th, and 15th Amendments on African American political participation.
11. Analyze foundational documents for their contributions to demands for equality by African Americans and other social movements.
12. Use population and migration data to track African American movement patterns during Reconstruction.
13. Explore changes in state and national government relationships as influenced by post-Civil War amendments and policies.
14. Investigate political, social, and economic resistance to Reconstruction efforts by Southern individuals and states.
15. Compare firsthand accounts from African Americans living in Union and Confederate states during the Civil War using primary sources.
16. Analyze government policies and grassroots actions aimed at combating discrimination against African Americans, Native Americans, and new immigrants during the late 19th and early 20th centuries.



**Exemplars:**

1. Map and analyze regional differences in African American populations during the 19th century and their influence on American identity formation.
2. Evaluate multiple primary and secondary sources to assess the Northwest Ordinance's role in resolving land disputes and its impact on the expansion of slavery.
3. Analyze firsthand accounts and documents to understand African American, Native American, and women's perspectives and contributions during the American Revolution.
4. Research key African American leaders, organizations, and institutions that shaped Black communities in both the North and South before and after the Civil War.
5. Examine constitutional ideals such as due process and individual rights, and document historical instances where these ideals were denied to marginalized groups.
6. Investigate diverse perspectives on the development of American identity through historical writings, speeches, and cultural artifacts.
7. Study the origins and development of the antislavery movement with emphasis on landmark events like the Amistad case and their impact on abolitionism.
8. Critically evaluate primary sources presenting pro-slavery and abolitionist viewpoints to understand the justifications used by each side.
9. Use evidence to explain how states' rights debates and sectional interests influenced key political compromises such as the Missouri Compromise and Compromise of 1850.
10. Compare historians' interpretations of how the 13th, 14th, and 15th Amendments affected African American political participation and civil rights.
11. Analyze foundational American documents for their role in articulating and inspiring demands for equality across various social movements.
12. Use demographic data and migration records to illustrate the effects of population shifts during Reconstruction on African American communities.
13. Analyze changes in the balance of power between national and state governments following the Civil War and the implementation of Reconstruction Amendments.
14. Explore differing political, social, and economic perspectives on Reconstruction, including resistance by Southern states and individuals.
15. Compare primary source narratives from African Americans who lived in both Union and Confederate states before and during the Civil War to highlight varied experiences.
16. Assess governmental policies and grassroots efforts aimed at combating discrimination faced by African Americans, Native Americans, and immigrant populations during Reconstruction and beyond.

### Appendix B: Activities and Exemplars: Unit 2

**Activities:**

1. Analyze Supreme Court cases such as Plessy v. Ferguson and discuss their impact on the formation of African American advocacy organizations like the NAACP.
2. Examine a range of primary and secondary sources to evaluate the successes and limitations of Progressive Era reforms in combating unfair business practices and promoting social justice.
3. Investigate the role of labor and agricultural organizations in advancing economic rights for African Americans and other marginalized groups.

