

TOWNSHIP OF UNION PUBLIC SCHOOLS



Cultural Studies

July 21, 2020

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

The Cultural Studies course was designed to explore four topics including African American Studies, Women's History, the experience of Latinas in America as well as the Asian experience focusing on the Chinese and Japanese experiences. The course will examine the barriers they faced to secure full citizenship. The students will evaluate institutionalized racism from the inception of America to the present and evaluate the changes that have occurred and the work that still must occur to correct it using current events.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: African American History	45
Unit 2: Women's History	45
Unit 3: Asian American History	45
Unit 4: Latino History	45

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1 African American History	6.1.12.C.1.b 6.1.12.A.3.h 6.2.12.D.1.b 6.2.12.D.1.c 6.12.12.A.6.c 6.1.12.A.5.c 6.1.12.D.4.e 6.1.12.A.4.a 6.1.12.A.4.b 6.1.12.A.4.d 6.1.12.D.8.b 6.1.12.A.13.b 6.1.12.D.13.a 6.1.12.D.13.b 6.1.12.D.14.b	How did the arrival of Europeans affect Africa? How did the slave trade in Africa differ from the Atlantic slave trade? How did European expansion contribute to the growth of the Atlantic slave trade? What was the destiny of the captured Africans? What was the Middle Passage and how did it reflect economic decisions? How did religion and Social Darwinism play a role in slavery and racism? How does economic competition fuel the actions of people? How has the U.S. Constitution restricted or granted the freedoms of African Americans? How have African Americans resisted the restrictions of American society and the U.S. government? How does art reflect one's political and social identity?	<ul style="list-style-type: none"> Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays

	6.1.12.D.14.f	<p>How does citizenship affect one's political identity? What is the purpose of government? How did the U.S. Constitution restrict and grant freedoms to African Americans? What is the historical significance of Juneteenth? How does citizenship affect one's political identity? Analyze the various Civil Rights groups and determine what caused so many people to join them in spite of the dangers.</p>	<ul style="list-style-type: none">● Written responses to queries● Summary and Analysis of Videos/Documentaries/Films● Summary and analysis of guest speakers
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<p>Suggested Resources <i>Provide links to specific resources/ activities</i></p>	<p>https://www.tolerance.org/culture-classroom http://besthistorysites.net/american-history/womens-history/ https://npl.org/collections-services/new-jersey-hispanic-research-and-information-center/ https://www.pbs.org/ancestorsintheamericas/aahistorysites.html http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.readworks.org/ What Is Juneteenth? https://www.history.com/juneteenth http://www.njamistadcurriculum.net/ https://sheg.stanford.edu/history-lessons/great-migration https://sheg.stanford.edu/history-lessons/women-1950s</p>	
<p>Unit 2 Women's History</p>	<p>6.1.12.D.14.c 6.1.12.D.13.f 6.1.12.D.13.c 6.1.12.A.13.b 6.1.12.C.8.b 6.1.12.D.6.c 6.1.12.A.6.b 6.1.12.A.4.b 6.1.12.D.2.d 6.1.12.A.1.b</p>	<p>What is the purpose of government? What are the criteria of a citizen? How does nationalism bind or separate its citizens? What is freedom? Why must a citizen fight in his/her own country for civil rights? How do prevailing social norms, constructed by humans, prevent all members of society from full participation? How does economics help create laws that protect or exclude certain groups of people?</p>

<p>Suggested Resources <i>Provide links to specific resources/ activities</i></p>	<p>https://www.tolerance.org/culture-classroom http://besthistorysites.net/american-history/womens-history/ https://npl.org/collections-services/new-jersey-hispanic-research-and-information-center/ https://www.pbs.org/ancestorsintheamericas/aahistorysites.html http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.readworks.org/ http://www.njamistadcurriculum.net/ https://sheg.stanford.edu/history-lessons/great-migration https://sheg.stanford.edu/history-lessons/women-1950s</p>		
<p>Unit 3 Asian American History</p>	<p>6.1.12.A.8.c 6.1.12.D.9.b 6.1.12.A.11.c. 6.1.12.A.11.d 6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.D.5.d 6.1.12.A.8.c 6.1.12.D.12.b 6.1.13.A.3.c</p>	<p>What is the purpose of government? What are the criteria of a citizen? How does nationalism bind or separate its citizens? What is freedom? How does economic competition fuel the actions of people?</p>	

