

**NJ Amistad Commission Curriculum Alignment for West Orange Public School District**

Grade Level(s)	Content Integration	Alignment to the Amistad Curriculum
<p><b>K-3</b></p>	<p>The Elementary Social Studies Curriculum is designed to give students the opportunity to develop their sense of place in our community, state, nation, and global village. The curriculum will allow students to meet the highest levels dictated by New Jersey Student Learning Standards for Social Studies. A West Orange elementary social studies student will examine the following concepts: democratic ideals, cultural diversity, economic development, global perspective, and participatory citizenship. A multicultural approach to teaching social studies is fostered in the curriculum as is the integration of literacy to promote a rich social studies experience.</p> <p>The kindergarten social studies curriculum provides students to not only learn about themselves but begin to make connections with others and their world. Students will be engaged with project based learning activities and present their findings to others.</p> <ul style="list-style-type: none"> <li>Unit 1: Me, My Class, and My Community</li> <li>Unit 2: Culture and Traditions in our World</li> <li>Unit 3: Our World Then and Now</li> </ul> <p>The first grade social studies curriculum guides students to take a step outside of themselves to develop an understanding of everyone’s role and responsibility in society. This includes the intimate community structures in our classrooms and the larger structures in our communities and world. Through their exploration, students will develop an appreciation for the diverse world we live in. This course ends with a unit on economics, to begin developing the skills needed to be productive and conscious citizens.</p> <ul style="list-style-type: none"> <li>Unit 1: Our School, Our Community</li> <li>Unit 2: Cultural Traditions</li> <li>Unit 3: Past and Present</li> <li>Unit 4: Looking at our World</li> <li>Unit 5: Economics</li> </ul> <p>The second grade social studies curriculum encompasses a broad overview of being conscious citizens in our local and global communities. Students will explore various rules and laws of society, how needs are met within a community and geography skills to better understand the world. Students will also glean an understanding of history while simultaneously appreciating and celebrating diverse cultures. The units are designed to engage students, help them to develop their abilities to think, reason, conduct research and utilize technology. This course of study will promote literacy skills through examination of informational text through both primary and secondary resources.</p> <ul style="list-style-type: none"> <li>Unit 1: My Country, My Government</li> <li>Unit 2: Meeting the Needs in a Community</li> <li>Unit 3: Geography</li> <li>Unit 4: History Past and Present</li> <li>Unit 5: Celebrating Our Culture</li> </ul> <p>The third grade social studies curriculum includes a varied and broad overview of being active citizens who can identify their history and role(s) within the global community. Students will explore how to be a functioning citizen on a local and global level and use those skills in exploring the differences in geography and climate in a global setting. Students will gain an understanding of the branches and levels of government on a local, state, and federal level. In addition, students will understand the foundation of their country, while sharing and celebrating diverse cultures. The units set forth will engage students, promote critical thinking and reasoning, all while utilizing technology. This course of study will be cross curricular, as students will utilize various genres of text and media resources to their mastery of the unit.</p>	<p><b>Unit 1—Social Studies Skills</b>            This unit will emphasize skill-based learning: reading and interpreting maps, census data, graphs, charts, timelines, primary and secondary sources, and points of view. Teachers will introduce the students to the historian’s craft (interpretation and narration).</p> <p>In early elementary students develop the skills of working with maps, charts, graphs and timeline. This provides the foundation for students later on as they learn to understand how to utilize historical evidence and indicate bias, point of view and the reasons some historical sources were created. As students move to middle and high school, focus shifts to the deep analysis of historical sources to determine bias, point of view and historical context. Students chronicle the importance of evidence in understanding the past.</p> <p><b>Unit 6—The Constitution and the Continental Congress 1775-1800</b>            The student will learn the principles of democratic citizenship through the study of the Constitution and its origins, key principles, processes, functions, and limitations.</p>

	<p>Unit 1: Citizenship  Unit 2: Branches of Government  Unit 3: Levels of Government  Unit 4: Our World: Geography, People and the Environment  Unit 5: Celebrating Cultural Diversity</p>	
<p><b>Grade 4</b>   <b>NJ History</b></p>	<p><b>Unit 1- Regions of the US and New Jersey</b>  <u>The Student Will Understand...</u></p> <ul style="list-style-type: none"> <li>• The different types of maps and the information found in them.</li> <li>• The physical geography of New Jersey and how it affects the way people live, work, and play.</li> </ul> <p><b>Unit 2- Exploration and Settlement of New Jersey</b>  <u>The Student Will Understand...</u></p> <ul style="list-style-type: none"> <li>• European Settlers and the Native Americans faced conflicts as their cultures collided.</li> <li>• Cultural differences between European colonists and Native Americans led to conflicts that often resulted in wars and the destruction or westward movement of the Native American populations.</li> </ul> <p><b>Unit 3- The American Revolution</b>  <u>The Student Will Understand...</u></p> <ul style="list-style-type: none"> <li>• Free, wage labor co-existed with coercive forms of labor such as slavery and indentured servitude.</li> <li>• The institution of slavery served as the economic engine for the majority of colonies.</li> <li>• The reasons given in the Declaration of Independence for fighting Great Britain in the American Revolution.</li> <li>• The colonial experience through the eyes of the various people who contributed to it.</li> </ul> <p><b>Unit 4- The Government of New Jersey and the Nation</b>  <u>The Student Will Understand...</u></p> <ul style="list-style-type: none"> <li>• How rules and laws created by community, state, and national governments protect the rights of the people, helped resolve conflicts, and promoted the common good.</li> <li>• The fundamental rights which contribute to the improvement of American democracy.</li> <li>• The role of historical symbols, monuments, and holidays which affect the American identity.</li> <li>• How Americans fought for fairness, civil rights, and human rights.</li> </ul> <p><b>Unit 7- Immigration</b>  <u>The Student Will Understand...</u></p> <ul style="list-style-type: none"> <li>• Cultural differences exist among cities in NJ as well as the US.</li> <li>• Folklore, famous historical and famous fictional characters have contributed to the American Heritage</li> <li>• New Jersey has had and continues to have a diverse population of immigrants from around the world.</li> <li>• We live in an interconnected world with various cultures.</li> </ul>	<p><b>Unit 1—Social Studies Skills</b>  The ability for students to understand history through geographic and spatial terms is paramount when connecting the histories of different groups. Discovering the cultural epicenter of various groups within an urban area (or state) allows students to identify trends in socioeconomic status, education, and behavioral traditions.</p> <p><b>Unit 2—Indigenous Civilizations of the Americas 1000-1600</b>  The fundamental point stressed is that the Americas were populated long before the arrival of European colonists in the 1490s. The unit emphasizes the origins of these peoples, their arrival in the Americas over time, and their patterns of settlement. Students develop an understanding of the governmental systems these peoples used, their social organization, their religions, their daily lives, and their patterns of settlement. The native cultures are examined on their own terms and not through the lens of Europeans. It is of the utmost importance that students develop an appreciation of these cultures before students are introduced to the indigenous peoples' interactions with Europeans, and later, Africans.</p> <p><b>Unit 4—The Emerging Atlantic World (Native Americans, Africans, Europeans) 1200-1700</b>  Students also will understand European exploration and colonization, interactions among Native Americans, Europeans, and Africans, the forms of exploitation and oppression, and how the values, traditions, and institutions of all of these peoples helped to shape the early American colonies.</p> <p><b>Unit 5—Establishment of a New Nation and Independence to Republic 1600-1800</b>  The student will acquire understanding of European colonization in the Americas. The students will understand the causes of the American War for Independence, its principles,</p>