4. Analyze governmental policies and grassroots actions addressing discrimination against African Americans, Native Americans, and immigrants.
5. Research and map the push-pull factors contributing to the Great Migration, including social, economic, and political causes.
6. Evaluate the cultural, social, and political consequences of the Great Migration, focusing on increased racial tensions and the rise of repressive organizations.
7. Explore the origins and impact of the Harlem Renaissance by analyzing works of African American artists, writers, and musicians.
8. Assess the effects of the Great Depression on African American families and other racial and ethnic minorities using firsthand accounts and economic data.
9. Research key figures such as Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt and their contributions to New Deal policies and minority advocacy.
10. Investigate New Deal public works and arts programs to evaluate their influence on communities and the environment, particularly in New Jersey and nationwide.
11. Discuss why minority groups expressed patriotism during WWII despite facing discrimination in military and civilian life.
12. Develop arguments assessing the effectiveness of New Jersey's Constitution of 1947 and related court decisions in ending segregation and discrimination.
13. Analyze landmark national legislation and Supreme Court rulings that advanced civil liberties and equal opportunity, such as Brown v. Board of Education and the Voting Rights Act.
14. Examine the use of economic protests, such as the Montgomery Bus Boycott and sit-ins, as strategies within the civil rights struggle.
15. Compare and contrast the leadership styles, philosophies, and legacies of Martin Luther King Jr. and Malcolm X.
16. Analyze the origins and driving forces behind the Civil Rights Movement and evaluate federal government responses to civil rights demands.
17. Use Supreme Court decisions to trace how constitutional interpretations have expanded protections for civil and human rights over time.
18. Evaluate multiple perspectives on the effectiveness of federal government programs addressing health care, income inequality, and immigration.
19. Research and debate the fairness and effectiveness of local, state, and national electoral processes.
20. Document how urbanization, suburbanization, and regionalization have influenced social and economic reform movements in New Jersey and across the U.S.
21. Analyze presidential campaign speeches and debates for rhetoric related to inclusion, stereotypes, and bias concerning race and ethnicity.
22. Construct evidence-based arguments evaluating the effectiveness of governmental and social actions addressing ongoing racial tensions and violence.
23. Explore the influence of multiculturalism on American culture through art, food, music, and literature.
24. Research and present contributions of women, racial and ethnic minorities, LGBTQ+ individuals, and people with disabilities to U.S. economic, political, and social development.
25. Analyze diverse sources to highlight the roles of marginalized groups and individuals in shaping American history and society.
26. Investigate the global influence of American culture and assess the role of social media in spreading cultural ideas and values worldwide.
27. Evaluate historical and current factors that have contributed to widening economic inequality and discuss its impact on individuals and society.

**Exemplars:**

1. Analysis of Plessy v. Ferguson and its role in inspiring the founding of the NAACP.
2. Evaluation of Progressive Era reforms aimed at curbing business corruption and promoting social justice from multiple perspectives.
3. Case studies of labor and agricultural organizations like the Brotherhood of Sleeping Car Porters and their impact on economic opportunities for African Americans.

4. Assessment of government policies and grassroots activism combating discrimination against African Americans, Native Americans, and immigrants.
5. Examination of push-pull factors behind the Great Migration using demographic and economic data.
6. Evidence-based explanations of how the Great Migration contributed to racial tensions, restrictive laws, and increased violence in Northern cities.
7. Study of Harlem Renaissance figures such as Langston Hughes, Zora Neale Hurston, and Duke Ellington, and their impact on American culture.
8. Analysis of the Great Depression's effects on African American families and minority communities through oral histories and economic reports.
9. Research on the roles of Mary McLeod Bethune, Frances Perkins, Eleanor Roosevelt, and others in shaping New Deal policies and minority advocacy.
10. Multi-perspective evaluation of New Deal programs' cultural, social, and environmental impacts in New Jersey and nationwide.
11. Exploration of minority patriotism during WWII despite systemic discrimination in military and civilian sectors.
12. Argument construction about the effectiveness of the New Jersey Constitution of 1947 and related court rulings in ending segregation.
13. Analysis of landmark legislation and court decisions such as Brown v. Board of Education, Civil Rights Act, and Voting Rights Act in advancing civil liberties.
14. Examination of economic protest strategies like the Montgomery Bus Boycott and sit-in movements within the civil rights struggle.
15. Comparative study of Martin Luther King Jr.'s and Malcolm X's leadership, ideologies, and legacies.
16. Investigation of the origins and federal responses to the Civil Rights Movement using primary and secondary sources.
17. Analysis of Supreme Court interpretations expanding civil and human rights protections over time.
18. Multi-perspective review of federal government effectiveness in addressing health care, income inequality, and immigration.
19. Evaluation of the fairness and effectiveness of electoral processes at local, state, and national levels.
20. Documentation of how urbanization and regionalization spurred social and economic reform movements in New Jersey and the U.S.
21. Critical analysis of presidential campaign rhetoric regarding race, inclusion, and stereotypes.
22. Evidence-based arguments assessing the success of efforts to address ongoing racial tensions and violence.
23. Study of multicultural influences on contemporary American culture through art, food, music, and literature.
24. Exploration of contributions by women, racial and ethnic minorities, LGBTQ+ individuals, and persons with disabilities to the U.S. economy and society.
25. Use of diverse sources to analyze social, economic, and political impacts of marginalized groups throughout history.
26. Assessment of American culture's global influence and the role of social media in cultural dissemination.
27. Evaluation of historical and current factors causing wealth inequality and its social consequences.