



Unit 1: African Kingdoms

Draft Date 06-10-2026	Course HS African American Studies	Duration 1 Week(s)	Grades 11, 12	Subjects Social Studies	Team Kelly Galbraith, Abdulla Virmani, Liza Kuhn, Charles Dembrosky
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Focus

African Kingdoms and the Atlantic Slave Trade examines how powerful, complex African societies shaped and were transformed by the growth of a transatlantic system that commodified African lives, linking African political and economic dynamics to the rise of racial slavery across the Atlantic world, a system that would become the foundation for plantation slavery in the Americas.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards History: 12 ■ Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. (8.1.12.B) ■ Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.12.B) ■ Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.W.B)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Create and discuss questions to better understand a perspective, make generalizations, and/or draw conclusions. (T1) ■ Make informed decisions and offer potential solutions about current issues. (T2)	
	Meaning	
	Understandings	Essential Questions
Profile of a CV Learner ■ Collaboration: Students will be able to independently engage and meaningfully	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Many African kingdoms were largely patriarchal, and they practiced diverse religious traditions—including indigenous beliefs alongside Islam (and, in some regions, Christianity). (U1) ■ African slave labor, utilized after the failure of using natives and indentured	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How did gender roles, religious beliefs, and political structures in African kingdoms shape the lives of their people and influence the ways they experienced and responded to the rise of the Atlantic slave trade? (Q1)

contribute to a team to reach a common goal, through mutual reflection, feedback, and shared responsibility. (PCVL.CO)

servants as workers, provided a method to maximize agricultural profits in North America and the Caribbean. Agricultural production focused on sugar and tobacco. (U2)

- African culture remained a distinct part of slave culture through language, music, and stories that transmitted African history from one generation to the next in the New World. (U3)

- Why did European colonizers increasingly turn to African slave labor in the Americas, and how did this choice transform both the economies of the Atlantic world and the lives of the people forced to work on sugar and tobacco plantations? (Q2)

- In what ways did enslaved Africans use language, music, and storytelling to preserve and adapt their cultures, and how did these traditions help them resist dehumanization and create new identities in the New World? (Q3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Government Structure: Many African kingdoms established organized, structured governments. Religious Diversity: Many religious practices coexisted across African kingdoms. Historical Coexistence: African societies introduced and practiced Islam and Christianity alongside native traditional religions. (Vocabulary: Patriarchal, Indigenous beliefs, Islam, Christianity, Kingdoms) (K1)
- Demand for Labor: European colonizers required a large labor force on colonial plantations. Exploitation of Enslaved Africans: Colonizers forcibly turned to

Skills

What discrete skills and processes should students be able to use? Students can...

- I can describe and compare key features of precolonial African kingdoms (political structures, gender roles, and religious practices) using maps, visuals, and short texts. (S1)
- I can explain cause-and-effect relationships between labor demands in the Americas, the failure of Indigenous and indentured labor systems, and the turn to African slave labor on sugar and tobacco plantations. (S2)
- I can identify and interpret evidence of African cultural continuities in primary sources (songs, folktales, narratives, images) and analyze how language, music, and storytelling helped enslaved

enslaved Africans as the primary source of labor. Economic Motivation: The trans-Atlantic slave trade and plantation system were driven by profit. (Vocabulary: Indigenous labor, Indentured servant, Plantation, Cash crop, Chattel slavery) (K2)

- Cultural Preservation & Adaptation: Enslaved Africans retained their cultural traditions. Community Building: Preserving shared cultural heritage and creating new traditions helped enslaved people form strong bonds. Forms of Resistance: Cultural preservation helped maintain humanity, identity, and autonomy. (Vocabulary: Oral tradition, Spirituals, Folktales, Call and response, Cultural resistance) (K3)

people preserve culture and resist dehumanization. (S3)



Unit 2: West and Central African Societies



Draft Date 09-04-2026	Course HS African American Studies	Duration 1 Week(s)	Grades 11, 12	Subjects Social Studies	Team Abdulla Virmani, Kelly Galbraith, Liza Kuhn, Charles Dembrosky
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Focus

Daily life in West and Central Africa. Students explore how extended kinship networks shaped identity, inheritance, and mutual support, and how agricultural rhythms—yams, millet, sorghum, and rice—sustained households and states. They investigate gender roles in labor, trade, and religious life, including women's economic influence, and study artisanship in iron, cloth, wood, and clay. Throughout, students consider community values of reciprocity, respect for elders, and oral tradition as living historical record.

Stage 1: Learning Goals

Established Goals	Transfer			
Standards	Long-Term Transfer Goals			
Pennsylvania Core Standards History: 12 ■ Evaluate patterns of continuity and rates of change over time, applying context of events. (8.1.12.A) ■ Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. (8.1.12.B) ■ Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research) (8.1.12.C)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Cite examples of how the past has shaped the modern world and make predictions of how current events will shape the future. (T1) ■ Make informed decisions and offer potential solutions about current issues. (T2) ■ Communicate ideas and conclusions effectively using evidence with integrity. (T3)			
	Meaning			
	<table> <tr> <th>Understandings</th><th>Essential Questions</th></tr> <tr> <td> What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Kinship as Social Infrastructure: Extended kinship networks formed the foundational framework of West and Central African societies, defining </td><td> What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How do family connections, kinship networks, and cultural traditions shape our individual identity, build </td></tr> </table>	Understandings	Essential Questions	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Kinship as Social Infrastructure: Extended kinship networks formed the foundational framework of West and Central African societies, defining
Understandings	Essential Questions			
What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Kinship as Social Infrastructure: Extended kinship networks formed the foundational framework of West and Central African societies, defining	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How do family connections, kinship networks, and cultural traditions shape our individual identity, build			

■ Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. (8.4.12.A) ■ Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.12.B) ■ Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization (8.4.12.C) ■ Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. (8.4.12.D)	identity, governing inheritance, and ensuring social stability through mutual obligation. (U1) ■ Agriculture as the Engine of Society: Agricultural rhythms and crop cultivation provided the necessary economic foundation to sustain daily household life, feed growing populations, and support organized state power. (U2) ■ Oral Tradition as Living History: Guided by reverence for elders and shared community values, oral tradition served as a sophisticated, reliable system for preserving the historical record, passing down knowledge, and maintaining cultural continuity. (U3)	community, and ensure mutual support during difficult times? (Q1) ■ How do local geography, agricultural practices, and everyday labor sustain the growth, structure, and stability of powerful human societies? (Q2) ■ How can a community effectively preserve its history, values, and identity over generations without relying primarily on written records or books? (Q3)
Acquisition of Knowledge & Skill		
	Knowledge	Skills
Profile of a CV Learner ■ Collaboration: Students will be able to independently engage and meaningfully contribute to a team to reach a common goal, through mutual reflection, feedback, and shared responsibility. (PCVL.CO) ■ Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)	What facts and basic concepts should students know and be able to recall? Students will know... ■ Lineage & Inheritance: Descent systems determined land rights.Social Safety Nets: Shared resources ensured community support.Identity & Status: Clan affiliation defined social position. (Vocabulary: Kinship, Lineage, Matrilineal, Patrilineal, Clan, Mutual obligation, Inheritance) (K1) ■ Staple Crops: Regional crops sustained dense populations.Agricultural Rhythms: Seasons dictated work and trade.Economic Foundation: Surplus	What discrete skills and processes should students be able to use? Students can... ■ Analyze Historical Sources: Analyze oral traditions, proverbs, and material artifacts to evaluate how West and Central African societies recorded history and passed down values. (S1) ■ Map Spatial & Environmental Patterns: Map the geographic distribution of staple crops (yams, millet, sorghum, rice) to explain how agricultural rhythms supported population growth and trade networks. (S2) ■ Examine Social & Economic Structures: Categorize and compare how kinship

food enabled specialized labor.
(Vocabulary: Sorghum, Millet, Agrarian, Surplus, Cultivation, Subsistence, Crop rotation, Division of labor) (K2)

- Role of Griots: Storytellers maintained official historical records. Mechanisms of Memory: Songs encoded complex historical events. Intergenerational Transmission: Elders passed down community laws. (Vocabulary: Griot (Jali), Oral history, Ancestral lineage, Custodian, Collective memory, Epic (e.g., Epic of Sundiata), Intergenerational, Folklore) (K3)

networks, gender divisions, and specialized labor (craftsmen, griots, farmers) organize daily life and governance. (S3)



Unit 3: African Trade Networks and Global Connections

Draft Date	Course	Duration	Grades	Subjects	Team
09-04-2026	HS African American Studies	1 Week(s)	11, 12	Social Studies	Abdulla Virmani, Kelly Galbraith, Liza Kuhn, Charles Dembrosky
Focus					
Africa's place in premodern global commerce. Students trace trans-Saharan caravan routes that carried gold, salt, copper, and enslaved people between West Africa and the Mediterranean, and follow Indian Ocean monsoon networks linking Swahili coast city-states to Arabia, India, and China. They analyze how trade spread Islam, literacy, and urban wealth, and how empires like Ghana, Mali, and Songhai taxed exchange. Students conclude by assessing Africa's economic centrality before European maritime dominance reshaped these systems.					
Stage 1: Learning Goals					
Established Goals			Transfer		
Standards			Long-Term Transfer Goals		
Pennsylvania Core Standards History: 12 ■ Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. (8.4.12.A) ■ Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.12.B) ■ Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization (8.4.12.C)			What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Communicate ideas and conclusions effectively using evidence with integrity. (T1) ■ Engage in respectful discourse to advocate for one's ideas and listen to better understand the views of others. (T2)		
			Meaning		
			Understandings	Essential Questions	
			What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Commercial Networks & Regional Integration: Trans-Saharan caravan routes and Indian Ocean maritime networks linked African kingdoms and Swahili Coast city-states to global	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How did Africa's early trade networks connect distant societies, transform global commerce, and challenge modern misconceptions about the	

- Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. (8.4.12.D)

Profile of a CV Learner

- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)
- Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)

commerce, making the continent an indispensable hub for the movement of valuable commodities, ideas, and people long before European maritime expansion. (U1)

- Trade as a Catalyst for Cultural Exchange: Long-distance trade networks acted as primary engines for cultural diffusion, driving the spread of Islam, Arabic literacy, architectural innovation, and urban growth across West and East Africa while reshaping local social and political structures. (U2)
- Wealth, Imperial Power, and Taxation: Major African empires, such as Ghana, Mali, and Songhai, built their immense wealth and geopolitical influence by strategically controlling trade routes, taxing cross-regional exchange, and managing key natural resources like gold, salt, and copper. (U3)

continent's historical influence on global trade? (Q1)

- How can the movement of goods over long distances fundamentally reshape a society's religion, language, architecture, and political governance? (Q2)
- How do powerful states strategically leverage geographical advantage, natural resource control, and taxation systems to build, sustain, and project imperial power? (Q3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Trans-Saharan Routes: Caravan paths connected West Africa. Indian Ocean Trade: Monsoon winds guided maritime routes. Key Commodities: Goods like gold were traded cross-regionally. (Vocabulary: Trans-Saharan, Caravan, Monsoon, Swahili Coast, Commodity,

Skills

What discrete skills and processes should students be able to use? Students can...