		and its impact on American society and institutions
<p><b>Grade 5</b></p> <p><b>Native American Civilizations up to 1763</b></p>	<p><b><u>Unit 3- Native American Civilizations</u></b>  <i>The Student Will Understand...</i></p> <ul style="list-style-type: none"> <li>• There were many early civilizations in North America.</li> <li>• One's environment affects how they live (geography, climate, and natural resources helped determine the differentiation among Native American groups).</li> <li>• Native Americans in different geographic areas varied in customs and culture.</li> <li>• Native Americans helped the colonists establish survival skills in their new environment.</li> </ul> <p><b><u>Unit 4- Age of Exploration</u></b>  <i>The Student Will Understand...</i></p> <ul style="list-style-type: none"> <li>• When cultures meet for the first time they will exchange ideas and goods, as well as diseases and possible conflict.</li> <li>• That there were unintended benefits and negative consequences of exploration and European settlement in North and South America.</li> <li>• Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</li> </ul> <p><b><u>Unit 5- The Settlement of the Americas</u></b>  <i>The Student Will Understand...</i></p> <ul style="list-style-type: none"> <li>• The colonies were motivated by profit and unfortunately slavery was an answer.</li> <li>• The raw materials and climate of the area influenced the economic systems of the colonies.</li> <li>• Slavery from an enslaved person's point of view.</li> <li>• That the slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</li> <li>• What living in slavery was like and how Africans resisted being enslaved.</li> <li>• The enslavement of African peoples and The Atlantic Passage had a profound impact on American history.</li> </ul> <p><b><u>Unit 6- The Colonies</u></b>  <i>The Student Will Understand...</i></p> <ul style="list-style-type: none"> <li>• How slavery was started and the impact it had on the colonists.</li> <li>• The colonies used enslaved peoples to gain profits from plantations, despite the horrible treatment of human beings.</li> <li>• That American culture is open to interpretation based on who is describing it.</li> <li>• The economic, social and intellectual accomplishments of African American, indigenous and people of color during the colonial period.</li> </ul>	<p><b>Unit 2—Indigenous Civilizations of the Americas 1000-1600</b>  Students develop an understanding of the governmental systems these peoples used, their social organization, their religions, their daily lives, and their patterns of settlement. The native cultures should be examined on their own terms and not through the lens of Europeans. It is of the utmost importance that students develop an appreciation of these cultures before students are introduced to the indigenous peoples' interactions with Europeans, and later, Africans.</p> <p><b>Unit 4—The Emerging Atlantic World (Native Americans, Africans, Europeans) 1200-1700</b>  Students also will understand European exploration and colonization, interactions among Native Americans, Europeans, and Africans, the forms of exploitation and oppression, and how the values, traditions, and institutions of all of these peoples helped to shape the early American colonies.</p> <p><b>Unit 5—Establishment of a New Nation and Independence to Republic 1600-1800</b>  The student will acquire understanding of European colonization in the Americas. The students will understand the causes of the American War for Independence, its principles, and its impact on American society and institutions.</p>

**Grade 6**  
**US History**  
**Through**  
**Reconstruction**

**Unit 1- The American Revolution**

*The Student Will Understand...*

- The Declaration of Independence did not apply to all people living in America.
- The role of African Americans, Native Americans, and women during the American Revolution, and how these groups were impacted by the war.

**Unit 2- The New Nation/Constitution**

*The Student Will Understand...*

- The compromises in creating the Constitution including the role of slavery and the 3/5 clause.
- The impact of the Constitution and the Bill of Rights today.

**Unit 3- The Early Republic**

*The Student Will Understand...*

- Economic, political and social policies need to change with new economic, political and social challenges.
- Economic, political and social compromises do not necessarily fix the fundamental issue.
- Economic issues often drive the political and social policies of a nation
- Solutions to the economic and political challenges faced by each of the early Presidents (Adams, Jefferson, Madison, Monroe).
- The impact of the Alien and Sedition Acts on American Civil liberties.
- The perspectives of various groups in response to Andrew Jackson's key policies.
- The hardships and sacrifices Native Americans made as a result of US government policies and settlement.

**Unit 4- A Growing Nation**

*The Student Will Understand...*

- Territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans
- How technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
- The push-pull factors that led to increase in immigration, and explain why ethnic and cultural conflicts resulted.

**Unit 5- The Era of Reform**

*The Student Will Understand...*

- How individuals can affect change in a society.
- The legacy of education reform on American society and compare and contrast the educational differences between the North and the South.
- Whether or not the Seneca Falls Convention achieved its primary goal.
- The debate over women's suffrage at the Seneca Falls Convention.
- The impact of the Women's Movement on American society.
- Whether or not the abolitionist movement achieved its primary goal and what improvements the movement made for the lives of African Americans during the Antebellum period.

**Unit 6- The Road to Civil War**

*The Student Will Understand...*

- If compromise is an effective political tool in a regionally diverse democracy.
- How westward expansion affected the sectional balance within Congress between the free and slave states.
- The impact regarding the issue of slavery on American political parties and the party system.

**Unit 5—Establishment of a New Nation and Independence to Republic 1600-1800**

The student will acquire understanding of European colonization in the Americas. The students will understand the causes of the American War for Independence, its principles, and its impact on American society and institutions.

**Unit 6—The Constitution and the Continental Congress 1775-1800**

The student will learn the principles of democratic citizenship through the study of the Constitution and its origins, key principles, processes, functions, and limitations.

**Unit 7—The Evolution of a New Nation 1801-1860**

The student will acquire a historical understanding of the expansion of capitalism, and the growth of a market economy, the entrenchment of slavery and its expansion into newly acquired territories, as well as the expropriation of Native Americans and the atrocities inflicted upon them.

**Unit 8—The Civil War and Reconstruction**

The student will acquire an understanding of the complex causes and military strategies of the Civil War as well as the reasons for the outcome. The students will understand the meanings of Reconstruction and the ways in which the nation and its people struggled to construct a new social, political, and economic order.

- The facts and ruling in the Dred Scott case and the impact of the ruling on the process of adding new states to the Union
- The points of view of northerners and southerners on the events that led to the outbreak of the Civil War.
- The effectiveness of compromises that Congress made to address slavery and sectionalism (Missouri Compromise, Compromise of 1850, & Kansas-Nebraska Act).
- The impact of the issue of slavery on American political parties and the party system.
- The effectiveness and impact of the Fugitive Slave Act on the North and the South and analyze the regional reactions to this piece of legislation.
- The creation of and main beliefs of the Republican Party.
- The major debates and the candidate's positions in the Lincoln-Douglas debates.
- How John Brown's raid of Harpers Ferry and the Presidential Election of 1860 helped to lead to southern secession.

### **Unit 7- The Civil War**

#### **The Student Will Understand...**

- Geography and the economy impacted and accentuated differences between the North and South.
- Citizens in a democracy can change their government.
- The economic and geographic differences between the North and South.
- How each the following groups contributed to the war effort during the Civil War:
  - Women
  - African Americans
  - Native Americans
- How the Civil War affected the regional economies differently.
- The purpose and message of both the Emancipation Proclamation and the Gettysburg Address.
- The various roles played by women during the Civil War which challenged the societal norm of women only working within the domestic sphere.
- The role that African American soldiers played in the Civil War for both the Union and the Confederacy and compare and contrast the experiences of African American soldiers to their white counterparts.
- How various Native American tribes chose to participate in the Civil War and what this participation shows about the relationship between Native Americans and the U.S. government.
- The real-world impact of the 13th, 14th, and 15th Amendments for African Americans.

### **Unit 8-Reconstruction**

#### **The Student Will Understand...**

- The main goals of Reconstruction.
- Sharecropping and tenant farming.
- The impact of Reconstruction policies on the economic opportunities for African Americans in the South.
- The real-world impact of the 13th, 14th, and 15th Amendments for African Americans.
- The various ways in which the political, social, and economic oppression of African Americans were continued in the Reconstruction Era and today.
- The main goals of the black codes and Jim Crow laws in the United States.

