

Appendix E

Comprehensive Equity Plan

Holocaust/Amistad Instruction

Holocaust

Amistad

Curricular Goal: Promote Holocaust/Genocide education and awareness across the K-8 continuum.

Curricular Goal: Ensure that African-American history, contributions, and experiences are adequately taught across the K-8 continuum.

K

SS Units: "America, Rules and Laws", "Families", "America" - Units include focused lessons on tolerance, kindness, and belonging. Big Ideas: *Working together is necessary for success. Rules and laws are developed to protect people's rights and the security and welfare of society. The United States Constitution and Bill of Rights guarantee certain fundamental rights for all citizens. People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. Key historical events, documents and individuals led to the development of our nation.* Resources: The Night Before Hanukkah by Natasha Wing, My First Kwanza by Karen Katz, My First Chinese New Year by Karen Katz, Cinco De Mouse-O by Judy Cox

1

SS Units: "Civics, Government, and Human Rights", "Current Events", "Geography, People and the Environment" - Understanding the importance of tolerance, acceptance, and inclusion as it relates to family, and cultural differences. Understanding fairness, equity, and the common good and how they influence new laws. Regional differences impact the culture of the particular region. It is important to understand and appreciate differences. Big Ideas: *Our differences are what make us unique. Everyone in this country is important to its function. Rules are necessary to have order and help protect people. American constitutional government is based on principles of limited government, shared authority, fairness, and equality. People's lives are impacted by change. Advancements in science and technology can have unintended consequences that impact individuals and/or societies. It is important to make fair decisions for all citizens. Focused Lessons on Martin Luther King, Jr. and other civic leaders, Discrimination, The responsibilities we have as citizens to make fair choices.*

2

SS Units: "American Culture", "Civics", "Community Life", "Current Events", "State and Nation" - Understanding fairness, equity, and the common good and how they influence new laws. Big Ideas: *Personal, family, and community history is a source of information for individuals about the people and places around them. How communities long ago, now and far away help citizens all over the world. The United States democratic system requires active participation of its citizens. How American beliefs help leaders all over the world make responsible choices for all citizens. Cultures struggle to maintain traditions in a changing society. Prejudice and discrimination can be obstacles to understanding other culture.* Resources: Nystrom Press: How Nations Work Together to Solve Problems, Keeping Peace (Across Nations), Cooperation: The Crayon Box that Talked, Children Just Like Me: Celebrations; Brain Pop Jr.: Alexander Graham Bell, Susan B. Anthony, Martin Luther King, Harriet Tubman & Rosa Parks.

3

SS Units: "Current Events", "Citizenship", "Government" Understanding regional differences impact the culture of the particular region. It is important to understand and appreciate differences. Big Ideas: *Communities depend on citizens to participate in their government. Every community has a unique history. Some features of a community change, while others stay the same, over time. Various groups of people immigrated, voluntarily and involuntarily, immigrated to New Jersey and America, they encountered many challenges. People change and adapt to their surroundings.* Resources: Harcourt Publishing.

4

SS Units: "American Revolution and US Constitution", "Community", "Current Events", "Native Americans, Slavery, Social Issues" Big Ideas: *It is important to make informed and reasoned decisions by seeking and assessing information, asking questions and evaluating alternate solutions. The present is connected to the past. Personal, family and community history is a source of information for individuals about the people and places around them. Regions form and change as a result of unique physical ecological conditions, economies, and cultures. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and nation. Rules and laws are developed to protect people's rights and the security and welfare of society. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.* Resources: Willie and Max: A Holocaust Story by Amy Littlesugar, Oskar Schindler quote, story analysis worksheet.

