



African American History Scope and Sequence

COURSE OVERVIEW & TIMING

This section is designed to help you see the flow of the units/topics across the entire school year.

Unit		Unit Length
Unit 1:	African American History	1 st Quarter and 3 rd Quarter
Unit 2:	African American History	2 nd Quarter and 4 th Quarter

OVERALL COURSE TIMING

This section is designed to help you compare the number of available instructional days to the number of days accounted for in the Scope and Sequence.

	Course Length
Total number of instructional days in school year:	174
Total number of instructional days for all units included in Scope and Sequence:	80

FIRST QUARTER AND THIRD QUARTER:		UNIT 1 LENGTH: Days/Weeks 40	Resources
UNIT 1 STANDARDS			
	<p>HISTORY A: Explains patterns of historical continuity and change by challenging arguments of historical inevitability. (early) B (early): Explain the social, political and economic effects of industrialism 8C(late): Explain the social, political, and economic effects of industrialization 8.D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries (late) 8.F: Explain the political and economic challenges faced by the United States after the Revolutionary War & the actions that resulted in the adoption of the U.S. Constitution.</p> <p>PEOPLE IN SOCIETIES A: Analyze how issues may be viewed differently by various cultural groups. B: Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts. 8.B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict. 8.C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government. C: Analyze the ways that contact between people of different cultures result in exchanges of cultural practices.</p> <p>GEOGRAPHY A: Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture. B: Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.</p> <p>ECONOMICS A: Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices. B: Identify factors which inhibit or spur economic growth and cause expansions or recessions. C: Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.</p> <p>GOVERNMENT A: Evaluate, take & defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today. B: Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.</p> <p>CITIZENSHIP RIGHTS & RESPONSIBILITIES 8.A: Show the relationship between civic participation and attainment of civic and public goals. A: Evaluate various means for citizens to take action on a particular issue. B: Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.</p>	<ul style="list-style-type: none">• ODE Model Curriculum• http://teacher.scholastic.com/africanamericanheritage/• http://www.africanamericanhistorymonth.gov/teachers.html• http://www.smithsonianeducation.org/educators/resource_library/african_american_resources.html• http://www.smithsonianeducation.org/educators/resource_library/african_american_resources.html	

SECOND QUARTER AND FOURTH QUARTER:		UNIT 2 LENGTH: Days/Weeks 40	Resources
UNIT 2 STANDARDS			
	<p>HISTORY A: Explains patterns of historical continuity and change by challenging arguments of historical inevitability. (late) B: Use historical interpretations to explain current issues. (early) F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance. 8.G: Analyze the causes and consequences of the American Civil War.</p> <p>PEOPLE IN SOCIETIES A (early). Analyze how issues may be viewed differently by various cultural groups. C: Explain the role of diverse cultural institutions in shaping American society. 8.A: Compare cultural practices, products and perspectives of past civilizations in order to understand commonality & diversity of cultures. 8.C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.</p> <p>ECONOMICS A: Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices. B: Identify factors which inhibit or spur economic growth and cause expansions or recessions. C: Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.</p> <p>GEOGRAPHY A: Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture. B: Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment. (early) 8.C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.</p> <p>GOVERNMENT A: Evaluate, take & defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today B: Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations. 8.C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.</p> <p>CITIZENSHIP RIGHTS & RESPONSIBILITIES A: Evaluate various means for citizens to take action on a particular issue B: Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy. 8.B: Identify historical origins that influenced the rights U.S. citizens have today</p>	<ul style="list-style-type: none">• ODE Model Curriculum• http://teacher.scholastic.com/africanamericanheritage/• http://www.africanamericanhistorymonth.gov/teachers.html• http://www.smithsonianeducation.org/educators/resource_library/african_american_resources.html• http://www.smithsonianeducation.org/educators/resource_library/african_american_resources.html	