TOWNSHIP OF UNION PUBLIC SCHOOLS



Cultural Studies

July 21, 2020

Mission Statement

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

Philosophy Statement

school operates as a partner with the home and community. conducive to the needs of all students in general, providing therein for individual differences. The 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 The Township of Union Public School District, as a societal agency, reflects democratic ideals and

Course Description

using currents events. 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 will examine the barriers they faced to secure full citizenship. The students will the Asian experience focusing on the Chinese and Japanese experiences. The course American Studies, Women's History, the experience of Latinas in America as well as The Cultural Studies course was designed to explore four topics including African

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

Unit 1 African American History	Overniew
6.1.12.C.1.b 6.1.12.A.3.h 6.2.12.D.1.c 6.2.12.D.1.c 6.12.12.A.6.c 6.1.12.A.5.c 6.1.12.A.4.a 6.1.12.A.4.a 6.1.12.A.4.b 6.1.12.D.13.b 6.1.12.D.13.a 6.1.12.D.13.a 6.1.12.D.13.b 6.1.12.D.14.f	Sundards
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 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? 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?	Unit Skills Focus
 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 Written responses to queries Summary and Analysis of 	Content-Specific Practices (when applicable)

Suggested Resources Provide links to posific resources/ activities	
https://www.tolerance.org/culture-classroom https://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 https://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.readworks.org/ What Is Juneteenth? https://www.history.com/juneteenth	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. dangers.
	Videos/Documentaries/ Summary and analysis of guest speakers

es/Films s of

Provide links to specific resources activities		Unit 2 Women's History	
http://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 https://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/ https://www.readworks.org/ https://www.njamistadcurriculum.net/ https://sheg.stanford.edu/history-lessons/great-migration https://sheg.stanford.edu/history-lessons/women-1950s	6.1.12.A.4.b How does economics help create laws that protect or 6.1.12.D.2.d exclude certain groups of people? 6.1.12.A.1.b	6.1.12.A.13.b What is freedom? 6.1.12.C.8.b Why must a citizen fight in his/her own country for civil rights? 6.1.12.D.6c How do prevailing social norms, constructed by humans, brevent all members of society from full participation?	http://www.njamistadcurnculum.net/ https://sheg.stanford.edu/history-lessons/great-migration https://sheg.stanford.edu/history-lessons/women-1950s

6.1.12.A.8.c 6.1.12.D.9.b Col.112.A.11.d 6.1.12.A.12.a Col.112.A.12.a Col.112.A.12.a Col.112.A.12.b Col.112.A.12.b Col.112.A.12.b Col.112.A.12.b Col.112.D.5.d Col.112.D.5.d Col.112.D.5.d Col.112.D.5.d Col.112.D.5.d Col.112.D.5.d Col.112.D.5.d Col.112.D.12.b Col

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https://sheg.stanford.edu/history-lessons/great-migration https://sheg.stanford.edu/history-lessons/women-1950s	lgbtq-students/appendix-b-lgbtq-historical-figures http://www.njamistadcurriculum.net/	https://www.readworks.org/ https://www.tolerance.org/magazine/publications/best-practices-for-serving-	http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-igbtq/	<u>information-center/</u> https://www.pbs.org/ancestorsintheamericas/aahistorysites.html	https://npllorg/collections-services/new-jersey-hispame-research-and-	https://www.tolerance.org/culture-classroom http://besthistorysites.net/american-history/womens-history/	What is freedom?	How does nationalism bind or separate its citizens?	What are the criteria of a citizen?	How does economic competition fuel the actions of people?	