- Map and Analyze Spatial Patterns: Trace trans-Saharan caravan routes and Indian Ocean monsoon networks on historical maps to analyze how geographic features and seasonal weather patterns directed global movement and trade. (S1)

Maritime, Interregional, Entrepot → port)
(K1)

- Spread of Islam: Merchants introduced monotheism to rulers. Rise of Literacy: Arabic script enabled written records. Urban Growth: Commercial hubs grew into cities. (Vocabulary: Cultural diffusion, Arabic script, Literacy, Urbanization, Islamization, Cosmopolitan, Syncretism, Scholasticism) (K2)
- Empire Control: Rulers regulated valuable trade routes. Taxation Systems: Levied duties funded state operations. Resource Wealth: Gold mines built imperial prestige. (Vocabulary: Hegemony, Tribute, Customs duty, Monopoly, Revenue, Sovereignty, Imperial administration, Merchant class) (K3)

- Evaluate Cause-and-Effect Relationships: Assess how long-distance commercial exchange directly caused the spread of Islam, the adoption of Arabic script, and the growth of urban intellectual centers across West and East Africa. (S2)
- Analyze Economic Systems and Policy: Examine primary and secondary source evidence to explain how West African empires (Ghana, Mali, Songhai) used trade regulation, resource monopolies, and taxation structures to maintain state power. (S3)



Unit 4: Religion, Philosophy, and Knowledge Systems

Draft Date 09-04-2026	Course HS African American Studies	Duration 1 Week(s)	Grades 11, 12	Subjects Social Studies	Team Abdulla Virmani, Kelly Galbraith, Liza Kuhn, Charles Dembrosky
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Focus

Religion and intellectual life across Africa. Students study indigenous spiritual traditions—ancestral veneration, divination, and sacred landscapes—alongside the spread of Christianity in Axum, Nubia, and Ethiopia and Islam across the Sahel and Swahili coast. They consider how communities blended rather than replaced belief systems, and how griots preserved history through oral tradition. Students examine Timbuktu's scholars, manuscripts, and universities, evaluating Africa as a center of literacy, theology, and learning.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards History: 12 - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research) (8.1.12.C) - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. (8.4.12.A)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... - Cite examples of how the past has shaped the modern world and make predictions of how current events will shape the future. (T1) - Analyze a variety of sources and formats from multiple perspectives to deepen their understanding of long-standing issues and one another. (T2) - Build/construct a knowledge base to inform critical thinking. (T3)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... Spiritual Continuity and Syncretism: Indigenous spiritual practices—such as ancestral veneration, divination, and	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... How do communities integrate new religious ideas with indigenous traditions to create unique, enduring

Profile of a CV Learner

- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)

reverence for sacred landscapes—formed a durable foundation for African worldviews, often blending dynamically with monotheistic faiths like Christianity and Islam rather than being wholly replaced by them. (U1)

- Plurality of Monotheistic Traditions: Christianity and Islam took deep, early root in distinct regions of Africa, serving not as foreign impositions, but as vibrant localized traditions that shaped the political legitimacy, art, and intellectual identity of kingdoms from Ethiopia and Nubia to the Sahel and Swahili coast. (U2)
- Centers of Global Intellectual Power: African societies established sophisticated systems to cultivate, preserve, and transmit knowledge—combining written scholarship in world-class academic centers like Timbuktu with the rigorous oral traditions of griots—positioning the continent as a major hub of global literacy, theology, and science. (U3)

spiritual identities and cultural worldviews? (Q1)

- How did the early adoption and localization of global monotheistic faiths shape political power, art, and identity across historical African kingdoms? (Q2)
- How do different systems of preserving knowledge—from written manuscripts in university centers to oral traditions passed by griots—shape our understanding of history? (Q3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Indigenous Traditions: Spiritual beliefs emphasized ancestral veneration. Religious Syncretism: Faiths blended traditional and monotheistic

Skills

What discrete skills and processes should students be able to use? Students can...