<p><b>Grade 7</b></p> <p><b>American Civics</b></p>	<p><b><u>Unit 1 - Principles of Democracy</u></b>  <u>The Student Will Understand...</u></p> <ul style="list-style-type: none"> <li>• The importance of civics and civic engagement.</li> <li>• How America became diverse through immigration and migration both voluntary and involuntary-- Students examine the forced migration of African Americans via the Trans-Atlantic Slave Trade and how it impacted the demographics of the US.</li> <li>• American society was founded upon the principles of liberty, equality and justice.</li> <li>• Government has five basic purposes and how they affect individual lives.</li> <li>• Citizens have the right and responsibility to participate in a democratic society.</li> <li>• America was founded upon, and continues to be built as a nation of immigrants, adding to our American ideals.</li> <li>• The purposes of government, such as protection, maintenance of public order, resolution of social conflicts, economic stability, and public services.</li> <li>• The characteristics that make up an effective/active citizen in the 21st century by means of obeying laws, defending the nation, being informed, participating in community and government, and respecting diversity.</li> <li>• The social and political factors of historical and contemporary immigration and its impact on American society.</li> </ul> <p><b><u>Unit 2 - The Powers of the Constitution</u></b>  <u>The Student Will Understand...</u></p> <ul style="list-style-type: none"> <li>• The Constitution allows for a separation of powers giving the federal government and individual states different roles and authority over different aspects of society.</li> <li>• The Declaration of Independence to determine the meaning and extent "All Men Are Created Equal" (students examine primary sources including the writings of Benjamin Banneker and the Declaration of Sentiments).</li> <li>• Alexander Hamilton's unique perspectives regarding slavery due to his upbringing in the Caribbean as compared to the United States</li> <li>• The Constitutional Convention and the 3/5 Compromise and examine how the compromise impacted the identity of African Americans.</li> <li>• The effectiveness of the principles of the Constitution on everyday life.</li> <li>• The relevancy and necessity of the Bill of Rights.</li> <li>• How the Bill of Rights apply to their daily lives.</li> </ul> <p><b><u>Unit 3- Rights and Reforms</u></b>  <u>The Student Will Understand...</u></p> <ul style="list-style-type: none"> <li>• Citizens throughout time have had different amounts of access to the American dream.</li> <li>• Individuals have developed different strategies to engage the federal government in order to address issues in American society.</li> <li>• Social and political movements throughout U.S. history have changed our view of the U.S. Constitution.</li> <li>• How America has expanded participation in the Democratic process.</li> <li>• What ways citizens and groups interacted with the branches of the Federal government to fix societal problems.</li> <li>• The major reform movements in American history and what impact have they had on the rights of citizens.</li> <li>• The specific Amendments that focus on voting changes in the United States.</li> <li>• The ways in which voting rights have changed throughout history and their social and political impact on women and minorities.</li> <li>• The impact the Constitution has on economic opportunity for all Americans.</li> <li>• The different strategies used by the government and individuals to provide an equitable working</li> </ul>	<p><b>Unit 5—Establishment of a New Nation and Independence to Republic 1600-1800</b>  The student will acquire understanding of European colonization in the Americas. The students will understand the causes of the American War for Independence, its principles, and its impact on American society and institutions</p> <p><b>Unit 6—The Constitution and the Continental Congress 1775-1800</b>  The student will learn the principles of democratic citizenship through the study of the Constitution and its origins, key principles, processes, functions, and limitations.</p> <p><b>Unit 9—Post Reconstruction and the Origins of the Progressive Era 1878-1900</b>  A summary of the major issues that were discussed throughout the year, students will be able to identify major historical trends over time and assess their impact on late 19th century America. The students will see historical relationships and where these themes overlap.</p> <p><b>Unit 13—National and Global Debates, Conflicts, and Developments and America Faces the 21st Century 1970-Present</b>  This unit emphasizes the developments in American society as the 20th century ends and a new one begins. The student will gain historical understanding of the Nixon years, the expansion and the re-definition of executive powers, the Conservative Movement, the fall of Communism in Europe and the emergence of a new global economy. An examination of contemporary, domestic and foreign policy issues; social, cultural, economic and political future. Students should have acquired a thorough understanding of the evolution of American society, the challenges it confronted, periods of domestic and foreign crises, the varieties of reform movements it spawned, the wars it fought, its advances, and its unfulfilled promises. Building upon this foundation, the teacher should analyze the principal developments that characterized the society as the 20th century came to a close. Students should develop an appreciation of America's diverse cultural streams and an understanding of the richness of its heritage. There should be useful debates over continuing challenges, both domestic and foreign. This unit affords the teacher an unusual opportunity to engage the students in issues of the moment, allowing them to express</p>
---	--	--

	<p>environment.</p> <ul style="list-style-type: none"> <li>• The timeline of education reform in the United States.</li> <li>• The changes in the voting process as outlined in the U.S. Constitution to reflect access to democracy.</li> <li>• Ways in which women and minorities have advanced their standing in society over time.</li> <li>• Whether the “American Dream” exists for all Americans.</li> <li>• The level of accessibility students have to a quality education.</li> </ul> <p><b><u>Unit 4- Active Citizenship in the 21st Century</u></b>  <u>The Student Will Understand...</u></p> <ul style="list-style-type: none"> <li>• That citizens and the government work together to provide private and public solutions to issues that affect various communities.</li> <li>• Americans live in an interconnected society where decisions made have a positive or negative impact on everyday life.</li> <li>• How citizens utilize the democratic system to create social, political and economic changes in society.</li> <li>• The difference between private and nonprofit organizations and how they help solve societal issues.</li> </ul>	<p>their opinions freely on the national and international problems that animate them. This is a chance for them — based upon a year or more immersion in the course content — to imagine the future of the United States of which they constitute an important part.</p>
<p><b>Grade 8</b></p> <p><b>Ancient Civilizations Through the Renaissance</b></p>	<p><b><u>Unit 1 - Uncovering the Past</u></b>  <u>The Student Will Understand...</u></p> <ul style="list-style-type: none"> <li>• Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.</li> <li>• Geography helps to determine the development and survival of a people and their culture.</li> <li>• A people’s ability to meet their wants and needs is shaped by geography and environment.</li> <li>• The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</li> <li>• Various migratory patterns of early humans.</li> <li>• The pre and post agricultural periods.</li> <li>• How written and unwritten languages impacted humans' cultural and social structures.</li> <li>• That physical and human geography contribute to the study of history.</li> <li>• That hominids and humans first appeared in East Africa.</li> <li>• The various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.</li> <li>• The methods for migration of early humans and humans today.</li> <li>• The influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.</li> </ul> <p><b><u>Unit 2- River Valley Civilizations</u></b>  <u>The Student Will Understand...</u></p> <ul style="list-style-type: none"> <li>• The early African civilizations of Ancient Egypt, Nubia, and Kush.</li> <li>• The water, fertile soils, and protected setting of the Nile Valley allowed a great civilization to arise in Egypt around 3200 BCE.</li> <li>• Geography impacted the role early river valley civilizations had in shaping concepts of government, law, and social order.</li> <li>• Trade patterns emerged and influenced the movement of resources, goods and services.</li> <li>• Technology enabled the civilizations to further develop and encourage exchange of ideas in writing, art and architecture.</li> <li>• Religion was a driving force in the governments, cultures, and societies of Ancient River Valley Civilizations.</li> <li>• The achievements made by Ancient River Valley Civilizations continue to influence our lives today.</li> </ul>	<p><b>Unit 2—Indigenous Civilizations of the Americas 1000-1600</b>  Students develop an understanding of the governmental systems these peoples used, their social organization, their religions, their daily lives, and their patterns of settlement. The native cultures should be examined on their own terms and not through the lens of Europeans. It is of the utmost importance that students develop an appreciation of these cultures before students are introduced to the indigenous peoples’ interactions with Europeans, and later, Africans.</p> <p><b>Unit 3—Ancient Africa 3000 B.C-1492</b>  The continent of Africa has provided the setting for the beginning of the human race. All humans on Earth can trace their origins back 7 million years to Africa. Geography had a tremendous influence on the development of civilizations and great civilizations in Africa, as it had in all other regions of the world. Additionally, sub-Saharan Africa did not have many great cities because of the continent’s geography, especially due to the lack of navigable rivers, which made large-scale commerce and social interaction difficult. A few great cities did emerge because of the ability of caravans of camels to cross the desert to reach various Muslim trading centers in North Africa. The student will acquire a historical understanding of African societies and ancient kingdoms.</p>

