

<b>Social Studies Curriculum</b>	<b>American Multicultural Studies</b>
<p><b>Theme:</b></p> <p>American Multicultural Studies is an elective course that challenges students to examine key events in American history from the perspective of non-dominant cultures. In the course students will analyze the causes and effects of events, focusing on the historical background to current diversity issues. Students will come to have a better understanding of the diverse ethnicities which have contributed to American history and contemporary American culture. Students will explore various answers to the questions, “Who is an American?” and “What is America?”</p>	
<p><b>Strand:</b> US History</p>	
<p><b>Topic:</b> Exploring American Identity</p>	<p><b>Pacing:</b> 4-6 weeks</p>
<p><b>Content Statement 1</b> In order to better understand the dynamics of American multiculturalism in light of recent demographic shifts, students will explore questions related to immigration and American historical self-interpretation.</p> <p><b>Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can participate in and contribute positively to classroom discussions without judgement and an open mind.</li> <li>2. I can identify changes in American and Columbus demographics in the past 100 years.</li> <li>3. I can define and explain the concept of multiculturalism.</li> </ol>	<p><b>Content Elaborations</b></p> <p>American Multicultural Studies will inform students about the extent to which the US has become a multicultural, multi-ethnic nation. Particular attention will be given to issues of immigration and assimilation as a way to explore America’s self-image. Students will also analyze US History from the perspective of non-dominant groups, seeking incorporation of American culture, society, and power. This unit will</p>

<p>4. I can understand the dynamics of the immigrant experience in American history.</p> <p>5. I can identify and give examples of nativism and assimilation.</p> <p>6. I can identify overarching themes used to interpret American history. (i.e., Manifest Destiny, progress, American exceptionalism)</p> <p>7. I can explain how different groups have attained and struggled to attain power in America.</p> <p>8. I can explain how history and its writing are influenced by those in power.</p> <p>9. I can explain how history reflects and creates cultural myths.</p>	<p>introduce these issues, and they will be re-examined at the end of the course.</p>
<p><b>Content Vocabulary</b></p> <p>demographics, multiculturalism, nativism, assimilation, historiography, Census data, culture, immigration, power, dominance/dominant, status quo, language, customs, ideals, “American Dream”, melting pot, ethnicity</p>	<p><b>Academic Vocabulary (all)</b></p> <p>Analyze, applied, cause and effect, classify, compare, Contrast, correlation, create, describe, develop, examine, explain, interpret, predict, present, recognize, write</p>
<p><b>Resources</b></p> <p>Programming from television.  Supplemental reading/resources.  Internet e-sources including primary sources, professional sources, government source, YouTube, TeacherTube, etc.  Video resources</p>	<p><b>Enrichment Strategies</b></p> <p>- culture of inquiry and respect in the classroom will be developed</p> <p>- spiral questioning: questioning on same topic with increasing levels of</p>

guest speakers

**Formative Assessments:**

- pre-tests (graded but not recorded)
- entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge)
- “thumbs-up, thumbs down” by students to indicate their sense of understanding
- pose questions to individual students ongoing during course of lesson
- whole class discussion of lesson with maximum participation; monitor for student understanding
- seek quick individual student responses on white boards
- seek quick choral responses from the whole group of students
- “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class
- exit slip: short "bell-ringer" written quizzes (may include multiple choice, short answer, etc.) at the end of the period
- exit slip: responses to prompts at the end of the period
- written homework tasks based upon learning targets, with option to make corrections based on feedback
- quiz (graded but not recorded)

**Integrations**

complexity based upon quality of student responses and interest

- connect current and past lesson content to current events in the news
- students may be invited to read difficult and significant original sources to learn content more in-depth
- student and teacher collaborate to create additional projects
- students research and then teach a key part of the lesson
- students may conduct interviews

**Summative Assessments:**

- traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)
- Personal reflective journals
- analytical essays
- document-based essays
- research-based essays or projects (group or individual)
- oral presentations (group or individual)
- class debates
- class Socratic discussions