- Analyze Historical Claims: Examine primary-source manuscripts, oral traditions, and religious art to evaluate claims about intellectual and spiritual life in historical African societies. (S1)

beliefs.Sacred Landscapes: Physical environments held deep spiritual meaning. (Vocabulary: Syncretism, Ancestral veneration, Divination, Cosmology, Indigenous, Sacred landscape, Animism, Worldview) (K1)

- Early Christianity: Aksum adopted Christianity as the state religion.Spread of Islam: The Muslim faith reshaped trading centers in the Sahel.Local Adaptation: Foreign religions incorporated regional African customs. (Vocabulary: Monotheism, Aksum, Sahel, Ge'ez, Sectarianism, Liturgy, Clergy, Proselytizing) (K2)
- Timbuktu Scholarship: Universities produced extensive Arabic manuscripts.Griot Preservation: Oral traditions safeguarded historical court records.Intellectual Hubs: Scholars advanced theology, math, and astronomy. (Vocabulary: Manuscript, Timbuktu, Sankore University, Scholasticism, Epistemology, Exegesis, Pedagogy, Scribe, Astronomy) (K3)

- Compare Cultural Phenomena: Compare how Christianity in Axum and Islam across the Sahel adapted local African practices, identifying examples of religious syncretism versus preservation of doctrine. (S2)
- Assess Systems of Record-Keeping: Contrast written manuscript traditions (such as Timbuktu's libraries) with oral historical traditions (such as the griots) to evaluate the strengths, functions, and reliability of different knowledge-preservation systems. (S3)



Unit 5: European Contacts and Early Encounters

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09-04-2026	HS African American Studies	1 Week(s)	11, 12	Social Studies	Abdulla Virmani, Kelly Galbraith, Liza Kuhn, Charles Dembrosky
Focus					
African-European encounters of the fifteenth and sixteenth centuries. Students study Portuguese voyages along the Atlantic coast, the trading forts of Elmina, and the exchanges of gold, ivory, pepper, and textiles that preceded mass enslavement. They analyze African rulers as active agents—Kongo's Afonso I, Benin's obas, Ndongo's leaders—who negotiated treaties, controlled access, and set trade terms. Students then assess how commercial partnership gave way to coercion, conversion pressure, and armed conflict.					
Stage 1: Learning Goals					
Established Goals		Transfer			
Standards		Long-Term Transfer Goals			
Pennsylvania Core Standards History: 12 ■ Evaluate patterns of continuity and rates of change over time, applying context of events. (8.1.12.A) ■ Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. (8.1.12.B)		What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Analyze a variety of sources and formats from multiple perspectives to deepen their understanding of long-standing issues and one another. (T1) ■ Build/construct a knowledge base to inform critical thinking. (T2)			
		Meaning			
		Understandings	Essential Questions		
Profile of a CV Learner ■ Collaboration: Students will be able to independently engage and meaningfully contribute to a team to reach a common		What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Commercial Encounters & Equal Exchange Early African-European encounters along the Atlantic coast began with mutual economic interest and sovereign trade agreements, in	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How did fifteenth-century African rulers leverage sovereignty, diplomatic trade agreements, and natural resources when negotiating early European alliances? (Q1)		

goal, through mutual reflection, feedback, and shared responsibility. (PCVL.CO)

- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)

which African states served as active, equal partners controlling valuable regional trade networks. (U1)

- Sovereignty, Diplomacy & African Agency African rulers strategically exercised political agency, diplomacy, and administrative control to navigate foreign relations, set trade conditions, and manage diplomatic ties to advance their regional interests. (U2)
- Transition to Coercion & Exploitation Initial commercial partnerships gradually shifted into coercive, destabilizing dynamics as European demand for forced labor escalated, fueling armed conflict, political fragmentation, and pressure on traditional governance. (U3)

- In what ways did the transition from mutual commercial exchange to human exploitation alter political stability across West Africa? (Q2)
- How do primary sources reveal the shift from balanced diplomatic partnerships to European coercion and African resistance over time? (Q3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Maritime Encounters: Portuguese explorers established coastal trading networks along West Africa. Commodity Trade: African and European merchants exchanged gold, ivory, and textiles. Trading Forts: Fortified outposts like Elmina served as central trade hubs. (Vocabulary: Feitoria → trading posts, Elmina → mine, Maritime, Commodity, Mercantile, Outpost, Commercial exchange, Sovereign trade)

Skills

What discrete skills and processes should students be able to use? Students can...

- Analyze Diplomatic Correspondence: Analyze diplomatic letters and primary sources (such as King Afonso I's letters to Manuel I of Portugal) to evaluate how African rulers asserted sovereignty and attempted to regulate European trade activities. (S1)
- Trace Historical Shifts: Map the chronological transition from equal economic partnerships to coercive labor exploitation using trade logs,

(K1)

- Sovereign Authority: Rulers like Afonso I set terms and controlled trade access. Diplomatic Strategy: African leaders negotiated treaties to advance their state's regional interests. Monarchic Power: Benin's Obas strictly regulated foreign interactions within their territory. (Vocabulary: Oba → King= Nigeria), Diplomacy, Monopoly, Sovereignty, Hegemony, Strategic negotiation, Treaty, Envoy) (K2)
- Rising Demands: Growing European demand for enslaved labor destabilized local economies. Conversion Pressure: Christian missionary efforts challenged existing political and cultural structures. Emergence of Conflict: Equal commercial partnerships shifted toward militarized coercion and resistance. (Vocabulary: Coercion, Destabilization, Demarcation, Forced labor, Conversion, Vulnerability, Captivity, Resistance) (K3)

treaty documents, and historical maps of West African coastal fortresses. (S2)

- Evaluate Political Strategies: Compare the administrative strategies used by different West African leaders—such as the Obas of Benin and the rulers of Ndongo—to control foreign access, protect state interests, and respond to European conversion pressures. (S3)