#### **Unit 4 - Civilizations in Asia, Africa and the Americas**

##### **The Student Will Understand...**

- The spread of political, economic, religious and technological ideas lead to intended and unintended consequences.
- Societies are transformed through economic, social, political, and environmental interactions.
- Religion plays a significant role in how people are governed.
- The development of regional and transregional trade networks significantly influenced how people organized politically, socially and economically for the production, distribution, consumption, and exchange of goods.
- Cultural diffusion has a major impact on a people's way of life such as new products, increased trade, spread of culture and ideas, interdependence between societies, complex religions, specializations, social classes, arts and architecture, public works, writing (literacy).
- Trade impacts the growth of urban centers and transportation systems.
- Accelerating connections between peoples from 600 to 1450 CE brought about conflict and synthesis of ideas, cultures and beliefs.
- Rulers use various means to unify and centrally govern expanding territories with diverse populations.
- The cultural achievements of the people living in Asia, Africa, and the Americas have impacted the world today.
- Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power.
- Family ties, religion, iron technology, and trade all contributed to the growth of West African societies.
- The changes in technology help the communities grow by making items more useful to use.
- The rulers of Ghana built an empire by controlling the salt and gold trade.
- The wealthy and powerful Mali Empire ruled West Africa after the fall of Ghana.
- The Songhai Empire strengthened Islam in West Africa.
- The geography and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- The interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- The importance and enduring legacy of the major achievements of the people living in Asia, Africa, and the Americas over time.
- How maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
- Examples of how African and MesoAmerican heritage is an important part of personal and cultural identity.
- How Western knowledge of African and MesoAmerican civilizations was limited due to misrepresentation on the part of European conquerors and historians.

#### **Unit 5 - Medieval Europe, the Renaissance, and the Age of Exploration**

##### **The Student Will Understand...**

- Social classes are established by the economic, political, and cultural distinctions among people.
- Complex institutions reflect a society's need to maintain order.
- Conflict is a result of a perceived need for political, economic, or social change by a population.
- The principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.
- The role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

#### **Unit 4—The Emerging Atlantic World (Native Americans, Africans, Europeans) 1200-1700**

Students also will understand European exploration and colonization, interactions among Native Americans, Europeans, and Africans, the forms of exploitation and oppression, and how the values, traditions, and institutions of all of these peoples helped to shape the early American colonies.



<p><b>Grade 9</b></p> <p><b>Modern World History</b></p>	<p><b>Unit 2 Imperialism and WWI</b>  <u>The Student Will Understand..</u></p> <ul style="list-style-type: none"> <li>● Racism was both a cause and consequence of imperialism.</li> <li>● Societies respond differently to imperialism.</li> <li>● Motivations of imperialism (e.g. - economic, political, cultural).</li> <li>● Social Darwinism (e.g. - “White Man’s Burden)</li> <li>● Causes of European imperialism in Africa (e.g. - resources, racism, Berlin Conference).</li> <li>● African resistance to imperialism (e.g. - Menelik II in Ethiopia, Zulu in South Africa)</li> <li>● The effects of European imperialism in Africa (e.g. - Belgian Congo)</li> <li>● The causes and effects of European imperialism in Africa.</li> </ul> <p><b>Unit 8- Contemporary Africa</b>  <u>The Student Will Understand..</u></p> <ul style="list-style-type: none"> <li>● Establishing a new nation faces internal and external challenges.</li> <li>● Culture is unique and complex.</li> <li>● Cultural conflict arises from historical, socioeconomic, and political differences and desires.</li> <li>● Extreme poverty is detrimental both to individuals and nations.</li> <li>● Generalizations cause deeper division and non-acceptance.</li> <li>● The historical development of Africa (e.g. - ancient African civilizations, colonization, independence).</li> <li>● The geography of Africa.</li> <li>● The natural resources of Africa.</li> <li>● Forms of Government (e.g. - authoritarianism, democracy).</li> <li>● The major religions in Africa.</li> <li>● The racial/cultural diversity in Africa.</li> <li>● The history of African slavery.</li> <li>● The challenges brought by decolonization (e.g. - political and economic).</li> <li>● The impacts of extreme poverty.</li> <li>● The challenges children face (e.g. - child soldiers, child brides, child labor, access to education and healthcare).</li> <li>● Apartheid (e.g. - history of racial segregation in South Africa, post-Apartheid South Africa).</li> <li>● Civil War (e.g. - Sudanese Conflict, Rwanda, Boko Haram in Nigeria).</li> <li>● Challenges to Healthcare (e.g. - HIV/AIDS, Ebola, vaccination).</li> <li>● Growth of democracy and industrialization in Africa (e.g. - Ghana, Zimbabwe, Ethiopia).</li> <li>● The historical, cultural, political, and economic development of Africa.</li> <li>● The impact of geography on the development of Africa.</li> <li>● The existence of the institution of slavery in Africa over the course of history.</li> <li>● The impact of European imperialism on the early development of modern African nations.</li> <li>● The causes and effects of extreme poverty in Africa.</li> <li>● The various challenges children in Africa face and develop possible solutions.</li> <li>● The effects of Apartheid on South Africa.</li> <li>● The reasons for the prevalence of civil war on the African continent and the impact they have had on both individuals and nations.</li> <li>● The challenges many African nations face in providing quality healthcare and developing possible solutions.</li> <li>● The positive political and economic developments occurring on the African continent.</li> </ul>	<p><b>Unit 3—Ancient Africa 3000 B.C-1492</b>  The student will acquire a historical understanding of African societies. Students will understand the impact of geography on modern Africa and understand there are two Africas. One located in the north that was fully engaged with the Mediterranean world and one in the south that in most cases, remained isolated from the outside world because of the continent’s geography. With modern transportation, much of Africa’s rich resources are now available to the world, and the world is now more available to even the most remote regions of Africa.</p> <p><b>Unit 4—The Emerging Atlantic World (Native Americans, Africans, Europeans) 1200-1700</b>  Students also will understand European exploration and colonization, interactions among Native Americans, Europeans, and Africans, the forms of exploitation and oppression, and how the values, traditions, and institutions of all of these peoples helped to shape the early American colonies.</p>
--	--	---

**Grade 10**  
**United States**  
**History 1**

**Unit 1: Colonial America**

The Student Will Understand...

- Contact between Native American groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict.
- A number of factors influenced colonial economic development, social structures, and labor systems causing variation by region.
- The different aspects of Triangular Trade particularly the Middle Passage and its effects.
- African Americans, women, and Native Americans all played a major role in the development of early American society yet were largely excluded from decision making and positions of power.
- The origins and goals of England's first settlements in North America as well as their early social, political, and economic development.
- How European relations with the native populations had positive and negative effects for each culture.
- What caused conflict among the Native Americans and British North American settlers.
- The rise of slavery as the labor system of choice in British North America and how enslaved peoples both adapted to and resisted their situation in the colonies.
- The growth and diversification of the colonial population.
- The factors influencing variations in colonial social structures and labor systems.
- Slavery as a deeply established component of the colonial economic system and social structure, indentured servitude vs. slavery, the increased concentration of enslaved peoples in the South, and the development of slavery as a racial institution.
- The economic, social and intellectual accomplishments of African American, indigenous and people of color during the colonial period.

