

Scope and Sequences

Full Year Verison

Semester Version

Outline for Digital Resources

Unit 1: Ancient Africa, West African Kingdoms (Ghana, Mali, and Songhai)

Unit 2: The Transatlantic Slave Trade and Slavery in America

Unit 3: Colonial America, The New Nation, and Free Black Society during the Antebellum Period

Unit 4: Resistance to Enslavement

Unit 5: Civil War and Reconstruction

Unit 6: The Rise of the Jim Crow Era

Unit 7: African Americans in the West

Unit 8: African Americans at the Turn of the 20th Century

Unit 9: African American Organizations During the 1930s, The Great Depression, and WWII

Unit 10: African Americans Post WWII and The Modern Civil Rights Movement (1954-1968)

Unit 11: Black America Since 1968

Unit 12: Local Perspectives: Black History in Palm Beach County



Unit 1

Ancient Africa

West African Kingdoms (Ghana, Mali, and Songhai)

African Presence and Influence in North America Before Slavery

Standards:

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.3.9 Trace the growth of major sub-Saharan African kingdoms and empires.

SS.912.W.3.10 Identify key significant economic, political, and social characteristics of Ghana

SS.912.W.3.11 Identify key figures and significant economic, political, and social characteristics associated with Mali.

SS.912.W.3.12 Identify key figures and significant economic, political, and social characteristics associated with Songhai.

SS.912.W.3.13 Compare economic, political, and social developments in East, West, and South Africa.

SS.912.W.3.14 Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Unit Objectives:

Students will be able to describe civilization and society in West Africa before European arrival in that region.



Unit 2

The Transatlantic Slave Trade and Slavery in America

Standards:

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history

(historiography).

SS.912.W.4.15 Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas

SS.912.E.3.4 Assess the economic impact of negative and positive externalities on the international environment.

SS.912.H.3.2 Identify social, moral, ethical, religious, and legal issues arising from technological and scientific development.

SS.912.W.4.12 Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

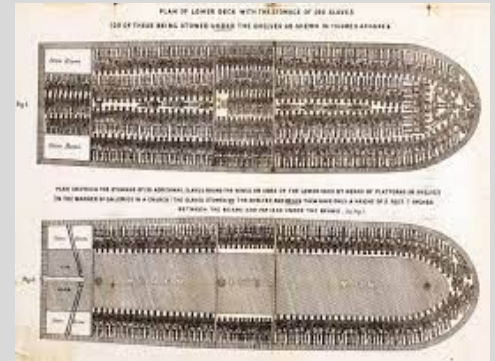
ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work. ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Unit Objectives:

Students will be able to describe and discuss the the origins and implications of the Atlantic Slave Trade and the Middle Passage.



Unit 3

Colonial America, The New Nation, and Free Black Society during the Antebellum Period

Standards:

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources

SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Unit Objectives:

Students will be able to analyze the lives of Africans during the Colonial Period and discuss the origins of race as a social construct and racialized slavery.

Students will be able to analyze the role of African Americans in the War for Independence.

Students will be able to discuss how free Blacks created passageways to establish relative prosperity during the Antebellum period.



Unit 4

Resistance to Enslavement

Standards:

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet res

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

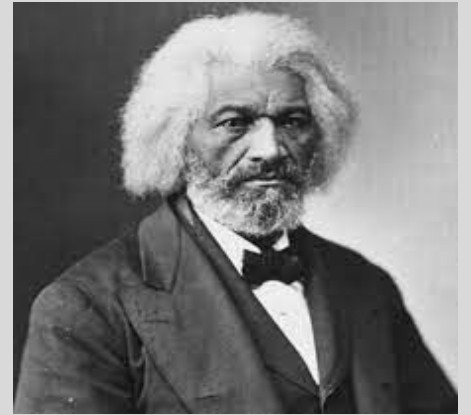
ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Unit Objectives:

Students will be able to describe forms of resistance to slavery and the abolitionist movement.



