

# Unit 1: Introduction

Content Area: **Social Studies**  
Course(s): **English I, English II, English III, RaceGenderEthnicityinAmerCulture**  
Time Period: **September**  
Length: **10 days**  
Status: **Published**

## Unit Overview:

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Unit one is an introduction to the teacher, course, curriculum, terms, and concepts utilized throughout the course. The definition of minority will be looked at thoroughly. Students will examine past and present ways of thinking about women, African-Americans, and immigrants in society. The concepts of equality and opportunity in America throughout time will also be looked at in this unit as a means of preparing students to engage in thinking about future course topics.

## Enduring Understandings:

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- Minority groups have helped to advance American technology and industry
- Discrimination in American history has taken a variety of forms against a variety of peoples.
- For most groups in American society, struggle is an essential part of the American experience.
- Minority groups have been essential in time of war.
- Minority groups have played a vital role in shaping American society.
- Political change can have positive effects when limiting discrimination.

## Essential Questions:

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- How does America reconcile its claims of liberty, equality, and freedom with its past treatment of minority groups, women and immigrants?
- How has the struggle led to change for American minority groups, immigrants and women?
- How have minority groups, immigrants, and women shaped American culture?
- What has the impact of discrimination been on the political, social, and economic pieces of American society?

## Standards/Indicators/Student Learning Objectives (SLOs):

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6.1.12.D.2.a: Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution

6.1.12.A.1.a: Determine how the British government and the British North American colonies addressed the issue of individual rights for men and women.

WHST.9-10.8 6.1.12.D.2.a: Gather relevant information from primary and secondary sources to describe the contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

Model Curriculum SLOs: <https://www.state.nj.us/education/modelcurriculum/ss/us1u1.shtml>

SOC.6.1.12.1	Colonization and Settlement (1585-1763)
SOC.6.1.12.2	Revolution and the New Nation (1754-1820s)
SOC.6.1.12.3	Expansion and Reform (1801-1861)
SOC.6.1.12.4	Civil War and Reconstruction (1850-1877)
SOC.6.1.12.5	The Development of the Industrial United States (1870-1900)
SOC.6.1.12.6	The Emergence of Modern America (1890-1930)
SOC.6.1.12.7	The Great Depression and World War II (1929-1945)
SOC.6.1.12.8	Postwar United States (1945 to early 1970s)
SOC.6.1.12.9	Contemporary United States (1970-Today)
SOC.6.1.12.A.4	Civics, Government, and Human Rights

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### Lesson Titles:

- What is a minority? (Students will examine the definition of minority and discuss why certain cultural beliefs about various groups exist)
- The current situation (Students will examine various forms of news media to assess how various groups are treated today. This will provide a basic lens with which the class will look back on history.)
- Students will watch the PBS video *More Than A Month* which chronicles an African American comedian as he tries to support his claim that Black History month is no longer a useful concept and that it actually is more detrimental than helpful to achieving equality.

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### 21st Century Skills and Career Ready Practices:

- Global perspectives
- Business, financial, entrepreneurship
- Civic literacy
- Critical thinking and creativity
- Information and media literacy
- Communication and collaboration
- Life and career skills

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through

their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

## Inter-Disciplinary Connections:

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- ELA: Reading and writing
- Sociology

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2.2	Cultural relativity
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
SOC.9-12.2.4.2	Countercultures
SOC.9-12.2.4.3	Social movements
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.3.3.3	In-groups and out-groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality

SOC.9-12.4.2.2	Social problems
SOC.9-12.4.3.1	Distribution of power through social institutions
SOC.9-12.4.4.1	Individual responses to inequality
SOC.9-12.4.4.2	Group responses to inequality such as social movements
SOC.9-12.4.4.3	Social policy responses to inequality

### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- Students will define terminology utilized throughout the course (Knowledge)
- Students will examine the definition of minority and discuss why certain cultural beliefs about various groups exist (Comprehension).
- Students will examine various forms of news media to assess how various groups are treated today. This will provide a basic lens with which the class will look back on history (Comprehension).
- Students will analyze the PBS video **More Than A Month** which chronicles and African American comedian as he tries to support his claim that Black History month is no longer a useful concept and that it actually is more detrimental than helpful to achieving equality. (Analysis).
- Students will create a movie poster to depict **More Than A Month** regarding the importance of Black History Month (Synthesis).
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- Analysis of Media
- Canva
- Discussion
- Projects
- Research
- Vocabulary Exercises

### **Modifications**

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### **ELL Modifications:**

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- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits,

cooperative and collaborative learning, student generated stories based on personal experience

- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language ( Youtube web resources)
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Delsea One
- Swag

## **IEP & 504 Modifications:**

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### **Testing modifications:**

- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
- DBQs and RAFTs will include highlighted segments
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)

- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read test aloud
- Test in small groups
- Projects can be submitted digitally or paper
- Options for type of project relating to content
- Delsea One
- Swag

### **Instructional modifications/accommodations:**

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- Students who prefer to work individually will be permitted to
- Oral presentations to small groups or teacher only
- Preferential Seating
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Tap prior knowledge
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary

- Repetition of key concepts through varied methods
- Options for type of project relating to content
- Delsea One
- SWAG

### **G&T Modifications:**

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- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two. specific career they are interested in? How would this apply to their interest?)
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Repetition of key concepts through varied methods
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Encourage students to make transformations- use a common task or item in a different way.
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Socratic Seminars with accountability for participation (maybe a certain number of times or with a certain level of inference)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- ELA - Creation of technology-based assessments to address the higher levels of Bloom's
- ELA - Cross-curricular connections, especially to historical events and people
- ELA - More rhetorical analysis/inquiry (evaluate how author's writing style is persuasive)
- ELA/History: provide rationale for thinking
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Free Response Question (FRQs)
- Document Based Questions (DBQs)
- Examine historical illustrations in textbooks and convert them into the written language.
- Student led/directed discussions
- Inquiry based learning
- Modeling
- Jigsaw
- Generating and testing hypotheses
- Argumentation and debate
- Annotating
- Evaluation and creation of thesis statements
- Journal article analysis
- Graph/political cartoon/map analysis / interpretation/creation
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources

- Options for type of project relating to content
- Thematic learning
- Delsea One
- SWAG

## **At Risk Modifications**

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- Repetition of key concepts through varied methods
- Options for type of project relating to content



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### **Formative Assessment:**

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#### **Warm-Up:**

- Question of the Day
- Idea Spinner
- Challenge: Can you name 25 famous historical African Americans

#### **Anticipatory Set:**

- Privilege scenarios
- Minority news stories
- How America celebrates Black History Month
- Student Groupings

#### **Closure:**

- Exit tickets
- Self Assessment
- Think-Pair-Share
- Questioning

### **Summative Assessment:**

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#### **Benchmark:**

- Quizzes

#### **Marking Period Assessment:**

- Movie Poster Creation and written analysis of black/women's history Month.

#### **Alternate Assessment:**

- Post test
- Projects

### **Resources & Materials:**

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- DVD - *More than a Month*
- Online dictionary
- Fox News
- CNN News
- Canva