

**Union County Educational Services Commission
High School Course Syllabus**

Title: 20th Century Civil Liberties

Timeline: Full Year; 5 Credits

Course Description:

This course is designed to be an in-depth study of social injustice, including slavery, genocide, and present-day racism. Students will be examining the immediate and enduring consequences of genocide and hatred, especially how they continue to impact the world we live in today. The course will culminate with a participatory action-research project where students assume a proactive role as citizens in their own communities.

Scope and Sequence:

- I. The Environment
- II. Life Under the Jim Crow South/ Life Under Nazi Germany
- III. Women's Rights Movement/ Civil Rights
- IV. Law and Order
- V. Hate Groups
- VI. Modern Day (American) Social Issues

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

NJ Student Learning Standards - Social Studies

- 6.1 U.S. History: America in the World
- 6.2 World History/Global Studies
- 6.3 Active Citizenship in the 21st Century

National Curriculum Standards for Social Studies

Grading Procedures:

Do Now	15%
Participation	30%
Attendance	5%
Assessments	50%

Adoption Date:

Union County Educational Services Commission
Curriculum Mapping Format: 20th Century Civil Liberties

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Length of Unit	4 Weeks	4 Weeks	4 Weeks	4 Weeks	5 Weeks
Topic	Life under the Jim Crow South/ Life under Nazi Germany	Women's Rights Movement/ Civil Rights	Law and Order	Hate Groups	Modern day (American) Social Issues/ Environmental Racism
Standards	<p>D2.His.16.9-12. - Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.Geo.5.9-12. - Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.10.9-12. - Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>6.3.4.A.1. - Determine what makes a good rule or law and apply this understanding to rules and laws in your school or</p>	<p>D2.His.16.9-12. - Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.Geo.5.9-12. - Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.10.9-12. - Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>6.3.4.D.1.- Identify actions that are unfair or discriminatory, such as</p>	<p>D2.His.16.9-12. - Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.Geo.5.9-12. - Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.10.9-12. - Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>6.3.12.A.2. - Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such</p>	<p>D2.His.16.9-12. - Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.Geo.5.9-12. - Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.10.9-12. - Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>6.2.12.A.6.d. - Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic,</p>	<p>D2.His.16.9-12. - Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.Geo.5.9-12. - Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.10.9-12. - Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>6.3.4.B.1. - Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible</p>

	community (e.g., bike helmet, recycling).	bullying, and propose solutions to address such actions.	problems are universal.	territorial, religious, and/or nationalist differences.	solutions.
Big Idea(s)	Students will grasp how interconnected societies are. Students will begin to grasp how ideas do not generate in a bubble.	Student's will begin to understand how everyday people can change one's society.	Student's will begin to grasp what happens when people demand change	Student's will begin to grasp how change can affect a society.	Students will begin to understand how history repeats itself. Students will begin to grasp how one's actual environment affects society
Content	Factors/features that establish a Civilization	Spread of cross-cultural ideas	Social and Economic factors that influence change	Social and Economic factors that cause conflict	Globalization Hate Groups
Skills	Students will learn how to annotate primary documents. Students will learn to connect and synthesize multiple sources of information.	Students will learn how to research primary and secondary sources. Students will learn how to properly cite information.	Students will learn to find quality sources on the internet. Students will learn how to write a research paper.	Students will learn how to create and present a project of their own making. Students will learn how to question the source of information.	Students will learn how to apply previously learned skills to modern day issues. Students will learn how to navigate quality news gathering sources.
<i>Holocaust / Amistad Requirement Topic(s)</i>	Nuremberg Laws	Montgomery Bus Boycott Malcolm X			