Unit 5

Civil War and Reconstruction

Standards:

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet res
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

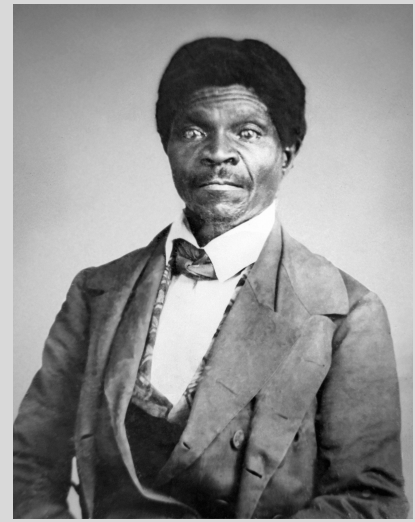
ELD.K12.ELL.SI.1:English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Unit Objectives:

Students will be able to analyze the causes and consequences of the Civil War and the role of African Americans during the war.

Students will be able to discuss how the Federal government attempted to bring freedmen into mainstream American life during the Reconstruction Era



Unit 6

The Rise of the Jim Crow Era

Standards:

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources

SS.912.A.2.6 Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States

SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Unit Objectives:

Students will be able to discuss and explain how Jim Crow Laws marginalized African Americans and other racial/ethnic minority groups.



Unit 7

African Americans in the West

Standards:

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources

SS.912.S.5.4 Investigate stereotypes of the various United States subcultures, such as American Indian, American cowboys, etc

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Unit Objectives:

Students will be able to discuss the role that African Americans had in the development of the American West.



Unit 8

African Americans at the Turn of the 20th Century

Standards:

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources

SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority group

SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B DuBois, and Marcus Garvey relating to the African American experience.

SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, and anti-union ideas.

SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Unit Objectives:

Students will be able to discuss and describe the African American plight for equality in the earlier part of the 20th century.

Students will be able to discuss and explain the push and pull factors that led to the Great Migration and the implications this event had on Black America.

Students will be able to discuss how the Harlem Renaissance signified a shift in consciousness of African Americans in regards to racial pride, self-image, and place in society.

Students will be able to discuss the contributions of African Americans during WWI.

Students will be able to discuss how Marcus Garvey popularized Black Nationalism and sentiments of self-reliance among African Americans.



Unit 9

African American Organizations During the 1930s, The Great Depression & WWII

Standards:

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources

SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority group

SS.912.A.6.9: Describe the rationale for the information of the United Nations, including the contributions of Mary Mcleod Bethune.

SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities

SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1:English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Unit Objectives:

Students will analyze the causes of the Great Depression in the 1930s and the economic effects of the New Deal on African Americans.

Students will be able to describe ways that African Americans organized to combat racial inequality during the 1930s and early 1940's.

Students will be able to discuss the significance of the Double V campaign and the contributions of African Americans during WWII



Unit 10

African Americans Post WWII and The Modern Civil Rights Movement (1954-1968)

Standards:

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources

SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority group

SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

SS.912.A.4.9 Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Unit Objectives:

Students will be able to discuss the inequalities of the GI Bill and the impact it had on African American communities

Students will be able to discuss how the fight for social justice and against racial inequalities intensified among African American veterans returning from WWII

Students will be able to discuss how the plight of African Americans shifted during the 1950's and 60s and the landmark legislation that resulted from concerted organization.

Students will be able to discuss how and why some African Americans adopted militant philosophes to fight racial inequalities during the mid 1960s.



Unit 11

Black America Since 1968

Standards:

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.S.1.4 Examine changing points of view of social issues, such as poverty, crime and discrimination

SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources

SS.912.A.7.12 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st Century.

SS.912.G.4.7 Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.H.1.4 Explain philosophical beliefs as they relate to works in the arts.

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Unit Objectives:

Students will be able to analyze the decline of the Civil Rights Movement and its influence on present day movements.

Students will be to discuss and explain how past events in history have impacted the social, political, and economic structure of our present-day society.



Unit 12

Local Perspectives: Black History in Palm Beach County

Standards:

.SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources

SS.912.A.2.5 Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority group

SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Unit Objectives:

Students will be able to discuss the contributions of Black people to the development of Palm Beach County and South Florida.