**Unit 2: The American Revolution, the Constitution and the New Republic**

The Student Will Understand...

- How key groups (Native Americans, Women, economically disadvantaged and African Americans) were affected differently by the American Revolution.
- That issues relating to slavery, the political representation within the legislative branch and the power granted to the Federal government gave rise to a series of compromises (such the 3/5's compromise, the Great Compromise and the Bill of Rights) which allowed the Constitution to be ratified.
- The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.
- Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.
- Different articles contained within the Constitution.
- How the Alien and Sedition Acts affected the election of 1800.

**Unit 3: Building a Nation**

The Student Will Understand...

- Due to a number of domestic and international events that occurred during the Jefferson, Madison, and Monroe administrations, America was developing into a modern nation that could begin to economically compete against its European competitors.
- The increased power of the federal government as a result of significant Supreme Court decisions.
- The Missouri Compromise.
- How the Marbury v. Madison case defined the role of the Supreme Court.
- The factors that contributed to the economic development in the early 1800's.
- regional geographic differences.
- The increased power of the federal government as a result of significant Supreme Court decisions.
- The Missouri compromise was a fragile attempt to keep the country together.

**Unit 4—The Emerging Atlantic World (Native Americans, Africans, Europeans) 1200-1700**

Students also will understand European exploration and colonization, interactions among Native Americans, Europeans, and Africans, the forms of exploitation and oppression, and how the values, traditions, and institutions of all of these peoples helped to shape the early American colonies. The students debate the social, political, cultural, and religious reasons for European exploration and colonization. The unit addresses the reasons for the introduction of African slavery. It is stressed that the need for an exploited labor force in the wake of the decline of the indigenous population did not automatically mean the use of Africans as substitutes. The unit engages students in a discussion of the morality of slavery as well as its social and economic consequences for African, American, and European societies.

**Unit 5—Establishment of a New Nation and Independence to Republic 1600-1800**

The student will acquire understanding of European colonization in the Americas. Students understand the violence of the colonial experience as many indigenous peoples were killed and others divested of their land and forced to serve the colonizers. The students will understand the causes of the American War for Independence, its principles, and its impact on American society and institutions. The course of the war is studied as well as the changing fortunes of the antagonists. What roles did African Americans, enslaved and free; women, and American Indians play? What challenges was the new nation likely to confront? What forces did the struggle with England unleash? What was the effect of the war on the consciousness of the various peoples who would comprise the new nation? How did the war and its ideological underpinnings affect slavery and the traffic in slaves? The value of the unit will be enhanced if the teacher engages students in an assessment of the colonial experience through the eyes of the various people who contributed to it.

**Unit 6—The Constitution and the Continental Congress 1775-1800**

The student will learn the principles of democratic citizenship through the study of the Constitution and its origins, key principles, processes, functions, and limitations. Students discuss its provisions regarding the status of enslaved peoples. To what extent were people of African

**Unit 4: Antebellum Culture, Economy and Reforms**

The Student Will Understand...

- The rapid immigration and urban growth during the Antebellum period impacted the nation's economic, social, and political systems.
- The transportation and communication revolutions of the 1820s and 1830s had a significant effect on the American economy.
- America's economic revolution brought upon social changes in the North.
- The economic, social and intellectual accomplishments of African American, indigenous and people of color during the Antebellum period.
- "King Cotton" had become the key component of Southern social and political development.
- African-Americans had a variety of experiences under the institution of slavery and resisted the practice in various different ways.
- The development of a national culture was committed to the liberation of the human spirit and reflected many of the reform movements.
- The emergence of morality against slavery was the most powerful element in the reform movements, and the various strategies of such prominent abolitionists, such as William Lloyd Garrison and Frederick Douglass in combating slavery.
- The structure and founding myths of Southern plantation society, and the role enslaved people had in that society.
- The difference in cultural and political practices and beliefs of the elite, slave-holding population versus the non-elite, non-slaveholding white population.
- The forms of active and passive resistance African-Americans engaged in to combat slavery in the South.
- The culture of African-American slavery, as expressed through religion, music, language, and family life.
- That people of all races and genders protested the United States government both peacefully and with violence to demonstrate the horrors of slavery.
- That as more people learned about the horrors of slavery, either through speeches, newspapers or literature, the abolitionist movement grew in size and number.
- The relation between slavery and the American economy during the Antebellum period.
- Key groups (women, economically disadvantaged Caucasian men, African Americans, immigrants) who were denied rights by both the Federal government and the state governments.
- The successes and failures of political and social reform movements in the nation during the Antebellum period.
- The origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- How ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

**Unit 5: Sectionalism and Civil War**

The Student Will Understand...

- Manifest Destiny impacted American relations with Native American tribes.
- States' rights and sectional interests influenced the major political parties which led to a series of legislation that sped up the coming of the Civil War.
- The actions and inactions of the presidents from 1848-1860 led to the nation being further divided.
- Due to economics, military strategy, industrial resources, and moral persuasion, the Union was eventually able to defeat the Confederacy.
- The actions of African Americans during the Civil War led to greater social, political and legal rights for African Americans.
- The Civil War devastated the south economically while the north increased its industrial capacity and became a wealthier region.
- The many events concerning the expansion of slavery into the western territories that deepened

descent, women, American Indians, and the landless included in the concept of "We the people"? The teacher should discuss how the adoption of various amendments has enlarged the Constitution. What factors explain the adoption of these amendments at various times in the nation's history? How did the Bill of Rights emerge, and what were its provisions? In light of contemporary debates, students debate as to whether the Constitution is a "living document" subject to new interpretations and whether the "original intent" of its framers, to the degree to which they can be ascertained, should shape current judicial decisions.

**Unit 7—The Evolution of a New Nation  
1801-1860**

The student will acquire a historical understanding of the expansion of capitalism, and the growth of a market economy, the entrenchment of slavery and its expansion into newly acquired territories, as well as the expropriation of Native Americans and the atrocities inflicted upon them. Students develop some appreciation of the nature of the rapidly industrializing economy in the United States at a time when slavery was also expanding. What were the social consequences of the westward expansion and America's economic expansion? Students examine the westward expansion of encroachment on lands belonging to the indigenous peoples, their forced removal, and their brutal treatment. This unit covers a period that witnessed the emergence of a variety of reform movements. They included abolitionism, temperance, and women's rights. Students understand the ideological roots, the organizational expressions, the successes, and the failures of these reform movements. These very dynamic years saw much creative vitality in literature and the visual and performing arts. Several new magazines and newspapers appeared. African Americans published many of these new periodicals including Freedom's Journal, which began publication in 1827. This unit sets the stage for the sectional and ideological conflicts that led to the Civil War.

**Unit 8—The Civil War and Reconstruction**

The student will acquire an understanding of the complex causes and military strategies of the Civil War as well as the reasons for the outcome. Students review the issues that inflamed emotions in America in the decades preceding the Civil War.

divisions between the North and the South and led to the Civil War.