**Intervention Strategies**

<p>US History  American Government.  Global Cultures Studies  Literature courses  Native American Studies  American Political Thought and Radicalism</p>	<ul style="list-style-type: none"> <li>· Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website <a href="http://www.education.ohio.gov">www.education.ohio.gov</a></li> <li>· Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a></li> <li>· preferential seating</li> <li>· make notes available online using Infinite Campus or other web-based system</li> <li>· one-on-one instruction during common prep time and/or with academic assistant</li> <li>· review sessions before tests and quizzes, and especially before exams</li> <li>· extended deadlines</li> <li>· modified assignments and tests</li> <li>· IAT referrals</li> </ul>
--	---

<p><b>Social Studies Curriculum</b></p>	<p><b>American Multicultural Studies</b></p>
<p><b>Theme:</b> American Multicultural Studies is an elective course that challenges students to examine key events in American history from the perspective of non-dominant cultures. In the course students will analyze the causes and effects of events, focusing on the historical background to current diversity issues. Students will come to have a better understanding of the diverse ethnicities which have contributed to</p>	

<p>American history and contemporary American culture. Students will explore various answers to the questions, “Who is an American?” and “What is America?”</p>	
<p><b>Strand:</b> US History</p>	
<p><b>Topic:</b> Historical Background to Current Diversity Issues</p>	<p><b>Pacing:</b> 4-6 weeks</p>
<p><b>Content Statement 2</b></p> <p>In this unit, the students will explore and understand historical patterns of discrimination and oppression which of marked the experience of non-dominant groups in America.</p> <p><b>Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can explain the American government policy of deportation toward Native Americans.</li> <li>2. I can describe how government policy and cultural attitudes favored extermination of Native Americans.</li> <li>3. I can explain why Native Americans were placed on reservations and the effects this policy had on Native cultures.</li> <li>4. I can explain the policy of assimilation in regard to Native Americans and the effect it had on Native cultures.</li> <li>5. I can explain and give examples of Jim Crow laws and explain their effects on African-Americans in the post-Reconstruction South.</li> <li>6. I can explain what the Great Migration was, why it occurred, and its impact on urban America and African-Americans.</li> </ol>	<p><b>Content Elaborations:</b></p> <p>In this unit, the students will explore, through an analysis of 19th and 20th century American history, patterns of discrimination and oppression which have caused non-dominant groups to resort to resistance in various forms. The resistance of Native Americans, African Americans, and Hispanic-Americans in particular will be a source of attention. Current cultural dynamics in America reflect or are shaped by the power struggles of these groups against white dominant institutions. Selected historical events including Trail of Tears, Mexican-American War, Westward Expansion, Jim Crow Laws, and the Civil Rights Movement may be examined.</p>

<p>7. I can describe key people and events in the Civil Rights Movement in the early and mid-20th century..</p> <p>8. I can explain unresolved cultural, economic, and political issues in the aftermath of the Civil Rights Movement.</p> <p>9. I can explain how the Mexican-American War shaped American attitudes toward Hispanic culture and people.</p> <p>10. I can explain how changes the southern border of the US have impacted Hispanic people and their relationship with the US.</p> <p>11. I can describe legal, economic, and cultural challenges of Hispanic people living in the US throughout the 20th century.</p> <p>12. I can explain how immigration and US domestic policies have discriminated against Chinese and Japanese Americans.</p>	
<p><b>Content Vocabulary</b></p> <p>discrimination, deportation, extermination, reservation, subjugation, assimilation, Trail of Tears, Trans-Continental Railroad, Indian Boarding Schools, Jim Crow, segregation, share cropping, Plessy v Ferguson, civil rights, migration, Harlem Renaissance, Brown v Board, internment camp, separatism, militant, de facto segregation, de jure segregation, federal enforcement, white flight, urban renewal, migrant labor, bracero program, barrios, labor unions, Gentlemen’s Agreement, Chinese Exclusion Act</p>	<p><b>Academic Vocabulary (all)</b></p> <p>analyze, applied, cause and effect, classify, compare, contrast, correlation, create, describe, develop, examine, explain, interpret, predict, present, recognize, write</p>
<p><b>Resources</b></p> <p>Programming From Television  Supplemental Readings/Resources  Internet Resources; including primary sources, professional sources, government sources, YouTube, and TeacherTube.  Video Resources  Guest/Professional Speakers</p>	<p><b>Enrichment Strategies</b></p> <p>spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest</p> <ul style="list-style-type: none"> <li>· connect current and past lesson content to current events in the news</li> </ul>