Curricular Units

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							これのではないとのではない。	
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一个时间,我们就是我们的时间,我们就是这一个时间,我们就是我们的,我们就是我们的,我们就是我们的,我们就是我们的,我们就是我们的,我们就是我们的人,我们就是一个一个一个一个一个一个一个一个一个一个一个								

Commert Structures Amount Lesources, labor systems, and denote recogning or commerted to exponent in the American colonies. Control the evaluations from the Atlantic slave trade in Africa Analyze the various arotivated sar a justification for an differ from the Atlantic slave trade? Compare slavery practices and other forms of cornered labor or social bondings common in East and West Africa and Europea Compare slavery practices and other forms of cornered labor or social bondings common in East and West Africa and Europea Compare slavery practices and other forms of cornered labor or explanations Compare slavery partices and other forms of cornered labor or explanations Compare slavery partices and other forms of cornered labor or explanations Compare slavery partices and other from New England a Concepts Compare slavery of the Malaritic slave trade? Compare slavery of the warious morivations Compare slavery of the flow did it reflect economic or and the impact of the flow did religion and Social Darwhints play a role in slavery and Analysis of guest Africans Compare the various morivations Compare the various from the Atlantic slave trade on the flow did it reflect economic or and the master of the flow did it reflect economic or and the impact of the flow did it reflect economic or and the impact of the flow did it reflect economic or and the impact of the flow did it reflect economic or and the impact of the flow did it reflect economic or and the impact of the flow did it reflect economic or and the impact of the flow did it reflect economic or		Unit 1: African American Histon	merican History	
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activities activities Classroom Discussions, Classroom Discussions, Socratic seminars, and the 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? Atlantic slave trade? What was the destiny of the captured Africans? What was the Middle Passage and how did it reflect economic decisions? How does economic competition fuel the actions of people? Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable PowerPoint Presentations Class Trips to applicable PowerPoint Presentations Teacher and student led PowerPoint Presentations Teacher and student led PowerPoint Presentations Class Trips to applicable PowerPoint Presentations Teacher and student led PowerPoint Presentations Class Trips to applicable PowerPoint Presentations	6.1.12.C.1.b	How did the arrival of Europeans	Annotations and close reading	Discuss the definition of an
the 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 does economic competition fuel the actions of people? Class Trips to applicable Conscepts Individual/Group Presentations Class Trips to applicable Conscepts Individual/Group Presentations Summary and Analysis of Question analysis and essays Written responses to queries Summary and Analysis of guest speakers How does economic competition fuel the actions of people?	Determine the extent to which	affect Africa?	activities	American in context of the
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the How did the slave trade in Africa differ from the Atlantic slave trade? Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays What was the Middle Passage and how did religion and Social Darwinism play a role in slavery and racism? How does economic competition fuel the actions of people?	and entrepreneurship contributed		Socratic seminars, and	America.
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nale nale I 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 does economic competition fuel the actions of people? 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 Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers		differ from the Atlantic slave trade?	and notes	treatment dependent upon the
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In for How did European expansion contribute to the growth of the Atlantic slave trade? Atlantic slave trade? Or What was the destiny of the captured Africans? What was the Middle Passage and how did it reflect economic decisions? How does economic competition fuel the actions of people? 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 How does economic competition fuel the actions of people?	Analyze the various rationale		PowerPoint Presentations	
contribute to the growth of the Atlantic slave trade? Atlantic slave trade? Or 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?	provided as a justification for	How did European expansion	Class Trips to applicable	Write a dialogue between a
Atlantic slave trade? Or Or Sast Captured Africans? What was the Middle Passage and how did it reflect economic decisions? How does economic Tacism? Atlantic slave trade? Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Videos/Documentaries/Films Summary and Analysis of guest speakers How does economic competition fuel the actions of people?	slavery	contribute to the growth of the	historical sites/monuments	shipbuilder from New England a
concepts or Or 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? Cor Cor Concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Yideos/Documentaries/Films Summary and analysis of guest speakers		Atlantic slave trade?	Definitions of key terms and	plantation owner form the
or What was the destiny of the captured Africans? What was the Middle Passage and how did it reflect economic decisions? How does economic racism? How does economic competition fuel the actions of people? 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	6313D1F		concepts	South, in which you discuss the
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?	Compare slavery practices and		Individual/Group	financial benefits of slavery.
captured Africans? 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?	other forms of coerced labor or	TYPE		YY7
Written responses to queries 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?	social bondage common in East	What was the destiny of the captured Africans?	\ue	the origins of slavery during the
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?	and west which and Europe	,	Written responses to queries	Atlantic Slave trade and compare
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?		What was the Middle Passage and	Summary and Analysis of	that type of slavery to earlier
decisions? How did religion and Social Darwinism play a role in slavery and racism? How does economic competition fuel the actions of people?	6.2.12.D.1.c	how did it reflect economic	Videos/Documentaries/Films	slavery either in Europe or
How did religion and Social Darwinism play a role in slavery and racism? How does economic competition fuel the actions of people?	Analyze the various motivations	decisions?	Summary and analysis of guest speakers	Africa.
Darwinism play a role in slavery and racism? How does economic competition fuel the actions of people?	Atlantic slave trade on	How did religion and Social	,	Map the triangular trade and
How does economic competition fuel the actions of people?	Europeans and Africans.	Darwinism play a role in slavery and		chart the life expectancy of
es economic tion fuel the actions of		racism?		Africans who were bound for the Caribbean and South America
tion fuel the actions of		How does economic		versus Africans bound for North
		competition fuel the actions of people?		America