- The Compromise of 1850 and its political effect on both the North and the South.
- The effect of the dispute over slavery in reshaping the American political-party system, bringing an end to the Whigs and birthing the Republicans.
- John Brown's role in the event "Bleeding Kansas" as well as the raid on Harpers Ferry.
- The Dred Scott case and how the Dred Scott case reflected a series of Supreme Court decisions which defended slavery.
- Why the issue of slavery caused nonviolent and violent confrontations in the 1850s.
- Key groups (African Americans, Irish immigrants, German immigrants, plantation owners) who were affected by the policies of Fillmore, Pierce and Buchanan.
- How northern industrial capacity increased while southern resistance to industrialization led to an agrarian based economy which could produce little manufactured goods.
- The views and lives of leaders and soldiers on both sides of the war, including African American soldiers and regiments.
- The purpose, significance, and meaning of the Emancipation Proclamation.
- Key events and turning points of the Civil War and compare and contrast the goals, resources, and strategies of the North and South, including the geographical advantages and obstacles, technological advances, and military leadership.

#### **Unit 6: Reconstruction, the West and the Gilded Age**

##### **The Student Will Understand...**

- Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.
- The 14th and 15th amendments were successes for African-Americans but failed to address the rights of women.
- Radical Reconstruction changed the South in many significant ways, but ultimately fell short of the full transformation needed to secure equality for the freedmen.
- White society and the federal government lacked the will to effectively enforce most of the constitutional and legal guarantees acquired by blacks during Reconstruction.
- White leaders reestablished economic and political control of the South and sought to modernize the region through industrialization while redrawing the color line of racial discrimination in public life.
- The political, economic, and social goals of Reconstruction from 1865-1877.
- The effects of the Freedmen's Bureau, the restrictions on the rights and opportunities of freedmen, and the rise and effects of the Ku Klux Klan.
- The race question continued to dominate Southern life well past Reconstruction into modern times
- The economic, social and intellectual accomplishments of African American, indigenous and people of color during the post Civil War period.
- Federal policies regarding westward expansion had positive effects on the national economy but negative consequences for Native Americans.
- Racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration.
- That southern and eastern European immigrants flooded to America looking for jobs while nativism increased towards these "new immigrants."
- During the Gilded Age, national politicians protected corporate America and allowed for the unrestrained growth of "big business" while failing to meet the needs of Native Americans, unions, urban immigrants and African-Americans.
- The factors that encouraged and resulted in the settlement of the frontier by miners, cowboys and farmers following the Civil War.
- The development of the Transcontinental Railroad, the Homestead Act, industrialization and the destruction of the Native Americans of the Plains aided the expansion of the West.
- How economic and social values of white Americans clashed with those of Native Americans in

To what extent were these problems irreconcilable and why? Students acquire a deep understanding of the national disputes of this period. They are able to address questions such as whether the Civil War was inevitable and whether it reflected a failure of national leadership. The students will understand the meanings of Reconstruction and the ways in which the nation and its people struggled to construct a new social, political, and economic order. The unit also addresses the different meanings of Reconstruction. While the national leaders attempted to reconstruct America after the ravages of the Civil War, African Americans had to construct new lives in freedom. Thus, the history of the nation — as a political entity — should not be seen as the same for all citizens, particularly African Americans. The objectives and long-term consequences of the Thirteenth, Fourteenth, and Fifteenth amendments to the United States Constitution are explored. The introduction of modified forms of slavery such as the Black Codes and sharecropping deserve attention. Equally important should be an analysis of extra-legal organizations such as the Ku Klux Klan that were formed to intimidate black citizens. How did African Americans respond to them? How did the nation respond? The reasons for the end of Reconstruction are examined

#### **Unit 9—Post Reconstruction and the Origins of the Progressive Era 1878-1900**

The students are introduced to the fundamental changes that would occur in the nation's economy over the next four decades. America became a very powerful industrialized nation by 1900 and saw the emergence of mass production and distribution, the rise of huge corporations and economic empires, as well as significant technological innovations. Students explore the impact of these developments on society and pay special attention to the massive rural-urban migration that came in their wake as well as the increasing urbanization of the nation. These economic changes produced an ever-expanding demand for workers. There were numerous labor conflicts resulting in major strikes such as the Homestead Strike in 1892. Workers organized to protect their interests and formed such unions as the American Federation of Labor in 1886 and the Industrial Workers of the World in 1905. The unit underscores the nature and significance of the contests between labor and capital. This unit

	<p>the west.</p> <ul style="list-style-type: none"> <li>• The government policies towards Native American lands and consequences of these policies including the Battle of Wounded Knee.</li> <li>• The varied and vibrant ethnic and racial cultures that characterized the American West and how Anglo-European whites enforced their dominant role by the latter part of the nineteenth century.</li> <li>• Social Darwinism and its effects on society.</li> <li>• The “new immigration” of the late 1800s compared to earlier immigration.</li> <li>• The challenges that immigrants faced in traveling to America.</li> <li>• How immigrants adapted to American life while maintaining familiar cultural practices.</li> </ul>	<p>covers the years that saw the arrival of vast numbers of immigrants from Southern and Eastern Europe. These increasing numbers stimulated a resurgence of nativism and xenophobia. Asian immigrants received hostile receptions, and the passage of the Chinese Exclusion Act in 1882 reflected these attitudes. Students address the reasons for the responses to these immigrants as well as the ways in which these new Americans helped to shape the culture and the economy of their new home. With the end of Reconstruction, white Southerners sought to reclaim their control over African Americans by developing and implementing legally sanctioned racial segregation. The roots of this behavior are analyzed as well as their legal and extralegal expression. The responses of African Americans to the violation of their rights should be explored. The teacher should emphasize the enormous vitality and creativity African Americans manifested during these difficult times. This vitality and creativity was reflected in the numerous institutions they created, their notable ventures in entrepreneurship, and their debates over the way forward.</p>
<p><b>Grade 11</b> <b>United States History 2</b></p>	<p><b><u>Unit 1: The Emergence of Modern America and Progressivism</u></b> <i>The Student Will Understand...</i></p> <ul style="list-style-type: none"> <li>• The role of the federal government changes to meet the evolving needs of its people.</li> <li>• Individuals and groups have influenced the evolution of society, economics, and politics.</li> <li>• Changes in the economy often bring about social and political changes.</li> <li>• Societies must balance the rights and responsibilities of individuals with the common good.</li> <li>• The role of the federal government changes to meet the evolving needs of its people.</li> <li>• Individuals and groups have influenced the evolution of society, economics, and politics.</li> <li>• Changes in the economy often bring about social and political changes.</li> <li>• Societies must balance the rights and responsibilities of individuals with the common good.</li> <li>• The struggle for women's suffrage and different suffragist methods.</li> <li>• Discrimination against African-Americans post-Reconstruction (literacy tests, poll taxes, violence).</li> <li>• The effects of Jim Crow laws.</li> <li>• Strategies used to gain equal rights (Booker T. Washington vs. W.E.B. DuBois).</li> <li>• Societal problems in early 20th century America that needed to be addressed.</li> <li>• The critical attributes of Jim Crow, segregation, and Plessy v. Ferguson</li> </ul> <p><b><u>Unit 2: Rise of American Power Imperialism/WWII</u></b> <i>The Student Will Understand...</i></p> <ul style="list-style-type: none"> <li>• The immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.</li> </ul>	<p><b>Unit 10—America Confronts the 20th Century and the Emergent Modern America 1901-1920</b> The student will acquire historical understanding of the problems the nation faced, the social/political reforms introduced by the Progressives at the local, state and national levels; the changing roles of minorities and women, the growth of African American social, political, cultural and economic institutions, the expansion of capitalism, the unionization of labor, the intensification of racial segregation, xenophobia, increased literacy and its implications, and the emergence of American imperialism. The students understand that African Americans also challenged their mistreatment by resorting to the courts, but segregation was upheld in the Plessy v. Ferguson decision. Students will profit from a discussion of the reasons for the upsurge of racial and ethnic intolerance in the last quarter of the century and the larger implications for the United States. The student will acquire understanding of the complexity of historical causation, and the consequences of World War I.</p>

### **Unit 3: Prosperity and Depression**

#### **The Students Will Understand...**

- Technological innovations often lead to change within a society.
- Individuals and groups have influenced the evolution of society, economics, and politics.
- Changes in the economy often bring about social and political changes.
- The role of the federal government changes to meet the evolving needs of its people.
- Opinions often differ as to the role of the federal government in the lives of American citizens.
- How government policies of the 1920s differed from those of the Progressive Era.
- The impact that the Harlem Renaissance had on American culture.
- The impact that artists, writers, and musicians of the Harlem Renaissance had on American cultures and values.
- How the passing of the 19th Amendment impacted the American woman.
- The causes and consequences associated with the clash between urban and rural Americans.
- The social, cultural, and technological changes in the interwar period which led to the rise of consumerism.