<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>· pre-tests (graded but not recorded)</li> <li>· entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge)</li> <li>· “thumbs-up, thumbs down” by students to indicate their sense of understanding</li> <li>· pose questions to individual students ongoing during course of lesson</li> <li>· whole class discussion of lesson with maximum participation; monitor for student understanding</li> <li>· seek quick individual student responses on white boards</li> <li>· seek quick choral responses from the whole group of students</li> <li>· “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class</li> <li>· exit slip: short "bell-ringer" written quizzes (may include multiple choice, short answer, etc.) at the end of the period</li> <li>· exit slip: responses to prompts at the end of the period</li> <li>· written homework tasks based upon learning targets, with option to make corrections based on feedback</li> <li>· quiz (graded but not recorded)</li> </ul>	<ul style="list-style-type: none"> <li>· students may be invited to read difficult and significant original sources to learn content more in-depth</li> <li>· student and teacher collaborate to create additional projects</li> <li>· students research and then teach a key part of the lesson</li> <li>· students may conduct interviews</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>· traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)</li> <li>· Observation and participation in community service hours</li> <li>· Research paper based on service work</li> <li>· Personal reflective journals</li> <li>· analytical essays</li> <li>· document-based essays</li> <li>· research-based essays (group or individual)</li> <li>· oral presentations (group or individual)</li> <li>· class debates</li> <li>· class Socratic discussions</li> </ul>
<p><b>Integrations</b></p> <p>US History</p>	<p><b>Intervention Strategies</b></p> <ul style="list-style-type: none"> <li>· Strategies for meeting the needs of all learners including gifted students, English</li> </ul>

<p>American Government.  Global Cultures Studies  Literature courses  Native American Studies  American Political Thought and Radicalism</p>	<p>Language Learners (ELL), and students with disabilities can be found on the ODE website <a href="http://www.education.ohio.gov">www.education.ohio.gov</a></p> <ul style="list-style-type: none"> <li>· Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a></li> <li>· preferential seating</li> <li>· make notes available online using Infinite Campus or other web-based system</li> <li>· one-on-one instruction during common prep time and/or with academic assistant</li> <li>· review sessions before tests and quizzes, and especially before exams</li> <li>· extended deadlines</li> <li>· modified assignments and tests</li> <li>· IAT referral</li> </ul>
<p><b>Social Studies Curriculum</b></p>	<p><b>American Multicultural Studies</b></p>
<p><b>Theme:</b> American Multicultural Studies is an elective course that challenges students to examine key events in American history from the perspective of non-dominant cultures. In the course students will analyze the causes and effects of events, focusing on the historical background to current diversity issues. Students will come to have a better understanding of the diverse ethnicities which have contributed to American history and contemporary American culture. Students will explore various answers to the questions, “Who is an American?” and “What is America?”</p>	



<p><b>Strand:</b> US History</p>	
<p><b>Topic:</b> Current Issues</p>	<p><b>Pacing:</b> 4-6 weeks</p>
<p><b>Content Statement 3</b>  In this unit, students will explore, analyze, and discuss current issues involving racial and ethnic diversity which have emerged or resulted from unresolved historical issues studied in previous units.</p> <p><b>Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can identify issues related to the topic of racial profiling as it affects various ethnic groups in America (i.e., Arab-American, African-Americans)</li> <li>2. I can understand and articulate arguments for and against reparations for past historical grievances.</li> <li>3. I can understand and articulate arguments for and against affirmative action and related programs.</li> <li>4. I can describe how institutional poverty manifests itself in the following issues: poverty, incarceration, voter eligibility, unemployment, underemployment, housing, education, etc.)</li> <li>5. I can understand Native American tribal concerns regarding cultural preservation and autonomy.</li> <li>6. I can describe current socio-economic issues facing Native Americans.</li> <li>7. I can describe the controversy surrounding Native American mascots used by professional and/or collegiate sports teams.</li> <li>8. I can better understand the complexities involved with immigration reform.</li> <li>9. I can explain the recent increase in illegal immigration and describe the implications for America socially, politically, and economically.</li> </ol>	<p><b>Content Elaborations</b></p> <p>Many current issues arise from past experiences. Students will form a deeper understanding of current cultural and political issues as they analyze perspectives and trends which have roots in American history. Relevant topics may include immigration reform, racial profiling and stereotyping, institutional poverty and methods to address that, and other significant topics related to recent news events. Students will re-visit issues of American identity and set forth a personal position.</p>