Unit 6: The Slave Trade and Slavery

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Focus

The Slave Trade and Slavery unit explores how this racialized system of forced labor took root in the Americas, examining the brutal realities of enslavement alongside the ways enslaved people built families, cultures, and strategies of resistance within a world that treated them as property, setting the stage for growing moral, political, and economic conflicts over slavery's future.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards History: 12 ■ Evaluate patterns of continuity and rates of change over time, applying context of events. (8.1.12.A) ■ Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization (8.4.W.C)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Create and discuss questions to better understand a perspective, make generalizations, and/or draw conclusions. (T1) ■ Communicate ideas and conclusions effectively using evidence with integrity. (T2)	
	Meaning	
	Understandings	Essential Questions
Profile of a CV Learner ■ Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Numerous African cultures have influenced on American society over time. (U1) ■ The transatlantic slave trade and slavery developed through key events, participating nations, and the social	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How have African cultures shaped, and continued to reshape, what we think of as "American" culture? (Q1) ■ How and why did the transatlantic slave trade and enslaved person societies develop, and what do their

audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)

organization and “seasoning” of slave societies. (U2)

- Evaluate the impact of slavery on American history and argue, with evidence, how enslaved people’s resistance and revolts challenged and undermined the institution of slavery. (U3)

structures reveal about power, race, and profit in the Atlantic world? (Q2)

- In what ways did the institution of slavery shape American history, and how effectively did enslaved people’s resistance and revolts challenge and undermine that system? (Q3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall? Students will know...

- African cultures shaped American languages, religions, arts, food, and everyday life.(Vocabulary: Diaspora, Blending of Culture, Cultural diffusion, Creolization, Griot) (K1)
- Slave societies had strict hierarchies and controlled Africans through “seasoning” and punishment. (Vocabulary: Hierarchy, Overseer, Plantation, Seasoning, Slave code) (K2)
- Enslaved people resisted slavery through work slowdowns, escape, sabotage, cultural resistance, and revolts. (Vocabulary: Resistance, Rebellion, Maroon communities, Underground Railroad, Sabotage) (K3)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can identify, describe, and categorize cultural influences by examining sources (images, music clips, texts, artifacts) to explain how specific African cultural practices have shaped American society over time. (S1)
- I can analyze cause-and-effect in historical development by tracing key events, routes, and participating nations in the transatlantic slave trade and explaining how these shaped the emergence and organization of slave societies, including “seasoning” practices. (S2)
- I can interpret and evaluate historical evidence (primary and secondary sources) to make and defend claims about how slavery impacted American history and how different forms of enslaved people’s resistance and

		revolts challenged and undermined the institution of slavery. (S3)
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Unit 7: Abolition, The Civil War and Reconstruction



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Focus

Abolition, the Civil War, and Reconstruction traces how enslaved and free Black people, abolitionists, and their allies confronted those conflicts and challenged slavery, how the Civil War became a war for emancipation, and how the contested experiment of Reconstruction briefly expanded Black freedom and citizenship before facing violent backlash and retrenchment, creating new forms of racial control that shaped life in the post-slavery United States.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards History: 12 ■ Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. (8.1.12.B) ■ Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research) (8.1.12.C) ■ Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.12.B)	Meaning	
	Understandings	Essential Questions
	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Enslaved and free Black people were central agents whose choices, organizing, and ideas pushed the United States toward emancipation and redefined the meaning of freedom and citizenship. (U1) ■ The Civil War was not only about union and secession but became a transformative struggle to end slavery,	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How did enslaved and free Black people act as agents of change, and in what ways did their choices and organizing redefine freedom and citizenship in the United States? (Q1) ■ How and why did the Civil War evolve from a war to preserve the Union into a war for emancipation, and what roles did Black people play—on and off the

- Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization (8.4.W.C)

Profile of a CV Learner

- Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)

with Black participation on and off the battlefield playing a crucial role in that shift. (U2)

- Reconstruction was a fragile, contested experiment in multiracial democracy that briefly expanded Black rights and power, but violent backlash created new systems of racial control whose legacies long outlasted slavery. (U3)

battlefield—in driving that transformation? (Q2)

- Was Reconstruction a success or a failure in creating a multiracial democracy, and how did both its achievements and the violent backlash against it shape systems of racial control that persisted long after slavery ended? (Q3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall? Students will know...

- Enslaved and free Black people organized, escaped, built communities, and reshaped American ideas of freedom. (Vocabulary: agency, abolitionist, manumission, petition, self-emancipation) (K1)
- The Civil War started over union and secession, but evolved into a war to end slavery. (Vocabulary: secession, Emancipation Proclamation, contraband, United States Colored Troops (USCT), total war) (K2)
- Reconstruction expanded Black rights and political power but was undermined by violent white resistance and new systems of racial control. (Vocabulary: Reconstruction Amendments, Freedmen's Bureau, Black

Skills

What discrete skills and processes should students be able to use? Students can...