### **Unit 4: World War II**

#### **The Student Will Understand...**

- How WWII impacted women, African Americans and Japanese on the Homefront and the battlefield.
- The role of women and African Americans during WWII.
- Japanese-American Internment.
- 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.
- The responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- The varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- How World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

### **Unit 5 Early Cold War 1945-1963**

#### **The Student Will Understand...**

- How the fear of communism and "McCarthyism" led to suppression of civil liberties.

### **Unit 6: The Era of Conflict, Compromise and Change**

#### **The Student Will Understand...**

- What is the American Dream?
- Conflict leads to change.
- Individuals and groups have influenced the evolution of society, economics, and politics.
- How women were perceived and depicted in the media during the 1950s.
- The origins and outcomes of the youth counterculture movement including the Beat Generation, Rock 'n' Roll music, and abstract art.
- Which factors led to "white flight" in the 1950s and 1960s and how this movement impacted cities.
- The measures taken to deny African Americans their right to vote.
- The similarities and differences between Civil Rights leaders such as Malcolm X and Dr. Martin

### **Unit 11—America in the 1920s and 1930s; Cultural, Political, and Intellectual Development and the New Deal, Industrialization and Global Conflict**

The student will acquire historical understanding of society and the business boom in the 1920s, the social effects of the Great Depression and reforming society through the New Deal. The student will acquire historical and geographical understanding of the circumstances, objectives, strategies and activities of dictatorships in Italy, the Soviet Union, Japan and Germany that led to World War II and to analyze and formulate an understanding of issues related to the universal human rights

### **Unit 12—America In the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences and the Era of Reform 1946-1970**

The student will acquire a historical understanding of the ideological debates and confrontations of democracy, capitalism, socialism and communism; the arms race, and the consequences of foreign and domestic policies in the 1950s. The student will gain historical understanding of domestic and foreign policies in the 1960s, the Civil Rights Movement, the Women's Movement, Native American struggles, the Environmental Movement, and the effect of the Vietnam conflict on United States society

### **Unit 13—National and Global Debates, Conflicts, and Developments and America Faces the 21st Century 1970-Present**

This unit emphasizes the developments in American society as the 20th century ends and a new one begins. The student will gain historical understanding of the Nixon years, the expansion and the re-definition of executive powers, the Conservative Movement, the fall of Communism in Europe and the emergence of a new global economy. An examination of contemporary, domestic and foreign policy issues; social, cultural, economic and political future. Students should have acquired a thorough understanding of the evolution of American society, the challenges it confronted, periods of domestic and foreign crises, the varieties of reform movements it spawned, the wars it fought, its advances, and its unfulfilled promises. Building upon this foundation, the teacher should analyze the principal developments that characterized the society as

- Luther King Jr.
- Different civil rights leaders, organizations, and their tactics.
- How the U.S. government responded to the call for greater civil rights for Americans during the 1950s and 1960s (Civil Rights Act of 1964, Voting Rights Act of 1965, ERA etc.)
- The struggle for equality.
- The effectiveness of the women's rights movement.

**Unit 7: The Post-Vietnam Era 1975-2000**

**The Student Will Understand...**

- Ronald Reagan's economic policies and how they affected Americans.
- Economic and cultural changes within the United States often influence foreign policy.
- In the 1980s and 1990s, civil rights legislation was passed to combat racism and discrimination.
- Major domestic and foreign issues that faced the presidential administrations of Carter, Reagan, Bush and Clinton
- Advances made by African Americans, women and other minority groups during this era (e.g., affirmative action).
- The conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- To what extent the government should intervene at the local, state, and national levels on issues related to the economy.
- The effectiveness of actions taken to address the causes of continuing urban tensions and violence.
- 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.
- The effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

**Unit 8: The New Millennium 2001-Present**

**The Student Will Understand...**

- Individuals and groups have influenced the evolution of society, economics, and politics.
- Current issues that are impacting US foreign and domestic policy.
- Government attempts to limit civil liberties in a time of national crisis.
- Current inequalities in America.

the 20th century came to a close. Students should develop an appreciation of America's diverse cultural streams and an understanding of the richness of its heritage. There should be useful debates over continuing challenges, both domestic and foreign. This unit affords the teacher an unusual opportunity to engage the students in issues of the moment, allowing them to express their opinions freely on the national and international problems that animate them. This is a chance for them — based upon a year or more immersion in the course content — to imagine the future of the United States of which they constitute an important part.

### Guided Reading/Literature Circle Sets for Elementary (Grades K-5)

Below is the list of books we have in our elementary buildings per grade level. This list is reflective of the recommended readings for Primary Grade levels developed by the Amistad Commission. These books can be found either in classroom libraries, book carts, book room or the school library. Students in the ELA classroom are exposed to various genres through independent reading, guided reading, book clubs, and read alouds.

#### Kindergarten Titles

Author	Title	Publication Date
Aardema, Verna	<i>Bringing the Rain to Kapiti Plain</i>	1992
Aardema, Verna	<i>Who's in Rabbit's House?</i> <i>A Masai Tale:</i>	1992
Adler, David	<i>A Picture Book of Martin Luther King, Jr.</i>	1991
Adler, David	<i>A Picture Book of Harriet Tubman</i>	1993
Aliki	<i>Mummies Made in Egypt</i>	1985
Crews, Donald	<i>Bigmama's</i>	1998
Dillion, Leo and Diane	<i>Rap A Tap Tap: Here's Bojangles Think of That</i>	2002
Feelings, Muriel L.	<i>Moja Means One</i>	1976
Freeman, Don	<i>A Pocket for Corduroy</i>	1980
Greenfield, Eloise	<i>Friendly Four</i>	2006
Greenfield, Eloise	<i>Grandpa's Face</i>	1996
Haley, Gail E.	<i>A Story, A Story</i>	1988
Hamilton, Virginia	<i>The People Could Fly: The Picture Book and CD</i>	2007
Holt, Lenny	<i>How Many Stars in the Sky?</i>	1997
Howard, Elizabeth Fitzgerald	<i>Aunt Flossie's Hats (And Crab Cakes Later)</i>	2001
Keats, Ezra Jack	<i>Goggles!</i>	1969
Keats, Ezra Jack	<i>Peter's Chair</i>	1998
Keats, Ezra Jack	<i>Whistle for Willie</i>	1977
Lester, Julius	<i>Tale of Uncle Remus: The Adventures of Brer Rabbit</i>	2006
McDermott, Gerald	<i>Anansi the Spider</i>	1987



McKissack, Patricia	<i>Flossie and the Fox</i>	1986
Musgrove, Margaret	<i>Ashanti to Zulu: African Traditions</i>	1992
Pilkey, Dav	<i>The Paperboy</i>	1999
Ringgold, Faith	<i>Tar Beach</i>	1996
San Souci, Robert D.	<i>Sukey and the Mermaid</i>	1996
Washington, Donna L.	<i>The Story of Kwanzaa</i>	1997
Williams, Karen Lynn	<i>Galimoto</i>	1991
Williams, Vera B.	<i>Cherries and Cherry Pits</i>	1988
Williams, Vera B.	<i>Music, Music for Everyone</i>	1988
Williams, Vera B.	<i>More, More, More Said the Baby</i>	1996

