



1619 Project – BPS Curriculum Infusion 2020-2021



ARTICLE	AUTHOR	COURSE RECOMMENDATION	UNIT	STANDARDS ALIGNMENT	NOTES
<i>Emancipation Proclamation of 1863</i>	Darryl Pinckney	Grade 7	Unit 8 A Nation Divided	<p>7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states’ rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War. (Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)</p> <p>7.8d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.</p> <p>Students will examine the goals and content of Lincoln’s Emancipation Proclamation.</p>	<ol style="list-style-type: none"> <li>1) What words and phrases stand out, and why?</li> <li>2) What emotional reactions do you have, and why?</li> <li>3) How do the authors use creative writing to address historical events?</li> <li>4) What new information do you learn about the lasting impact of slavery through the stories and poems featured in the 1619 Project?</li> </ol>
<i>Middle Passage (poem)</i>	Clint Smith	Global 9	New Visions Unit 9.9 Interactions and Disruptions	<p>9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV, CIV, ECO, TECH, EXCH)</p> <p>9.10c The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth.</p>	<ol style="list-style-type: none"> <li>1) What words and phrases stand out, and why?</li> <li>2) What emotional reactions do you have, and why?</li> <li>3) How do the authors use creative writing to address historical events?</li> <li>4) What new information do you learn about the lasting impact of slavery through the</li> </ol>



1619 Project – BPS Curriculum Infusion 2020-2021



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<i>Sugar</i>	Khalil Gibran Muhammed	Global 9	New Visions Unit 9.9 Interactions and Disruptions	<p>9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV, CIV, ECO, TECH, EXCH)</p> <p>9.10c The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth.</p>	<p>1) How is sugar produced, and why was it cultivated in what became the U.S.?</p> <p>2) How has sugar production changed, and how have policies continued to limit who has access to the wealth earned from producing sugar?</p>
<i>Crispus Attucks (poem)</i>	Yusef Komunyakaa	Grade 11 USHG	New Visions Unit 2: Colonial Foundations	<p>11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. (Standards: 1, 5; Themes: TCC, GOV, CIV, ECO)</p> <p>11.2a Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading to increasing tensions between the colonists and the British government.</p>	<p>1) What words and phrases stand out, and why?</p> <p>2) What emotional reactions do you have, and why?</p> <p>3) How do the authors use creative writing to address historical events?</p> <p>4) What new information do you learn about the lasting impact of slavery through the stories and poems</p>



1619 Project – BPS Curriculum Infusion 2020-2021



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<i>Chained Migration: How Slavery Made Its Way West</i>	Tiya Miles	Grade 11 USHG	New Visions Unit 3A: Building a Nation (Manifest Destiny)	<p>11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)</p> <p>11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism. Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown’s raid.</p>	<p>1) How was the expansion of the U.S. shaped and made possible by slave labor?</p> <p>2) When did free black Americans begin to travel west, and why?</p>
<i>Act Prohibiting Importation of Slaves</i>	Jesmyn Ward	Grade 11 USHG	New Visions Unit 3b: Sectionalism and the Civil War. (Growing Sectionalism)	<p>11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)</p> <p>11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.</p>	<p>1) What words and phrases stand out, and why?</p> <p>2) What emotional reactions do you have, and why?</p> <p>3) How do the authors use creative writing to address historical events?</p> <p>4) What new information do you learn about the</p>



1619 Project – BPS Curriculum Infusion 2020-2021



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<i>Gabriel's Rebellion</i>	Barry Jenkins	Grade 11 USHG	New Visions Unit 3b: Sectionalism and the Civil War. (Growing Sectionalism)	11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)  11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.	1) What words and phrases stand out, and why? 2) What emotional reactions do you have, and why? 3) How do the authors use creative writing to address historical events? 4) What new information do you learn about the lasting impact of slavery through the stories and poems featured in the 1619 Project?
<i>Black Seminoles</i> (poem)	Tyehimba Jess	Grade 11 USHG	New Visions Unit 3b: Sectionalism and the Civil War. (Growing Sectionalism)	11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)	1) What words and phrases stand out, and why? 2) What emotional reactions do you have, and why? 3) How do the authors use creative writing



**1619 Project – BPS Curriculum Infusion 2020-2021**



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<i>New Orleans Massacre of 1866</i>	ZZ Packer	Grade 11 USHG	New Visions Unit 4 Reconstruction	11.4 POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. (Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO)  11.4a Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.	1) What words and phrases stand out, and why? 2) What emotional reactions do you have, and why? 3) How do the authors use creative writing to address historical events? 4) What new information do you learn about the lasting impact of slavery through the stories and poems featured in the 1619 Project?
<i>Sgt Isaac Woodward</i>	Jacqueline Woodward	Grade 11 USHG	New Visions Unit 8 World War II	11.8. WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world.	1) What words and phrases stand out, and why?