<p>Suggested Resources <i>Provide links to specific resources/ activities</i></p>	<p>https://www.tolerance.org/culture-classroom http://besthistorysites.net/american-history/womens-history/ https://npl.org/collections-services/new-jersey-hispanic-research-and-information-center/ https://www.pbs.org/ancestorsintheamericas/aahistorysites.html http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.readworks.org/ http://www.njamistadcurriculum.net/ https://sheg.stanford.edu/history-lessons/great-migration https://sheg.stanford.edu/history-lessons/women-1950s</p>		
<p>Unit 4 Latino History</p>	<p>6.1.12.D.2.a 6.2.12.D.1a 6.2.12.D.1.d 6.2.12.D.1.e 6.2.12. D.1.a 6.1.12.A.11.c 6.1.12.D.11.c 6.1.12.A.13.b 6.1.12.D.14.d 6.1.12.D.1.3c 6.1.12.A.12a 6.1.12. A.12.a 6.1.12.A.14c</p>	<p>How does an indigenous group incorporate its heritage with a conquering group?</p> <p>How does economic competition fuel the actions of people?</p> <p>What are the criteria of a citizen?</p> <p>How does nationalism bind or separate its citizens?</p> <p>What is freedom?</p>	

<p>Suggested Resources Provide links to specific resources/activities</p>	<p>https://www.tolerance.org/culture-classroom http://besthistorysites.net/american-history/womens-history/ https://npl.org/collections-services/new-jersey-hispanic-research-and-information-center/ https://www.pbs.org/ancestorsintheamericas/aahistorysites.html http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.readworks.org/ https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures http://www.njamistadcurriculum.net/ https://sheg.stanford.edu/history-lessons/great-migration https://sheg.stanford.edu/history-lessons/women-1950s</p>	
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Curricular Units

Unit 1: African American History			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.1.12.C.1.b Determine the extent to which natural resources, labor systems, and entrepreneurship contributed to economic development in the American colonies.</p> <p>6.1.12.A.3.h</p>	<p>How did the arrival of Europeans affect Africa?</p> <p>How did the slave trade in Africa differ from the Atlantic slave trade?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations</p>	<p>Discuss the definition of an American in context of the African during early colonial America.</p> <p>Evaluate the different treatment dependent upon the region and the master if there was one.</p> <p>Write a dialogue between a</p>

<p>Analyze the various rationale provided as a justification for slavery</p> <p>6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East and West Africa and Europe</p> <p>6.2.12.D.1.c Analyze the various motivations for and the impact of the Atlantic slave trade on Europeans and Africans.</p>	<p>How did European expansion contribute to the growth of the Atlantic slave trade?</p> <p>What was the destiny of the captured Africans?</p> <p>What was the Middle Passage and how did it reflect economic decisions?</p> <p>How did religion and Social Darwinism play a role in slavery and racism?</p> <p>How does economic competition fuel the actions of people?</p>	<p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>shipbuilder from New England a plantation owner from the South, in which you discuss the financial benefits of slavery.</p> <p>Write an essay summarizing <i>when</i> the origins of slavery during the Atlantic Slave trade and compare that type of slavery to earlier slavery either in Europe or Africa.</p> <p>Map the triangular trade and chart the life expectancy of Africans who were bound for the Caribbean and South America versus Africans bound for North America</p> <p>Identify the reasons and rationale for the enslavement of West Africans by Europeans.</p> <p>Examine the African Slave Trade for the enslaved and determine the impact on the lives of Africans by reading a poem, <i>Many Thousand Gone</i>.</p> <p>Analyze the middle passage experiences of Olaudah Equiano by reading an excerpt of this biography and answering questions on a worksheet.</p>
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			Read and analyze primary sources of the African Slave Trade to debate positions including be for, against, or neutral about slavery.
<p>6.12.12.A.6.c Relate the creation of African American advocacy organizations to the United States Supreme Court decisions and state and local governmental policies.</p> <p>6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against African Americans.</p> <p>6. 1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.</p> <p>6.1.12.A.4.a Analyze prevailing attitudes, socio- economic factors, and</p>	<p>What is the historical significance of Juneteenth?</p> <p>How has the U.S. Constitution restricted or granted the freedoms of African Americans?</p> <p>How have African Americans resisted the restrictions of American society and the U.S. government?</p> <p>How does art reflect one’s political and social identity?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Film</p> <p>Summary and analysis of guest speakers</p>	<p>Create a poster that displays Stono Rebellion, Vesey, Prosser, Turner, and Haitian Revolution and summarize how U.S. restriction on African Americans precipitated open rebellion.</p> <p>Watch video about Juneteenth. Read/discuss passage about Juneteenth.</p> <p>Write an editorial to a Black Newspaper arguing through legal documents why slavery should end.</p> <p>Create a Venn diagram comparing the philosophical approach of W.E.B. Du Bois to Booker Washington.</p>