- I can analyze primary and secondary sources to explain how enslaved and free Black people acted as agents of change, pushing the United States toward emancipation and new meanings of freedom and citizenship. (S1)
- I can trace and explain change over time in the Civil War's goals, showing how it shifted from a war over union and secession to a war to end slavery, and describe the different roles Black people played in that transformation. (S2)
- I can evaluate historical actions and their consequences by assessing the successes and limits of Reconstruction, identifying how new rights were gained, how backlash created new systems of racial control, and how those legacies

	Codes, sharecropping, Ku Klux Klan) (K3)	continued to shape American society. (S3)
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Unit 8: Successes and Struggles in a Post-Slavery Society

Draft Date 06-10-2026	Course HS African American Studies	Duration 1 Week(s)	Grades 11, 12	Subjects Social Studies	Team Kelly Galbraith, Abdulla Virmani, Liza Kuhn, Charles Dembrosky
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Focus

Successes and Struggles in a Post-Slavery Society examines how Black Americans built families, communities, institutions, and cultural life in this post-Reconstruction landscape, while confronting emerging systems of racial oppression—such as sharecropping, segregation, and racial violence—that sought to limit the freedoms they had fought to secure, even as Black people forged new strategies of survival, advancement, and protest.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards History: 12 ■ Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. (8.1.W.B) ■ Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research) (8.1.W.C) ■ Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. (8.4.W.A)	Meaning	
	Understandings	Essential Questions
	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Black life after slavery combined institution-building and constraint, as Black Americans built families, churches, schools, businesses, and cultural institutions while systems like sharecropping and debt peonage restricted their freedom. (U1) ■ Legal and extra-legal systems worked together to enforce racial hierarchy, as	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How did Black Americans build families, communities, and institutions in the years after slavery, and what challenges did they face in trying to secure real freedom? (Q1) ■ In what ways did laws, policies, and racial violence work together to maintain white supremacy and limit Black people's political, social, and

Profile of a CV Learner

- Innovative Problem Solving: Students will be able to independently use their learning to approach new problems with curiosity and creativity while consistently seeking growth through self-reflection and a willingness to accept constructive feedback. (PCVL.IPS)

segregation laws, voting restrictions, racial violence, and terror preserved white supremacy and curtailed Black political, social, and economic freedoms. (U2)

- Black communities developed diverse strategies to survive, advance, and resist, using education, migration, cultural expression, organizing, and protest to pursue safety, opportunity, and dignity and lay the groundwork for later civil rights struggles. (U3)

economic rights after Reconstruction? (Q2)

- How did Black communities respond to these new systems of oppression, and how did their strategies of survival, advancement, and resistance lay the groundwork for later civil rights movements? (Q3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Black Americans built families, churches, schools, and businesses despite discrimination. (Vocabulary: church, congregation, HBCU (Historically Black College or University), entrepreneur, mutual aid) (K1)
- New legal and extra-legal systems enforced racial hierarchy after Reconstruction. (Vocabulary: Jim Crow, disenfranchisement, poll tax, lynching, segregation) (K2)
- Black communities developed strategies for survival, advancement, and resistance, using education, migration, organizing, and culture to seek safety and opportunity while

Skills

What discrete skills and processes should students be able to use? Students can...

- I can explain and give examples of how Black Americans built families, communities, and institutions after slavery, and describe how these helped people pursue safety, opportunity, and dignity. (S1)
- I can analyze laws, policies, and events to show how systems like Jim Crow, voting restrictions, and racial violence worked together to maintain white supremacy and limit Black rights after Reconstruction. (S2)
- I can evaluate different strategies of Black resistance and advancement—such as education, migration, organizing, and cultural expression—and explain how they helped communities survive oppression and

	challenging oppression. (Vocabulary: Great Migration, NAACP, activism, protest, cultural expression) (K3)	set the stage for later civil rights movements. (S3)
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Unit 9: Contemporary Issues in Black America and Africa

Draft Date	Course	Duration	Grades	Subjects	Team
06-10-2026	HS African American Studies	1 Week(s)	11, 12	Social Studies	Kelly Galbraith, Abdulla Virmani, Liza Kuhn, Charles Dembrosky
Focus					
Contemporary Issues in Black America and Africa investigates how people of African descent continue to confront these enduring legacies of slavery, colonialism, and racism today, focusing on struggles over political power, economic inequality, migration, culture, and human rights—and on the transnational connections that link Black communities across the African continent and the wider diaspora, connections that inform modern visions of liberation and solidarity.					
Stage 1: Learning Goals					
Established Goals		Transfer			
Standards		Long-Term Transfer Goals			
Pennsylvania Core Standards History: 12 - Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. (8.1.U.B) - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. (8.4.W.A)		What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...			
		Meaning			
		Understandings	Essential Questions		
Profile of a CV Learner Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of		What specifically do you want students to understand? What inferences should they make? Students will understand that... The legacies of slavery and colonialism still shape present-day conditions. Students will understand that contemporary struggles over political power, economic inequality, policing, land, and human rights in Black communities across the U.S. and Africa are deeply rooted in earlier systems of	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... - How do the legacies of slavery and colonialism continue to shape political power, economic inequality, and human rights in Black communities in the United States and across Africa today? (Q1) - How are Black experiences and identities connected across borders, and how do migration, culture, and		

others to responsibly participate in all facets of local and global society. (PCVL.GC)

slavery, colonial rule, and racial hierarchy. (U1)