	historical sites/monuments Definitions of key terms and		actions by groups and individuals to address
Juneteenth.	PowerPoint Presentations Class Trips to applicable		Analyze the effectiveness of governmental policies and of
Watch video about Juneteenth. Read/discuss passage about	Annotated Timelines Teacher and student led	the freedoms of African Americans?	6.1.12.A.5.c
Lynch Lynch of car you continue	and notes	Constitution restricted or granted	governmental policies.
restriction on African Americans precipitated open rebellion.	Debates Analysis of graphic organizers	How has the IIS	States Supreme Court
and summarize how U.S.	Socratic seminars, and		organizations to the United
Turner, and Haitian Revolution	Classroom Discussions,	ę	African American advocacy
Create a poster that displays Stono Rebellion, Vesey, Prosser,	Annotations and close reading activities	What is the historical significance of Juneteenth?	6.12.12.A.6.c Relate the creation of
neutral about slavery.	man Andrea and Andrea		
including be for, against, or			
Trade to debate positions			
sources of the African Slave			
Read and analyze primary			
questions on a worksheet.			
biography and answering			
by reading an excerpt of this			
Analyze the middle passage experiences of Olaudah Equiano			
INLANY L DOMSANA COME.			
Africans by reading a poem,			
the impact on the lives of			
for the enslaved and determine			
Examine the African Slave Trade			
Africans by Europeans.			
for the enslavement of West			
Identify the reasons and rationale	A) Proposition of the Control of the	A Company of the Comp	

6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American	Judge the effectiveness of the 13th-15th Amendments in obtaining citizenship and equality for African Americans.	6.1.12.A.4.b Analyze the importance of the fundamental ideas found in historical documents in demanding equality for all.	6.1.12.A.4.a Analyze prevailing attitudes, socio- economic factors, and government actions that led to the Civil War.	Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.	6. 1.12.D.4.e	African Americans.
			How does citizenship affect one's political identity?	How does art reflect one's political and social identity?	government?	How have African Americans resisted the restrictions of American society and the ITS
				Written responses to queries Summary and Analysis of Videos/Documentaries/Film Summary and analysis of guest speakers	Document Based Question	concepts Individual/Group Dresearchions
		Evaluate how White America accepted historically Black schools.	Analyze the creation of historically Black Schools and the mission,	Create a Venn diagram comparing the philosophical approach of W.E.B. Du Bois to Booker Washington.	end.	Write an editorial to a Black Newspaper arguing through legal

products and practices in shaping contemporary
American culture.

Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Hormative Assessment When possible provide links to specific samples documents asseg	
	icipation, Exit	onmonis/eic.	Unit 1 As
	Tests, Quizzes, Projects	Summative Assessment When possible, provide links to specific samples/ documents/ assignments/etc	sessment Plan

		when not on task.
	e. Establish a non-verbal cue to redirect student d. Provide modified assessments when necessary.	e. Establish a non-verbal cue to redirect student
	teacher.	d. Extended time on assessments when needed.
	c. Preferred seating to be determined by student and	c. Model and provide examples
c. Provide Assessments at a Higher Level of Thinking	 b. Extended time on assessments when needed. 	organizers/study guides to reinforce key topics.
b. Extension/Challenge Questions	study guides to reinforce key topics.	b. Students may be provided with note
a. Use of Higher Level Questioning Techniques	a. Students may be provided with note organizers /	a. Read written instructions/Google translate
Gifted and Talented When possible, provide links to specific samples documents assignments etc.	Special Education / 504 When possible, provide links to specific samples (documents) assignments/etc.	English Language Learners (ELL) When possible, provide imbes to specific samples (documents) ausgnments/etc.
on Activities	Unit 1 Suggested Modifications/Accommodations/Extension Activities	Unit 1 S

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NJSLS - Technology When possible, provide links to specific samples / documents / assignments / etc. Refer to the NJ Technology Standards	Career Readiness Practices When possible provide links to specific samples documents assignments etc. Refer to the N Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.
aspirations by using a variety of digital tools and resources.	CRP3. Attend to personal health and financial well-being.
8.1.12.A.2: Produce and edit a multi-page digital document for a	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of
commercial or processional audience and present it to peers and/or professionals in that related area for review	decisions.
protessionals in that related area for review.	CRP6. Demonstrate creativity and innovation.
8.1.12.A.4: Construct a spreadsheet workbook with multiple	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
איטואאוויים, ויוומווי מטא ני וכווייו עוב עממ טוו וווכ איטואאווככו, מוונו	CRP9. Model integrity, ethical leadership and effective management.

use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP11. Use technology to enhance productivity.
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.	
21st Century Skills When possible provide links to sperfu samples! documents! assignments! etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ decoments/, assignments/etc. Refer to the NJ Student Learning Standards.
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	English: Readings and writing of famous minorities and women.
career.	Art/Music: Presentation on artists and musicians of the 1920s, including the Harlem Renaissance.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Review the U.S. Census Records to plot the states of highest immigration populations on a U.S. Map.
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

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.		What is freedom?	6.1.12.A.13.b Analyze the effectiveness of national legislation policies, and Supreme Court decision in promoting civil liberties and equal opportunities.
viewing a PowerPoint. Analyze a primary source of Mary Cooper's journal to judge whether America's women were the weaker sex.	Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	How does nationalism bind or separate its citizens?	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.
view. Summarize the impact the lack of social and religious power led in part to the Salem witch	PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group	What are the criteria of a citizen?	6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.
contemporary view by engaging in discussion of the contemporary view with a PowerPoint presentation of the historical	Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led		preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
Summarize the historical view of women in antiquity, Middle Ages and the modern era compared to the	Annotations and close reading activities Classroom Discussions, Socratic seminars, and	What is the purpose of government?	6.1.12.D.14.c Evaluate the extent to which women, minorities, individual with gender
Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.	Content-Specific Practices (when applicable)	Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards

6.1.12.D.2.d	Analyze the importance of the fundamental ideas found in documents in demanding equal opportunity for all.	promoting government policies designed to address injustice, inequality, workplace safety, and immorality. 6.1.12.A.4.b	eventual ratification of the 19th Amendment. 6.1.12.A.6.b Evaluate the role of organized women in	fole and status of women. 6.1.12.D.6.c Analyze the success and failures of efforts to expand women's rights, including the work of important leaders and the	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
		How does economics help create laws that protect or exclude certain groups of people?	How do prevailing social norms, constructed by humans, prevent all members of society from full participation?	Why must a citizen fight in his/her own country for civil rights?	
Watch Iron Jawed Angels and	Compare and contrast primary source arguments regarding the 19th Amendment and the use of gender stereotyping.	sphere leading to the passage of the 19th amendment. Summarize the thesis of Betty Friedan's Feminine Mystique and compare it to advertisements of the 1950s.	treatments for women in American through the 20th century. Chart the transformation of women activists in the public	After reading an article titled Body by Madison Avenue, determine if advertisers contribute to the women's imagery. Trace the evolution of medical	Summarize how the bustle and corset were simultaneously fashion favorites of men and hazardous to a woman's health by reading a document.