<p>10. I can understand the positive and negative reactions to the growing Hispanic influence on American culture and politics.</p> <p>11. I can describe the unique experiences of various Asian-American groups as they assimilate into American society.</p> <p>12. I can describe the unique experiences of various Arab-American groups as they assimilate into American society.</p> <p>13. I can articulate and support a personal vision of American identity based on 21st century demographics and American history.</p>	
<p><b>Content Vocabulary</b></p> <p>racial profiling, reparations, affirmative action, stereotype, integrated school bussing, white flight, institutional poverty, school-to-prison pipeline, voter ID, DREAM Act, amnesty, bi-lingualism, NAFTA, CAFTA, human trafficking, reservations, Aztlan, NAGPRA, mascot, Immigration Act of 1965, Islam, Arab, hejab, fundamentalist, Sharia</p>	<p><b>Academic Vocabulary (all)</b></p> <p>analyze, applied, cause and effect, classify, compare, contrast, correlation, create, describe, develop, examine, explain, interpret, predict, present, recognize, write</p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>· pre-tests (graded but not recorded)</li> <li>· entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge)</li> <li>· “thumbs-up, thumbs down” by students to indicate their sense of understanding</li> <li>· pose questions to individual students ongoing during course of lesson</li> <li>· whole class discussion of lesson with maximum participation; monitor for student understanding</li> <li>· seek quick individual student responses on white boards</li> <li>· seek quick choral responses from the whole group of students</li> </ul>	<p><b>Summative Assessments:</b></p> <p>spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest</p> <ul style="list-style-type: none"> <li>· connect current and past lesson content to current events in the news</li> <li>· students may be invited to read difficult and significant original sources to learn content more in-depth</li> </ul>

<ul style="list-style-type: none"> <li>· “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class</li> <li>· exit slip: short "bell-ringer" written quizzes (may include multiple choice, short answer, etc.) at the end of the period</li> <li>· exit slip: responses to prompts at the end of the period</li> <li>· written homework tasks based upon learning targets, with option to make corrections based on feedback</li> <li>· quiz (graded but not recorded)</li> </ul>	<ul style="list-style-type: none"> <li>· student and teacher collaborate to create additional projects</li> <li>· students research and then teach a key part of the lesson</li> <li>· students may conduct interviews</li> </ul>
<p><b>Resources:</b></p> <p>Programming From Television  Supplemental Readings/Resources  Internet Resources; including primary sources,  professional sources, government sources, YouTube, and  TeacherTube  Video Resources  Guest/Professional Speakers</p>	<p><b>Enrichment Strategies:</b></p> <ul style="list-style-type: none"> <li>· spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest</li> <li>· connect current and past lesson content to current events in the news</li> <li>· students may be invited to read difficult and significant original sources to learn content more in-depth</li> <li>· student and teacher collaborate to create additional projects (historical newspaper, diorama)</li> <li>· students research and then teach a key part of the lesson  students may shadow or interview a professional in the field of psychology</li> </ul>
<p><b>Integrations:</b></p> <p>US History  American Government.</p>	<p><b>Intervention Strategies:</b></p> <ul style="list-style-type: none"> <li>· Strategies for meeting the needs of all learners including gifted students, English</li> </ul>