#### Grade 1 Titles

Author	Title	Publication Date
Aardema, Verna	<i>Why Mosquitoes Buzz in People's Ears</i>	1992
Adler, David A.	<i>A Picture Book of Jackie Robinson</i>	1997
Adler, David A.	<i>A Picture Book of Frederick Douglass</i>	1995
Caines, Jeannette Franklin	<i>Just Us Women</i>	1982
Cosby, Bill	<i>The Meanest Thing to Say</i>	1997
Cosby, Bill	<i>My Big Lie</i>	1999
Cosby, Bill	<i>The Worst Day of My Life</i>	1999
Diakite, Babe Wague	<i>The Hunterman and the Crocodile</i>	1997
Dillon, Leo and Diane	<i>Rap A Tap Tap: Here's Bojangles-Think of That</i>	2002
DuBurke, Randy	<i>The Moon Ring</i>	2002
Feelings, Tom and Eloise Greenfield	<i>Daydreamers</i>	1993
Flournoy, Valerie	<i>The Patchwork Quilt</i>	1985
Greenfield, Eloise	<i>She Come Bringing Me That Little Baby Girl</i>	1993

Grifalconi, Ann	<i>Village of Round and Square Houses</i>	1986
Grimes, Nikki	<i>Meet Danitra Brown</i>	1997
Havill, Juanita	<i>Jamaica's Find</i>	1987
Havill, Juanita	<i>Jamaica and Brianna</i>	1996
Hoffman, Mary	<i>Amazing Grace</i>	1991
Keats, Ezra Jack	<i>Apt. 3</i>	1999
King, Martin Luther	<i>I Have a Dream</i>	2007
Krull, Kathleen	<i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i>	2000
Lindbergh, Reeve	<i>Nobody Owns the Sky: The Story of Brave Bessie Coleman</i>	1996
Nolen, Jerdine	<i>Thunder Rose</i>	2003
Polacco, Patricia	<i>Chicken Sunday</i>	1998
Rappaport, Doreen	<i>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</i>	2001
Robinson, Sandra Chisholm	<i>The Rainstick: A Fable</i>	1994
San Souci, Robert D.	<i>Sootface: An Ojibwar Cinderella Story</i>	1997
Schroeder, Alan	<i>Ragtime Tumpie</i>	1993
Seegar, Pete	<i>Abiyoyo: Based on a South African Lullaby and Folk Story</i>	1994
Smith, Will	<i>Just the Two of Us</i>	2005
Step toe, Javaka	<i>In Daddy's Arms, I Am Tall</i>	2001
Thomas, Joyce Carol	<i>Brown Honey and Broomwheat Tea</i>	1996
Williams, Vera B.	<i>Three Days on a River in a Red Canoe</i>	1984
Williams, Vera B.	<i>A Chair for My Mother</i>	1984
Williams, Vera B.	<i>Something Special for Me</i>	1986

**Grade 2 Titles**

<b>Author</b>	<b>Title</b>	<b>Publication Date</b>
Aardema, Verna	<i>Bringing the Rain to Kapiti Plain</i>	1992
Aardema, Verna	<i>Anansi Does the Impossible!: An Ashanti Tale</i>	2000
Adler, David	<i>A Picture Book of Rosa Parks</i>	1995
Cameron, Ann	<i>Gloria Rising</i>	2004
Coles, Robert	<i>The Story of Ruby Bridges</i>	1992
DeGross, Monalisa and Hanna, Cheryl	<i>Donavan's Word Jar</i>	1998
Havill, Juanita	<i>Jamaica Tag-Along</i>	1989
Hoffman, Mary	<i>Starring Grace</i>	2001
Kimmel, Eric A.	<i>Anansi Goes Fishing</i>	1993
Lester, Julius	<i>Let's Talk About Race</i>	2005
Levine, Ellen	<i>If You Lived at the Time of Martin Luther King</i>	1994
Marzollo, Jean	<i>Happy Birthday Martin Luther King</i>	2005
McDermott, Gerald	<i>Anansi the Spider</i>	1987
McDonough, Yona Zeldis	<i>Who Was Louis Armstrong?</i>	2004
Mitchell, Margaree King	<i>Uncle Jed's Barbershop</i>	1998
Monjo, F.N.	<i>The Drinking Gourd: A Story of the Underground Railroad</i>	1993
Nelson, Vaundra Micheaux	<i>Almost to Freedom</i>	2003
Nolen, Jerdine	<i>In My Momma's Kitchen</i>	2001
Ringgold, Faith	<i>Cassie's Word Quilt</i>	2004
San Soucie, Robert D.	<i>Cendrillon: A Caribbean Cinderella</i>	2002
Shore, Diane, et al	<i>This is the Dream</i>	2005
Udry, Janice May	<i>What Mary Jo Shared</i>	
Williams, Vera B.	<i>A Chair for My Mother</i>	1984

Winter, Jeanette	<i>Follow the Drinking Gourd</i>	1992
Woodson, Jaqueline	<i>Coming on Home Soon</i>	2004

### Grade 3 Titles

<b>Author</b>	<b>Title</b>	<b>Publication Date</b>
Adler, David	<i>A Picture Book of Thurgood Marshall</i>	1997
Adler, David and Gershom Griffith	<i>A Picture Book of Sojourner Truth</i>	1994
Cameron, Ann	<i>Julian, Dream Doctor</i>	1990
Keats, Ezra Jack	<i>The Snowy Day</i>	1962
Greenfield, Eloise	<i>Grandpa's Face</i>	1988
Hopkinson, Deborah	<i>Sweet Clara and the Freedom Quilt</i>	1993
Lasky, Kathryn	<i>A Voice of Her Own: The Story of Phillis Wheatley</i>	2003
Queen Latifah	<i>Queen of the Scene</i>	
Lester, Julius and Jerry Pinkney	<i>John Henry</i>	1994
Levine, Ellen and Kadir Nelson	<i>Henry's Freedom</i>	2007
Levine, Ellen and Larry Johnson	<i>If You Traveled on the Underground Railroad</i>	
Mathis, Sharon Bell and Leo Dillion	<i>The Hundred Penny Box</i>	1975
Nelson, Drew	<i>Juneteenth</i>	2005
Pinkney, Andrea	<i>Duke Ellington, The Piano Prince</i>	1998
San Souci, Robert D. and Jerry Pinkney	<i>The Talking Eggs</i>	1989
Young, Richard and Judy Dockrey Young	<i>African-American Folktales</i>	2006

**Grades 4 and 5 Titles**

<b>Author</b>	<b>Title</b>	<b>Publication Date</b>
Bridges, Ruby	<i>Through My Eyes</i>	1999
Christie, R. Gregory	<i>Brothers in Hope: The Story of the Lost Boys of Sudan</i>	2007
Curtis, Christopher Paul	<i>The Watsons Go to Birmingham - 1963</i>	2000
Hamilton, Virginia	<i>The People Could Fly: American Black Folktales</i>	1993
Keats, Ezra Jack	<i>The Snowy Day</i>	
McKissack, Patricia C.	<i>Royal Diaries: Nzingha</i>	2000
Miller, William and Christie, Gregory	<i>Richard Wright and the Library Card</i>	
Nelson, Marilyn	<i>Carver: A Life in Poems</i>	1997
Rappaport, Doreen	<i>Freedom River</i>	2000
Ringgold, Faith	<i>If a Bus Could Talk: The Story of Rosa Parks</i>	2002
Towle, Wendy	<i>The Real McCoy: The Life of an African American Inventor</i>	1995
Williams, Sherley	<i>Working Cotton</i>	1997
Woodson, Jacqueline	<i>The Other Side</i>	2001