new women's roles and political barrie rights and explain why 18th century society limited women's political barrie women full ci	aspirations.
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Analyze the arguments for recognize the	the arguments for

6.1.12.A.1.b
Analyze how gender,
property ownership,
religion and legal status
affected political rights.

recognize the social and political barriers to giving women full citizenship through suffrage.

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.

Analyze the number of women in politics in comparison to the 1920s and the barriers that still exist.

Read Shirley Chisolm's short biography and determine if there were aspiring politicians of color.

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b. Students may be provided with note	a. Read written instructions	English Language Learners (ELL) When possible, provide links to perfix samples! documents! assignments! etc.	Unit 2 Su
study guides to reinforce key topics.	a. Students may be provided with note organizers /	Special Education / 504 When possible, provide links to specific samples/ documents/ assignments/etc.	ggested Modifications/Accommodations/Extens
b. Extension/Challenge Questions	a. Use of Higher Level Questioning Techniques	Gifted and Talented When possible, provide links to specific samples! documents! assignments! etc.	sion Activities

	globally.
Math: Review the U.S. Census Records to plot the states of highest immigration populations on a U.S. Map.	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and
Art/Music: Presentation on female artists and musicians.	career.
English: Readings and writing of famous minorities and women.	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school,
Interdisciplinary Connections When possible, provide links to specific ELLA/Math/Sil/SS standards as well as samples! documents/ assignments/etc. Refer to the NJ Student Learning Standards	21st Century Skills When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills
	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.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	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.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	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.
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.	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.
Uniti 2 Conmections Career Readiness Practices When passible, proude links to specific samples (deciments) are responses to the NI Career Readiness Practices	Unit 2 NJSLS - Technology NJSLS - Technology When possible, provide links to specific samples documents stringments etc. Refer to the N Technology, Standards
Extended time on assessments when needed. Preferred seating to be determined by student and cher. Provide modified assessments when necessary.	organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

	Unit 3: Asian A	Unit 3: Asian American History	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (The Student will be able to:)
6.1.12.A.8.c		~	Locate countries and
time of social, economic,		activities Classroom Discussions,	landforms in four regions of the East by completing an
change as well as a time of		Socratic seminars, and	outline map and question on a
emerging isolationism, racial and		Debates	worksheet.
social tensions, and economic	What is the purpose of	Analysis of graphic organizers	
problems.	government?	and notes	
61121794		Annotated Timelines	
Analyze the impact of the Great		Teacher and student led	Compare US students to
Depression on the American		PowerPoint Presentations	Asian students, find
family, migratory groups, and		Class Trips to applicable	horoscope, and other factoids
ethnic and racial minorities.		historical sites/monuments	about Asia by navigating
6.1.12.A.11.c		concepts	completing a worksheet
Determine if the policies		Individual/Group	C
and other minority groups were a		Presentations	
denial of civil rights.		Document Based Question	
- Dipplication of the Control of the		analysis and essays	Compare and contrast the
		AN WE COLOR TO THE PERSON OF T	- The state of the

process, rule of law, and	6.1.12.D.12.b Explain why American ideals put forth in the Constitution (i.e., due	6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.	6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity or occupation.	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	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 Missile Crisis, and the Vietnam War.	6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so. 6.1.12.A.12.a
ALL CONTRACTOR OF THE PROPERTY	competition fuel the actions of people?	How does economic	What is freedom?	How does nationalism bind or separate its citizens?		What are the criteria of a citizen?
						Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers
Table Community of the	View the movie to Live	Examine the institutional discrimination faced by Japanese Americans and Filipino Americans.	primary sources to assess the conflicts created by economics.	Determine the impact WWII, Great Depression and political instability had on Japanese, Chinese, and Filipino immigration and citizenship through journal articles and	Compare the political position of Filipino leader and U.S. president and determine the response to post Spanish American War Philippines.	origin stories of Zulu, Maya and China by completing a chart.

