



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 10/9/2020

School/Department: Sebastian River High

**Action Step
(number and
description):** 1.3 – African American History Curriculum

**Evidence of Progress Monitoring
(Please include narrative/description of the action taken.
Where applicable, please include all measurable data.)**

The included documentation shows the pacing guide for SRHS for US History and English 1 that show specified times of the year dedicated to African American History. For US History this includes two distinct units centered on African American history, one taught in each semester. For English 1, it shows the use of text by Martin Luther King Jr. in the unit to begin the year.

Results of Action Taken:

African American students are able to see the important contributions to American History and society that have been made by early African Americans. It provides them an insight to the struggles faced by African Americans and the ways they took action to affect positive change in America.

Reflection:

Through the instruction provided, teachers have been able to make connections with our African American students from the early stages of the year, especially with our 9th grade students who need those connections as they adjust to high school. Our teachers will continue to provide culturally relative and responsive teaching for our African American students.

2020-2021 US History Units of Study

1. Civil War and Reconstruction (To be finished no later than Friday, Aug. 28.) Focus on causes/effects of war, Reconstruction in terms of Jim Crow Laws and role of Radical Republicans, and the Civil War Amendments, which are guaranteed to be on EOC. Do NOT spend time on the battles other than the *importance* of Anaconda Plan, Gettysburg (and Address) and Vicksburg. Refer to test item spec clarifications and content limit.
2. Industrial Revolution
3. Immigration and Urbanization
4. Progressive Era
5. Early Civil Rights Movement (End of Reconstruction through 1920s including *Plessy v. Ferguson*, Booker T. Washington and DuBois compare/contrast, forming of NAACP, Great Migration, Marcus Garvey and Harlem Renaissance)
6. Imperialism
7. World War I
8. 1920s economics and politics
9. 1920s social issues
10. Great Depression
11. World War II
12. Cold War Begins
13. Economics and social of 1950s
14. Politics of containment
15. Civil Rights Movement 60s

| 9 th -Grade Quarter 1: Unit 1 (Collection 2: The Struggle for Freedom) August 24 th - September 18 th | | | | | |
|---|---|---|--|--|--|
| Rationale: In this collection, students will explore the universal desire for freedom. | | | | | |
| Unit 1 Notes | Standards to be Assessed/*Recursive | Primary Text (Required) | | Secondary Text (Optional): CL= CommonLit NE= NewsELA I= Informational Text L= Literature | |
| Test ID# 372310 | RI: 1.1 1.2, 2.4 *RI: 1.1, 2.4, 4.10 | Informational Text: <ul style="list-style-type: none"> I Have a Dream Speech by Martin Luther King Jr. (pg. 47) The Gettysburg Address (pg. 27) Emancipation Proclamation (<i>optional</i>) https://www.archives.gov/exhibits/fatured_documents/emancipation_proclamation/transcript.html Compare pages 55-71: <ul style="list-style-type: none"> Anchor Text- from Nobody Turn Me Around: A People's History of the 1963 March on Washington Media-America Story Us: March on Washington Cairo: My City (pg. 73) Compare Text pages 81-84: <ul style="list-style-type: none"> Anchor Text- Reading Lolita in Tehran Media- Persepolis 2 | | Includes article, quiz, and answer key: <ul style="list-style-type: none"> NE- King followed Gandhi's example of nonviolent political activism. NE-Native Americans and freedom of religion NE-Buffalo Soldiers: A fight for freedom <hr/> Writing /Language Instructional Resources <ul style="list-style-type: none"> English Workshop- covers all the elements of the writing process, gives tips on language and style, and comprehensively covers all aspects of grammar, usage, and mechanics. Student Edition- PDF activities Grammar Note Writing and Research in a Digital Age Collections Interactive Writing Lessons Citing Evidence FSA Writing Grade 6-12 Do's and Don'ts | |
| Note: Language editing task should be incorporated in daily writing activities and will not always be assessed on a Unit Assessment. | LAFS.910. L.1.1 LAFS.910. L.1.2 *Assessed on UA 1 | Language/Editing Task: <ul style="list-style-type: none"> *Parallel structure Quotation marks Commas Subject /verb Agreement | | | |