

Course Title: Black History in America 1a/1b

State: WA

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State Standards: Social Studies Learning Standards, Grades 9-12

Date of Standards:

Percentage of Course Aligned: 100%

Standards	Course Title (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
<p><b>H1: Understands historical chronology: The study of political, social, and economic patterns reveals the ideals, beliefs, innovations, and institutions of people, and how they change over time.</b></p>							
H1.9-10.1 Analyze change and continuity within a historical time period	Black History in America 1a	Unit 2: The Shifting View of Citizenship for Black Americans	Lessons 1 - 3	Discuss the background and timeline associated with the Black American citizens starting with slavery and chattel slavery in the 1600's to 1800's; the emancipation in 1865; the time of reconstruction era and the adding of the 13th, 14th, and 15th amendments to the Constitution making slavery illegal, granting citizenship to black Americans born in the U.S., and gave black men the right to vote; the establishment of the Freedmen's Bureau as a source of support for newly-freed Black people; the participation of Black men in the U.S. Senate; the start of the Ku Klux Klan as a secret society against Black people; Jim Crow Laws; the Civil Rights Movement in the 1950's; and the experiences that were perpetuated as a Black person living in the south opposed to living in the north, segregation vs integration.	Critical Thinking #1, 2, 3, 4, 5; Activity 1; Activity 2; Discussion 2	Standard is also met consistently throughout the course as it is integrated into course pedagogy.	Fully Met
H1.9-10.2 Assess how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	Black History in America 1a	Unit 2: The Shifting View of Citizenship for Black Americans	Activity 1	Students are asked to analyze the significance and associations of identity terminology and trace some of the changes in terminology timeline by researching dates and events which contributed to changes over time of how Black Americans were identified.	Activity 1	Standard is also met consistently throughout the course as it is integrated into course pedagogy.	Fully Met
H1.9-10.3 Design questions generated about individuals and groups that assess how the significance of their actions changes over time.	Black History in America 1a	Unit 2: The Shifting View of Citizenship for Black Americans	Discussion 2	Students are asked to give an opinion concerning the question if slavery still exists to this day through forced labor, forced marriage, and human trafficking for slavery and explain their reasoning.	Discussion 2	Standard is also met consistently throughout the course as it is integrated into course pedagogy.	Fully Met
<p><b>H2: Understands and analyzes causal factors that have shaped major events in history: Historians examine cause and effect to see relationships between people, places, ideas, and events. Causes include social, political, economic, and geographic factors.</b></p>							
H2.9-10.1 Analyze how individuals and movements have shaped world history	Black History in America 1b	Unit 4: Igniting a Spark for Civil Rights (1920s-1950s)	Lessons 1-5	Discuss various events in the past that shaped world history such as The Great Depression and Prohibition, The New Deal and World War II, the legal legacy of Jim Crow and Jim Crow Laws, Supreme Court cases that challenged segregation in public schools and professional schools, Rosa Parks and the Montgomery Bus Boycott, the racially motivated murder of Emmett Till and the Civil Rights movement that challenged racial discrimination and bias and therefore helped to change laws and policies that would desegregate the nation.	Knowledge Check #1,2,3,4,5; Critical Thinking #1,2,3,4,5; Activity 1; Discussion 1; Discussion 2	Standard is also met consistently throughout the course as it is integrated into course pedagogy.	Fully Met
H2.9-10.2 Summarize how cultures and cultural and ethnic groups have shaped world history	Black History in America 1b	Unit 3: Black Music, Dance, and Visual Arts	Lessons 1-5	Discuss the impact of Black culture in music, art, dance, and visual arts which has had an innumerable impact on American and global culture, tracing it back to African roots to current day.	Critical Thinking #1, 2, 3, 4, 5; Activity 1; Activity 2; Discussion 2	Standard is also met consistently throughout the course as it is integrated into course pedagogy.	Fully Met