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Examine government discrimination of Japanese Americans via a small group work examining Executive Order 9066.	as during this	foreign relations during this period.
	Assess the role of geopolitics in the development of American	Assess the role the developmen
U.S. in the 20th century.	6.1.13.A.3.c	6.1.
Chinese to immigrate to the	trent groups of hour time	denied to different groups of
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Control & Control		
1.5 E-HHI	Hnit 3 Shopested Modifications/Accommodations/Expansion Activities	ion Activities
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
When possible, provide links to specific samples/ documents/ assignments/ etc.	When passible, provide links to spesific samples/ documents/ assignments/etc.	When possible, provide links to sperfu samples/ documents/ assignments/etc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
 c. Model and provide examples 	 Preferred seating to be determined by student and 	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.		
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	e. Student may complete assessments in alternate	
 Students may use a bilingual dictionary. 	setting when requested.	

Math: Review the U.S. Census Records to plot the states of highest immigration populations on a U.S. Map.	careers have evolved regionally, nationally, and globally.
Art/Music/Science: Presentation on Asian artists, authors, and inventors.	nome, work, and extractificular activities for use in a career.
English: Readings and writing of famous minorities and women.	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school,
Interdisciplinary Connections When possible, provide links to specific ELLA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards	21st Century Skills When possible, provide links to specific samples! documents! assignments/etc. Refer to the 21st Century Life and Skills
	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.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	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.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	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.
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.	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.
Career Readiness Practices When possible, provide links to specific samples/documents/assignments/etc. Refer to the NJ Career Readiness Practices	NJSLS - Technology When passible, provide links to specific samples (documents) assignments of standards. Refer to the NJ Technology Standards
Unit 3 Connections	#IND
Establish a non-verbal cue to redirect student hen not on task.	g. Pair Visual Prompts with Verbal f. Establish a non-verb Presentations when not on task. h. Highlight Key Words & Phrases

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

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	concepts Individual/Group		6.2.12.D.1.d
	Definitions of key terms and		and Native Americans.
	historical sites/monuments		pathogens on Europeans
conquest in the Americas.	Class Trips to applicable		plants, animals, ideas and
the social impact of Spanish	PowerPoint Presentations		Columbian exchange of
Express varying points of view of	Teacher and student led		Assess the political, social
	Annotated Timelines		6.2.12.D.1a
	and notes		
	Analysis of graphic organizers		,
	Socratic seminars, and Debates	conquering group?	people.
II and Atahualpa.	Classroom Discussions,	incorporate its heritage with a	of the loss of their land and
Write an obituary on Montezuma	activities	How does an indigenous group	Explain the consequences
	Annotations and close reading		6.1.12.D.2.a
When possible, provide links to specific samples/ documents/ assignments/etc.	(when applicable)	("Unpacked" Standards)	Content Standards
Standard Mastery Examples	Content Specific Procetions	Critical Knowledge & Skills	
	Unit 4: Latino History	Unit 4:	

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. 6.1.12.D.11. c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often	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.	6.2.12.D.1.e Assess the economic, political and social policies and practices regarding indigenous peoples in Spanish colonies.	Explain how the new social stratification created by voluntary and coerced interactions of Natives Americans in Spanish colonies laid the foundation for conflict
How does nationalism bind or separate its citizens?	What are the criteria of a citizen?		How does economic competition fuel the actions of people?
		Summary and analysis of guest speakers	Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films
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.	Review the U.S. Census Records to plot the states of highest immigration populations on a U.S. Map.	Create an encyclopedia entry to explain African people in the Americas.	Illustrate the route of conquest during the Inca and Aztec campaigns.