<p>government actions that led to the Civil War.</p> <p>6.1.12.A.4.b Analyze the importance of the fundamental ideas found in historical documents in demanding equality for all.</p> <p>6.1.12.A.4.d Judge the effectiveness of the 13th-15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p>	<p>How does citizenship affect one's political identity?</p>		<p>Analyze the creation of historically Black Schools and the mission,</p> <p>Evaluate how White America accepted historically Black schools.</p>
<p>6.1.12.A.13.b Analyze the effectiveness of national legislation, policies and Supreme Court decision in promoting civil liberties and equal opportunities</p> <p>6.1.12.D.13.a Determine the impetus for the Civil Rights Movement and explain why national</p>	<p>What is the purpose of government?</p> <p>How did the U.S. Constitution restrict and grant freedoms to African Americans?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments</p>	<p>After reading the primary sources, briefly describe the content of each reading.</p> <p>Respond to the short story, "Flora Devine" and compare the attitude of Southern whites today using current events to the attitude of Southern whites during the Civil Rights era.</p>

<p>governmental actions were needed to ensure civil rights for African Americans.</p> <p>6.1.12.D.13.b Compare the leadership and ideology of Martin Luther King, Jr., and El-Hajj Malik El- Shabazz during the civil Rights Movement and evaluate their legacies.</p> <p>6.1.12.D.14.b Assess the effective of actions taken to address the causes of continuing urban tensions and violence.</p> <p>6.1.12.D.14.f Determine the influence of multicultural beliefs, products and practices in shaping contemporary American culture.</p>	<p>How does citizenship affect one's political identity?</p> <p>Analyze the various Civil Rights groups and determine what caused so many people to join them in spite of the dangers.</p>	<p>Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Read a short story "The Convert" by Lerone Bennet Jr. and write a review for a newspaper. Analyze the message it conveys.</p> <p>Compare the approaches of Malcom X and Martin Luther King in a T- Chart. How do the various approaches impact the Civil Rights Movement?</p> <p>Watch the documentary Selma and evaluate Dr. Martin Luther King's approach to civil disobedience.</p> <p>Trace LBJ's voting record on Civil Rights legislation and the passage of the Civil Rights Act after the assassination of JFK.</p>
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Unit 1 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented

<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking

Unit 1 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school,</p>	<p>English: Readings and writing of famous minorities and women.</p>

<p>home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Art/Music: Presentation on artists and musicians of the 1920s, including the Harlem Renaissance.</p> <p>Math: Review the U.S. Census Records to plot the states of highest immigration populations on a U.S. Map.</p>
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Unit 2: Women's History			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.12.D.14.c</p> <p>Evaluate the extent to which women, minorities, individual with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p>	<p>What is the purpose of government?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p>	<p>Summarize the historical view of women in antiquity, Middle Ages and the modern era compared to the contemporary view by engaging in discussion of the contemporary view with a PowerPoint presentation of the historical</p>