- Black experiences are connected across borders. Students will understand that Black communities in the United States, on the African continent, and throughout the wider diaspora are linked by shared histories and ongoing exchanges of ideas, culture, activism, and migration, which together shape global Black identities and politics. (U2)
- Modern movements draw on long traditions of liberation and solidarity. Students will understand that contemporary movements for racial justice and human rights—whether in Ferguson, Lagos, Johannesburg, or London—build on older Black struggles, using transnational networks, media, and culture to imagine new forms of liberation and collective action. (U3)

shared histories link Black communities in Africa, the United States, and the wider diaspora? (Q2)

- How do contemporary movements for racial justice and liberation draw on earlier Black struggles, and how are today's activists using global networks and media to build solidarity and imagine new futures? (Q3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Institutional Roots: Modern systemic inequality stems directly from slavery and colonialism.State Power: Contemporary policing reflects historical methods of racial control.Economic Disparities: Historic land expropriation created lasting racial wealth gaps.(Vocabulary:

Skills

What discrete skills and processes should students be able to use? Students can...

- I can explain connections between past and present, showing how the histories of slavery, colonialism, and legal discrimination help explain current political, economic, and human rights issues in Black communities in the United States and across Africa. (S1)
- I can compare Black experiences across different regions, using maps, data, and

Systemic inequality, Expropriation, Disinvestment, Disenfranchisement, Neocolonialism, Racialization, Structural violence, Segregation) (K1)

- Shared Heritage: Historical migrations forged global networks of Black identity. Cultural Diffusion: Artistic and intellectual traditions continually cross international borders. Transnational Activism: Diaspora communities unite around shared political and social goals. (Vocabulary: Diaspora, Pan-Africanism, Transnational, Migration, Diffusion, Identity, Cosmopolitanism, Solidarity) (K2)
- Movement Building: Modern activists adapt strategies from historical freedom struggles. Global Networks: Digital tools connect regional human rights movements worldwide. Collective Vision: Contemporary struggles imagine shared liberation across borders. (Vocabulary: Liberation, Grassroots, Mobilization, Resistance, Coalition, Self-determination, Advocacy, Intersectionality) (K3)

sources to describe how Black communities in Africa, the U.S., and the wider diaspora are linked through migration, cultural exchange, and shared histories. (S2)

- I can analyze and evaluate contemporary movements for racial justice, using evidence to explain how modern activists draw on earlier Black freedom struggles and how they use global networks and media to build solidarity and imagine new forms of liberation. (S3)



Unit 10: The Black Freedom Struggle After 1968

Draft Date	Course	Duration	Grades	Subjects	Team
06-10-2026	HS African American Studies	1 Week(s)	11, 12	Social Studies	Kelly Galbraith, Abdulla Virmani, Liza Kuhn, Charles Dembrosky
Focus					
The Black Freedom Struggle After 1968 unit explores how Black activists, artists, and communities have reimagined liberation in this contemporary context, confronting mass incarceration, economic inequality, and cultural oppression while building new movements, institutions, and visions of Black power and dignity in the United States and across the African diaspora, providing powerful narratives and tools that shape how the past is remembered and contested.					
Stage 1: Learning Goals					
Established Goals			Transfer		
Standards			Long-Term Transfer Goals		
Pennsylvania Core Standards History: 12 - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research) (8.1.12.C) - Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. (8.4.12.A)			What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... - Cite examples of how the past has shaped the modern world and make predictions of how current events will shape the future. (T1) - See themselves and their personal experiences reflected in the sources they explore and the questions they consider. (T2) - Create and discuss questions to better understand a perspective, make generalizations, and/or draw conclusions. (T3) - Engage in respectful discourse to advocate for one's ideas and listen to better understand the views of others. (T4)		

Profile of a CV Learner	Meaning	
■ Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Black freedom struggles continued and changed after the classical Civil Rights era. Students will understand that after 1968, Black activists, artists, and communities did not stop fighting for justice; instead, they developed new movements, ideas, and cultural expressions to confront evolving forms of racism, inequality, and state violence. (U1) ■ New systems of oppression required new strategies and institutions. Students will understand that mass incarceration, economic inequality, and cultural oppression emerged as key arenas of struggle, and that Black communities responded by creating organizations, campaigns, and cultural work that reimagined what liberation, Black power, and dignity could look like. (U2) ■ Stories and culture are central tools in the ongoing freedom struggle. Students will understand that the art, music, literature, and historical narratives produced in the post-1968 Black freedom struggle do more than reflect the past—they actively shape how people remember, contest, and use	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How did the Black freedom struggle change after 1968, and what new visions of liberation, power, and dignity did Black activists, artists, and communities create? (Q1) ■ In what ways have mass incarceration, economic inequality, and cultural oppression functioned as new systems of control, and how have Black communities organized to challenge them? (Q2) ■ How do Black stories, art, music, and historical narratives shape the way the past is remembered and used to inspire present and future movements for justice? (Q3)

history to inspire present and future movements. (U3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?

Students will know...

- Shifting Tactics: Post-1968 activism pivoted toward systemic and local issues. Political Action: Black leaders gained institutional power through electoral politics. Radical Ideologies: Black Power movements prioritized self-determination and community control. (Vocabulary: Black Power, Self-determination, Electoralism, Grassroots, Urban decay, Institutionalization, Radicalism, Post-civil rights) (K1)
- Mass Incarceration: Policy shifts accelerated racially biased criminal justice systems. Economic Inequality: Deindustrialization disproportionately harmed urban Black economic stability. Alternative Institutions: Communities built independent schools, clinics, and mutual aid networks. (Vocabulary: Mass incarceration, Deindustrialization, Carceral state, Mutual aid, Redlining, Criminalization, Divestment, Disproportionate) (K2)
- Expressive Culture: Hip-hop and Black arts movements voiced political critique. Contested History: Narrative

Skills

What discrete skills and processes should students be able to use? Students can...