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.	with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. 6 1 1 2 D 1 3	6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals	Court decisions (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) in promoting civil liberties and equal	nationalism despite the discrimination they experienced in the military and workforce. 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme
		Have minorities achieved the goal of equality?	Civil Rights Era shape freedom for minorities?	What is freedom? How did court cases from the
Sammy Sosa, and Oscar de la Hoya on American sports. Create a calendar of Latino holidays.	Critique the impact of Latino American baseball players and	American musician including Celia Cruz (Queen of Salsa), Selena, Marc Anthony (King of the baladas), Enrique Iglesias, mambo, and salsa.	Write a journal entry of a Mexican affected by one of the following events: annexation of Texas, the Gadsden Purchase, and the Mexican War. Create a musicology of Latino	Create a chart that differentiates between the different categories of immigrants in the U.S.

Attonipos	 individuals and groups.	citizenship status of	legislation in addressing the	effectiveness of recent	Judge the merit and	6.1.12. A.14.c
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Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Unit 4 A Formative Assessment When possible, provide links to specific samples! decaments/ assignments/etc.
	Tests, Quizzes, Projects	Assessment Plan Summative Assessment When positible, provide littles to specific samples (documents) assignments (etc.

Unit 4 Su	Unit 4 Suggested Modifications/Accommodations/Extension Acc	ion Activities
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a. Read written instructions	 a. Students may be provided with note organizers / 	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	 c. Preferred scating to be determined by student and 	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	 d. Provide modified assessments when necessary. 	
when not on task.	E. Student may complete assessments in alternate	
 Students may use a bilingual dictionary. 	setting when requested.	
g. Pair Visual Prompts with Verbal		
Presentations		

Unit 4 When possible, provide links to operfit samples documents assignments etc. Refer to the N Technology Standards	Unit 4 Connections Career Readiness Practices (When possible, provide links to specific samples) documents assignments for. Refer to the NI Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects	CRP1. Act as a responsible and contributing citizen and employee.
personal and academic interests, achievements, and career	CRP2. Apply appropriate academic and technical skills.
aspirations by using a variety of digital tools and resources.	CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.
8.1.12.A.2: Produce and edit a multi-page digital document for a	CRP5. Consider the environmental, social and economic impacts of

and port port		CRP8. Utilize critical thinking to make sense of problems and persevere
port When possible, provide lines, in speaffic ELA When possible, provide lines, in speaffic ELA Ant/Music/Science: Presentation inventors. Math: Review the U.S. Census immigration populations on a U. ral	worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all	in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11 Tise technology to enhance productivity.
port When passible, provide links, to specific ELA When passible, provide links, to specific ELA Refer to the NIS English: Readings and writing of Art/Music/Science: Presentation inventors. Math: Review the U.S. Census immigration populations on a U. ral	worksheets to convey the results.	CAFIL. Use technology to enhance productivity.
English: Readings and writing of Art/Music/Science: Presentation inventors. Math: Review the U.S. Census immigration populations on a U.	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	
English: Readings and writing of Art/Music/Science: Presentation inventors. Math: Review the U.S. Census immigration populations on a U.	21st Century Skills When tostible, provide links to abedite sambles of openments of assumemics of the sambles	
English: Readings and writing of Art/Music/Science: Presentation inventors. Math: Review the U.S. Census immigration populations on a U.	W nen possible, provide lines to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills	
Art/Music/Science: Presentation inventors. Math: Review the U.S. Census immigration populations on a U.	9.2.8.8.3 Evaluate communication, collaboration, and leadership skills that can be developed through school,	English: Readings and writing of famous minorities and women.
inventors. Math: Review the U.S. Census immigration populations on a U.	career.	Art/Music/Science: Presentation on Latino artists, authors, and
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	view the U.S. Census
	9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	