<p>6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.</p> <p>6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations in their pursuit of civil rights and equal opportunities.</p> <p>6.1.12.A.13.b Analyze the effectiveness of national legislation policies, and Supreme Court decision in promoting civil liberties and equal opportunities.</p> <p>6.1.12.C.8.b 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.</p> <p>6.1.12.D.6.c Analyze the success and failures of efforts to expand women’s rights,</p>	<p>What are the criteria of a citizen?</p> <p>How does nationalism bind or separate its citizens?</p> <p>What is freedom?</p> <p>Why must a citizen fight in his/her own country for civil rights?</p>	<p>Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>view.</p> <p>Summarize the impact the lack of social and religious power led in part to the Salem witch trials in Massachusetts by viewing a PowerPoint.</p> <p>Analyze a primary source of Mary Cooper’s journal to judge whether America’s women were the weaker sex.</p> <p>Analyze the post- colonial and pre- Civil War era criteria of the “true woman” to determine the ideal woman of 19th century America by viewing a PowerPoint.</p> <p>Summarize how the bustle and corset were simultaneously fashion favorites of men and hazardous to a woman’s health by reading a document.</p> <p>After reading an article titled Body by Madison Avenue, determine if advertisers contribute to the women’s imagery.</p>
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<p>including the work of important leaders and the eventual ratification of the 19th Amendment.</p> <p>6.1.12.A.6.b Evaluate the role of organized women in promoting government policies designed to address injustice, inequality, workplace safety, and immorality.</p> <p>6.1.12.A.4.b Analyze the importance of the fundamental ideas found in documents in demanding equal opportunity for all.</p> <p>6.1.12.D.2.d Analyze the arguments for new women's roles and rights and explain why 18th century society limited women's aspirations.</p> <p>6.1.12.A.1.b Analyze how gender, property ownership, religion and legal status affected political rights.</p>	<p>How do prevailing social norms, constructed by humans, prevent all members of society from full participation?</p> <p>How does economics help create laws that protect or exclude certain groups of people?</p>		<p>Trace the evolution of medical treatments for women in American through the 20th century.</p> <p>Chart the transformation of women activists in the public sphere leading to the passage of the 19th amendment.</p> <p>Summarize the thesis of Betty Friedan's <i>Feminine Mystique</i> and compare it to advertisements of the 1950s.</p> <p>Compare and contrast primary source arguments regarding the 19th Amendment and the use of gender stereotyping.</p> <p>Watch <i>Iron Jawed Angels</i> and recognize the social and political barriers to giving women full citizenship through suffrage.</p> <p>Analyze political cartoons to determine if women in politics are used as subject material more than men accounting for the percentage of women in politics vs. the percentage of men.</p>
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			<p>Analyze the number of women in politics in comparison to the 1920s and the barriers that still exist.</p> <p>Read Shirley Chisolm’s short biography and determine if there were aspiring politicians of color.</p>
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Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 2 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	<ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.

<p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;">21st Century Skills</p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Readings and writing of famous minorities and women.</p> <p>Art/Music: Presentation on female artists and musicians.</p> <p>Math: Review the U.S. Census Records to plot the states of highest immigration populations on a U.S. Map.</p>

Unit 3: Asian American History

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.1.12.A.8.c The 1920s is characterized as a time of social, economic, technological, and political change as well as a time of emerging isolationism, racial and social tensions, and economic problems.</p> <p>6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>6.1.12.A.11.c Determine if the policies regarding Japanese internment and other minority groups were a denial of civil rights.</p> <p>6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.</p> <p>6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban</p>	<p>What is the purpose of government?</p> <p>What are the criteria of a citizen?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Locate countries and landforms in four regions of the East by completing an outline map and question on a worksheet.</p> <p>Compare US students to Asian students, find horoscope, and other factoids about Asia by navigating through stations and completing a worksheet</p> <p>Compare and contrast the origin stories of Zulu, Maya and China by completing a chart.</p> <p>Compare the political position of Filipino leader and U.S. president and determine the response to post Spanish American War Philippines.</p>