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5	<p>SS Units: "A New Nation", "Current Events", "Life in the Colonies", "Settling the Colonies in North America", "The Age of Exploration", "The American Revolution", "The First Americans", "US Regions" <i>Big Ideas: Geography influences how people live. The Age of Discovery launched a period of interaction and exchange among Europe, Africa, and the Americas, which had both beneficial and tragic results, and long lasting effects. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. Immigrants leave their homelands due to political and economic problems and to seek religious freedom and economic opportunities. Environment and location influence where people live and what they do there. People adapt and modify the world around them to better suit their needs. As people and nations interact, they shape the cultural and political institutions in new ways. Political change can have costs and benefits for different groups. There are universal rights that all people share. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. Every citizen is equal under the laws of the United States. The U.S. Constitution guarantees the rights of citizens and gives them power over the government. Compromise was used to find a balance between the needs and desires of various groups brought together under the U.S Constitution.</i> Additional Literature: Number the Stars by Lois Lowery</p>	<p>SS Units: "A New Nation", "Current Events", "Life in the Colonies", "Settling the Colonies in North America", "The Age of Exploration", "The American Revolution", "The First Americans", "US Regions" <i>Big Ideas: Geography influences how people live. The Age of Discovery launched a period of interaction and exchange among Europe, Africa, and the Americas, which had both beneficial and tragic results, and long lasting effects. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. Immigrants leave their homelands due to political and economic problems and to seek religious freedom and economic opportunities. Environment and location influence where people live and what they do there. People adapt and modify the world around them to better suit their needs. As people and nations interact, they shape the cultural and political institutions in new ways. Political change can have costs and benefits for different groups. There are universal rights that all people share. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. Every citizen is equal under the laws of the United States. The U.S. Constitution guarantees the rights of citizens and gives them power over the government. Compromise was used to find a balance between the needs and desires of various groups brought together under the U.S Constitution. 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. People can stand up for what they believe. Many American colonists united in the common goal of freedom and were willing to fight for it</i> Resources: Pearson Textbook Chapters 3-6, Famous African Americans/Civil Rights Articles: Marian Anderson, Ruby Bridges, Rosa Parks, Thurgood Marshall, Oprah Winfrey, Frederick Douglass, Jackie Robinson, Duke Ellington, George Washington Carver, Maya Angelou</p>
6	<p>SS Units: "Ancient Greek Civilization", "Ancient Rome", "Medieval Europe", "The First Civilizations and Ancient Egypt", "The Renaissance", "World Religions" <i>Big Ideas: Classic civilizations developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. The emergence of empire resulted from the promotion of interregional trade, culture exchanges, new technologies, organization, and centralized political organization. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. Major historical events are related to one another in time.</i></p>	<p>SS Units: "Ancient Greek Civilization, Ancient Rome", "Medieval Europe", "The First Civilizations and Ancient Egypt", "The Renaissance", "World Religions" <i>Big Ideas: Classic civilizations developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. The emergence of empire resulted from the promotion of interregional trade, culture exchanges, new technologies, organization, and centralized political organization. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. Major historical events are related to one another in time.</i> Resources: The Watsons Go to Birmingham, Guys Write for Guys Read, Birmingham 1963: How a Photograph Rallied Civil Rights Support by Shelley Tougas; Courage Has No Color: The True Story of the Triple Nickles, America's First Black Paratroopers by Tanya Lee; The Girl from the Tar Paper School: Barbara Rose John's and the Advent of the Civil Rights Movement by Teri Kanefield</p>
7	<p>"Age of Reform", "Civil War and Reconstruction", "Launching the Republic", "Nationalism and Sectionalism" <i>Big Ideas: What motivates people to move? How can moral truths conflict with economic standards? Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</i> Resources: The Boy Who Dared, Kristallnacht: The Nazi Terror That Began the Holocaust, Hitler Youth: Growing Up in Hitler's Shadow by Susan Bartoletti.</p>	<p>"Age of Reform", "Civil War and Reconstruction", "Launching the Republic", "Nationalism and Sectionalism" <i>Big Ideas: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. The civil war resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</i> Resources: A Dream of Freedom: The Civil Rights Movement from 1954-1968 by Diane McWhorter; We've Got a Job: The 1963 Birmingham Children's March by Cynthia Levinson; Witnesses to Freedom: Young People Who Fought for Civil Rights by Belinda Rochelle; Freedom Walkers: The Story of the Montgomery Bus Boycott By: Russell Freedman.</p>

8	<p>SS Units: Foundations of American Citizenship, Media Fluency and Economics, Rights, Duties, Responsibilities of Citizens and Political Parties and Interest Groups, Youth in Government Big Ideas: <i>Active citizens in the 21st century recognize the causes and effects of prejudice on individuals, groups, and society. Recognize the value of cultural diversity, as well as the potential for misunderstanding. Understand the interrelated nature of actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</i> Resources: Soldier Boys, True Stories of the Second World War, Night, Select WWII Articles, Bomb: The Race to Build—And Steal—The World's Most Dangerous Weapon by: Steve Sheinkin; The Manhattan Project: A Secret Wartime Mission by: Kenneth Deitch; Air Raid—Pearl Harbor! The Story of December 7, 1941 by: Theodore Taylor.</p>	<p>SS Units: Foundations of American Citizenship, Media Fluency and Economics, Rights, Duties, Responsibilities of Citizens and Political Parties and Interest Groups, Youth in Government Big Ideas: <i>Active citizens in the 21st century recognize the causes and effects of prejudice on individuals, groups, and society. Recognize the value of cultural diversity, as well as the potential for misunderstanding. Understand the interrelated nature of actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</i> Resources: George Wallace video clip, George Wallace picture, JFK Speech 6/11/63, MLK "I Have a Dream" speech 4/28/63, Civil Rights Act of 1964.</p>
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