H2.9-10.4 Define and evaluate how technology and ideas have shaped world history	Black History in American 1b	Unit 7: Education, Innovation, and Invention	Lesson 5	Discuss the contributions of Black Americans in the field of science and technology who have impacted not only economic development, but social development in the U.S. contributors of Black Americans range from ancient civilization to 20th century such as Mae Jemison the first Black woman to travel into space, Neil deGrasse Tyson a well-known astrophysicist, philosopher, and science communicator who played a vital role in popularizing science, leading into the 21st century of the importance of STEM with the isolation of a non-profits organization founded by Kimberly Bryant called Black Girls Code which focuses on addressing the underrepresentation of black girls in technology and computer science.	Knowledge Check #5; Critical Thinking #3, 4, 5; Activity	Standard is also met consistently throughout the course as it is integrated into course pedagogy.	Fully Met
H2.9-10.4 Analyze multiple and complex causes and effects of events in world history	Black History in America 1b	Unit 4: Igniting a Spark for Civil Rights (1920s-1950s)	Lessons 1-5	Discuss various events in the past that shaped world history such as The Great Depression and Prohibition, The New Deal and World War II, the legal legacy of Jim Crow and Jim Crow Laws, Supreme Court cases that challenged segregation in public schools and professional schools, Rosa Parks and the Montgomery Bus Boycott, the racially motivated murder of Emmett Till and the Civil Rights movement that challenged racial discrimination and bias and therefore helped to change laws and policies that would desegregate the nation.	Knowledge Check #1,2,3,4,5; Critical Thinking #1,2,3,4,5; Activity 1; Discussion 1; Discussion 2	Standard is also met consistently throughout the course as it is integrated into course pedagogy.	Fully Met
<p><b>H3: Understands that there are multiple perspectives and interpretations of historical events: Historians recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups. Historians can do disagree, and must present evidence from more than one source to prove a position.</b></p>							
H3.9-10.1 Analyze and interpret historical materials from a variety of perspectives in world history	Black History in American 1a	Unit 8: The Push and Pull of Political Decisions	Activity 1	Students are asked to Step 1: choose an amendment from three Reconstruction Amendments (13, 14, 15) or the Bill of Rights and research online about the amendment; Step 2: find a modern application such as a Supreme Court ruling that refers to the amendment or legislation written to support the amendment; Step 3: associate the modern application to the founding historical documents; Step 4: Share assignment in chosen format.	Activity 1	Standard is also met consistently throughout the course as it is integrated into course pedagogy.	Fully Met
H3.9-10.2 Analyze the multiple causal factors of conflicts in world history to create and support claims and counterclaims	Black History in America 1b	Unit 5: The Civil Rights Movement Gains Momentum	Discussion 2	Students are asked to discuss how mass incarceration might harm society, provide two solutions to help reduce mass incarceration or its negative impact on American society.	Discussion 2	Standard is also met consistently throughout the course as it is integrated into course pedagogy.	Fully Met
H3.9-10.3 Explain how the perspectives of people in the present shape interpretations of the past.	Black History in America 1b	Unit 8: The Black American Experience Today	Lesson 4	Describe and discuss how current Black activists and leaders have continually debated the meaning of historical events and the best means to achieve freedom and equality including the current Black community leaders Marley Dias, Tyre Faw, Naomi Wadler, and Zylaine Bryant.	Knowledge Check #1,5; Critical Thinking #1, 2, 3, 4, 5; Final Cumulative Project: How Does History Influence the Present?	Standard is also met consistently throughout the course as it is integrated into course pedagogy.	Fully Met
<p><b>H4: Understands how historical events inform analysis of contemporary issues and events: Historians study and compare people, places, ideas, and events to make sense of our world.</b></p>							
H4.9-10.1 Examine and assess how an understanding of world history can explain that earlier events may cause later ones	Black History in America 1b	Unit 8: The Black American Experience Today	Final Cumulative Project: How Does History Influence the Present?	Students are asked to prepare a report (in any format) using their previously chosen topic, to analyze how the topic currently fits into today's changing political environment; Step 1: Organize resources; Step 2: Research the Topic using both primary and secondary sources; Step 3: Choose a presentation format; Step 4: Organize thoughts and address an introduction to the topic, Black historical roots, how the topic fits into Black American culture today; Step 5: Share thoughts in the format chosen; Step 6: Submit	Final Cumulative Project: How Does History Influence the Present?	Standard is also met consistently throughout the course as it is integrated into course pedagogy.	Fully Met