<p>Missile Crisis, and the Vietnam War.</p> <p>6.1.12.A.12.b Examine the constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts</p> <p>6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity or occupation.</p> <p>6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>6.1.12.D.12.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.13.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.</p>	<p>How does nationalism bind or separate its citizens?</p> <p>What is freedom?</p> <p>How does economic competition fuel the actions of people?</p>		<p>Determine the impact WWII, Great Depression and political instability had on Japanese, Chinese, and Filipino immigration and citizenship through journal articles and primary sources to assess the conflicts created by economics.</p> <p>Examine the institutional discrimination faced by Japanese Americans and Filipino Americans.</p> <p>View the movie to Live to examine the events that led Chinese to immigrate to the U.S. in the 20th century.</p> <p>Examine government discrimination of Japanese Americans via a small group work examining Executive Order 9066.</p>
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Unit 3 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. e. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task. 	<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 3 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	<ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason.

<p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;">21st Century Skills</p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Readings and writing of famous minorities and women.</p> <p>Art/Music/Science: Presentation on Asian artists, authors, and inventors.</p> <p>Math: Review the U.S. Census Records to plot the states of highest immigration populations on a U.S. Map.</p>

Unit 4: Latino History

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.12.D.2.a Explain the consequences to Native American groups of the loss of their land and people.</p> <p>6.2.12.D.1a Assess the political, social and economic impact of the Columbian exchange of plants, animals, ideas and pathogens on Europeans and Native Americans.</p> <p>6.2.12.D.1.d Explain how the new social stratification created by voluntary and coerced interactions of Natives Americans in Spanish colonies laid the foundation for conflict</p> <p>6.2.12.D.1.e Assess the economic, political and social policies and practices regarding indigenous</p>	<p>How does an indigenous group incorporate its heritage with a conquering group?</p> <p>How does economic competition fuel the actions of people?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Write an obituary on Montezuma II and Atahualpa.</p> <p>Express varying points of view of the social impact of Spanish conquest in the Americas.</p> <p>Illustrate the route of conquest during the Inca and Aztec campaigns.</p> <p>Create an encyclopedia entry to explain African people in the Americas.</p>

<p>peoples in Spanish colonies.</p> <p>6.2.12. D.1.a Assess the political, social and economic impact of the Columbian exchange of plants, animals, ideas and pathogens on Europeans and Native Americans.</p> <p>6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.</p> <p>6.1.12.D.11. c 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.</p> <p>6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the</p>	<p>What are the criteria of a citizen?</p> <p>How does nationalism bind or separate its citizens?</p> <p>What is freedom?</p> <p>How did court cases from the Civil Rights Era shape freedom for minorities?</p>		<p>Review the U.S. Census Records to plot the states of highest immigration populations on a U.S. Map.</p> <p>Debate whether the wet-foot-dry-foot policy employed by the U.S. Citizenship and Immigration for Cubans immigrating to the U.S. is fair when compared to other Latino groups.</p> <p>Create a chart that differentiates between the different categories of immigrants in the U.S.</p> <p>Write a journal entry of a Mexican affected by one of the</p>
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<p>Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p>6.1.12.D.1.3c Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.</p> <p>6.1.12. A.14.c Judge the merit and effectiveness of recent legislation in addressing the citizenship status of individuals and groups.</p>	<p>Have minorities achieved the goal of equality?</p>		<p>following events: annexation of Texas, the Gadsden Purchase, and the Mexican War.</p> <p>Create a musicology of Latino American musician including Celia Cruz (Queen of Salsa), Selena, Marc Anthony (King of the baladas), Enrique Iglesias, mambo, and salsa.</p> <p>Critique the impact of Latino American baseball players and boxers including Alex Rodriguez, Sammy Sosa, and Oscar de la Hoya on American sports.</p> <p>Create a calendar of Latino holidays.</p>
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Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

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21st Century Skills	Interdisciplinary Connections

<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p>	<p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p>
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