<p>Global Cultures Studies  Literature courses  Native American Studies  American Political Thought and Radicalism</p>	<p>Language Learners (ELL), and students with disabilities can be found on the ODE website <a href="http://www.education.ohio.gov">www.education.ohio.gov</a></p> <ul style="list-style-type: none"> <li>· Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a></li> <li>· preferential seating</li> <li>· make notes available online using Infinite Campus or other web-based system</li> <li>· one-on-one instruction during common prep time and/or with academic assistant</li> <li>· review sessions before tests and quizzes, and especially before exams</li> <li>· extended deadlines</li> <li>· modified assignments and tests</li> <li>· IAT referral</li> </ul>
<p><b>Social Studies Curriculum</b></p>	<p><b>American Multicultural Studies</b></p>

<p><b>Theme:</b></p> <p>American Multicultural Studies is an elective course that challenges students to examine key events in American history from the perspective of non-dominant cultures. In the course students will analyze the causes and effects of events, focusing on the historical background to current diversity issues. Students will come to have a better understanding of the diverse ethnicities which have contributed to American history and contemporary American culture. Students will explore various answers to the questions, “Who is an American?” and “What is America?”</p>	
<p><b>Strand:</b> US History</p>	
<p><b>Topic:</b></p>	<p><b>Pacing:</b> weeks</p>
<p><b>Content Statement 4</b></p> <p><b>Learning Targets</b></p>	<p><b>Content Elaborations</b></p>
<p><b>Content Vocabulary</b></p>	<p><b>Academic Vocabulary (all)</b></p> <p>analyze, applied, cause and effect, classify, compare, contrast, correlation, create, describe, develop, examine, explain, interpret, predict, present, recognize, write</p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>pre-tests (graded but not recorded)</li> </ul>	<p><b>Summative Assessments:</b></p> <p>spiral questioning: questioning on same topic with increasing levels of</p>

<ul style="list-style-type: none"> <li>· entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge)</li> <li>· “thumbs-up, thumbs down” by students to indicate their sense of understanding</li> <li>· pose questions to individual students ongoing during course of lesson</li> <li>· whole class discussion of lesson with maximum participation; monitor for student understanding</li> <li>· seek quick individual student responses on white boards</li> <li>· seek quick choral responses from the whole group of students</li> <li>· “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class</li> <li>· exit slip: short "bell-ringer" written quizzes (may include multiple choice, short answer, etc.) at the end of the period</li> <li>· exit slip: responses to prompts at the end of the period</li> <li>· written homework tasks based upon learning targets, with option to make corrections based on feedback</li> <li>· quiz (graded but not recorded)</li> </ul>	<p>complexity based upon quality of student responses and interest</p> <ul style="list-style-type: none"> <li>· connect current and past lesson content to current events in the news</li> <li>· students may be invited to read difficult and significant original sources to learn content more in-depth</li> <li>· student and teacher collaborate to create additional projects</li> <li>· students research and then teach a key part of the lesson</li> <li>· students may conduct interviews</li> </ul>
<p><b>Resources:</b></p> <p>Programming From Television  Supplemental Readings/Resources  Internet Resources; including primary sources, professional sources, government sources, Youtube, Teachertube, etc...</p> <p>Video Resources  Guest/Professional Speakers</p>	<p><b>Enrichment Strategies:</b></p> <ul style="list-style-type: none"> <li>· spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest</li> <li>· connect current and past lesson content to current events in the news</li> <li>· students may be invited to read difficult and significant original sources to learn content more in-depth</li> <li>· student and teacher collaborate to create additional projects (historical newspaper, diorama)</li> <li>· students research and then teach a key part of the lesson</li> </ul>

	<p>students may shadow or interview a professional in the field of psychology</p>
<p><b>Integrations:</b></p> <p>US History  American Government.  Global Cultures Studies  Literature courses  Native American Studies  American Political Thought and Radicalism</p>	<p><b>Intervention Strategies:</b></p> <ul style="list-style-type: none"> <li>· Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website <a href="http://www.education.ohio.gov">www.education.ohio.gov</a></li> <li>· Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a></li> <li>· preferential seating</li> <li>· make notes available online using Infinite Campus or other web-based system</li> <li>· one-on-one instruction during common prep time and/or with academic assistant</li> <li>· review sessions before tests and quizzes, and especially before exams</li> <li>· extended deadlines</li> <li>· modified assignments and tests</li> <li>· IAT referral</li> </ul>