- I can describe and explain how Black activists, artists, and communities continued and reshaped the freedom struggle after 1968, including the new visions of liberation, power, and dignity they developed. (S1)
- I can analyze contemporary systems of oppression—such as mass incarceration, economic inequality, and cultural stereotyping—and explain how Black communities have organized movements and institutions to challenge these systems. (S2)
- I can evaluate the role of Black art and storytelling by showing how music, visual art, literature, and historical narratives since 1968 have shaped public memory of the past and inspired current and future movements for justice. (S3)

	production challenged dominant historical erasure and bias.Public Memory: Monuments and literature preserve legacies to inspire future struggles. (Vocabulary: Black Arts Movement, Cultural critique, Hip-hop, Public memory, Historiography, Counter-narrative, Cultural resistance, Representation) (K3)	
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Unit 11: Memory, Representation, and the Struggle Over History

Draft Date 06-10-2026	Course HS African American Studies	Duration 1 Week(s)	Grades 11, 12	Subjects Social Studies	Team Kelly Galbraith, Abdulla Virmani, Liza Kuhn, Charles Dembrosky
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Focus

Memory, Representation, and the Struggle Over History examines how these narratives and tools become part of public life, asking how stories about slavery, Black freedom, and racism are created, contested, and used through monuments, museums, textbooks, films, and activism—and who has the power to shape historical memory, whose voices are centered or erased, and how these battles over the past influence justice and democracy in the present.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards History: 12 ■ Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization (8.4.12.C) ■ Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. (8.4.W.D)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Cite examples of how the past has shaped the modern world and make predictions of how current events will shape the future. (T1) ■ See themselves and their personal experiences reflected in the sources they explore and the questions they consider. (T2) ■ Build/construct a knowledge base to inform critical thinking. (T3) ■ Engage in respectful discourse to advocate for one's ideas and listen to better understand the views of others. (T4)

Profile of a CV Learner	Meaning	
Life-Long Learner: Students will be able to independently use their learning to analyze past and ongoing performance, adjust thinking processes to new contexts, and use information to make informed and conscientious decisions. (PCVL.LLL)	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... - Historical narratives are constructed, not neutral. Students will understand that stories about slavery, Black freedom, and racism are created and shaped by choices about whose voices are included, what evidence is emphasized, and which perspectives are left out, so every monument, museum exhibit, film, or textbook reflects particular values and agendas. (U1) - Power shapes what we remember and forget. Students will understand that governments, institutions, and social movements compete to define historical memory, and that those with more power can better center some stories, erase others, and shape how the public understands the past. (U2) - Struggles over memory are also struggles over justice and democracy. Students will understand that debates over monuments, curriculum, public apologies, reparations, and representation are not just about history—they are fights over whose experiences count, who belongs in the nation’s story, and what justice and democracy should look like today. (U3)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... - How are stories about slavery, Black freedom, and racism created, and what choices do people make about whose voices and experiences to include or leave out? (Q1) - Who has the power to decide what gets remembered or forgotten in monuments, museums, films, and textbooks, and how does that power shape our understanding of the past? (Q2) - How do current conflicts over memorials, school curricula, and public history reveal deeper struggles over justice, belonging, and democracy today? (Q3)

Acquisition of Knowledge & Skill	
Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ Selectivity of Evidence: Historical narratives depend on chosen archival sources. Marginalization of Voices: Dominant histories frequently exclude marginalized perspectives. Purposeful Framing: Media and textbooks reflect specific cultural agendas. (Vocabulary: Historiography, Narrative framing, Archival silence, Perspective, Erasure, Representation, Bias, Textual analysis) (K1) ■ Institutional Control: Powerful entities control monuments and official histories. Contested Memory: Public memory changes through continuous political struggle. Erasure Mechanisms: State policies can intentionally suppress controversial historical truths. (Vocabulary: Collective memory, Hegemony, Commemoration, Institutional power, Suppression, Public history, Revisionism, Monuments) (K2) ■ Reparative Struggles: Debates over reparations address unaddressed historic harms. Curricular Debates: School curriculum fights define boundaries of national identity. Democratic Inclusivity: Preserving diverse histories	What discrete skills and processes should students be able to use? Students can... ■ I can identify and explain how different monuments, museums, textbooks, and films construct specific stories about slavery, Black freedom, and racism, and whose perspectives they highlight or ignore. (S1) ■ I can analyze who has the power to shape public memory by examining how governments, schools, museums, the media, and activists decide what to remember, what to forget, and why. (S2) ■ I can evaluate contemporary debates over monuments, curriculum, and public history and explain how these conflicts reflect larger struggles over justice, belonging, and democracy today. (S3)

	strengthens overall civic participation. (Vocabulary: Reparations, Restorative justice, Reconciliation, Civic identity, Canon, Democratic accountability, Restitution, Redress) (K3)	
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