1619 Project – BPS Curriculum Infusion 2020-2021



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				<p>(Standards: 1, 2; Themes: TCC, GOV, CIV, TECH)</p> <p>11.8b United States entry into World War II had a significant impact on American society.</p> <p>Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination that they experienced in the military and workforce.</p>	<p>2) What emotional reactions do you have, and why?</p> <p>3) How do the authors use creative writing to address historical events?</p> <p>4) What new information do you learn about the lasting impact of slavery through the stories and poems featured in the 1619 Project?</p>
<p><i>The Idea of America</i></p>	<p>Nikole Hannah-Jones</p>	<p>Grade 11 USHG</p>	<p>New Visions Unit 10: Domestic Change</p>	<p>11.8. WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world. (Standards: 1, 2; Themes: TCC, GOV, CIV, TECH)</p> <p>11.8b United States entry into World War II had a significant impact on American society. Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination that they experienced in the military and workforce.</p>	<p>1) How have laws, policies, and systems developed to enforce the enslavement of black Americans before the Civil War influenced laws, policies, and systems in years since?</p> <p>2) How has activism by black Americans throughout U.S. history led to policies that benefit all people living in the U.S.?</p>



**1619 Project – BPS Curriculum Infusion 2020-2021**



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<i>The Superdome after Hurricane Katrina</i>	Clint Smith	Grade 11 USHG	New Visions Unit 10: Domestic Change	<p>11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. (Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO)</p> <p>11.10c Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.</p>	<ol style="list-style-type: none"> <li>1) What words and phrases stand out, and why?</li> <li>2) What emotional reactions do you have, and why?</li> <li>3) How do the authors use creative writing to address historical events?</li> <li>4) What new information do you learn about the lasting impact of slavery through the stories and poems featured in the 1619 Project?</li> </ol>
<i>Hope (photo essay)</i>	Djeneba Aduayom	Grade 11 USHG	New Visions Unit 10: Domestic Change	<p>11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. (Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO)</p> <p>11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.</p>	<ol style="list-style-type: none"> <li>1) What challenges do black Americans face in tracing lineage, and what strategies have been used to address those challenges?</li> <li>2) What similarities and differences do you notice between the stories of the ancestors of the four Howard University School of Law students?</li> </ol>





1619 Project – BPS Curriculum Infusion 2020-2021



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				<p>consequences. Globalization increases the complexity of these challenges significantly and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.</p> <p>12.E3c The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities.).</p>	
<p><i>Fabric of Modernity: How Southern cotton became the subject of a new global commodities trade</i></p>	<p>Mehrsa Baradaran</p>	<p>Grade 12 Economics</p>	<p>E3 Unit 3</p>	<p>12.E3 THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY: There are various economic systems in the world. The United States operates within a mixed, free market economy that is characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental consequences. Globalization increases the complexity of these challenges significantly and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.</p>	<p>1) How did increased production of cotton in the South through slave labor influence trade and business in the U.S., and around the world?</p>



1619 Project – BPS Curriculum Infusion 2020-2021



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				<p>12.E3a As the United States has evolved from an agrarian to an industrial to an information economy, the workplace requires a more highly skilled and educated workforce.</p> <p>12.E3e The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.</p>	<p>2) How have the laws and contracts developed before the Civil War to support the cotton industry influenced the financial documents we use today?</p>
<i>Capitalism</i>	Matthew Desmond	Grade 12 Economics	12.E3 Unit 3	<p>12.E3c The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities.).</p>	<p>1) How does the author describe capitalism in the U.S.?</p> <p>2) How did slavery in the U.S. contribute to the development of the global financial industry?</p> <p>3) What current financial systems reflect practices developed to support</p> <p>4) industries built on the work of enslaved people?</p>
<i>Municipal Bonds: How Slavery Built Wall Street</i>	Tiya Miles	Grade 12 Economics	12.E3 Unit 3	<p>12.E3 THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY: There are various economic systems in the world. The United States operates within a mixed, free market economy</p>	<p>1) How did enslaved people contribute to the construction of</p>



1619 Project – BPS Curriculum Infusion 2020-2021



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				<p>that is characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental consequences. Globalization increases the complexity of these challenges significantly and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.</p> <p>12.E3a As the United States has evolved from an agrarian to an industrial to an information economy, the workplace requires a more highly skilled and educated workforce.</p> <p>12.E3e The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.</p>	<p>northeastern cities like New York City?</p> <p>2) How did banks and other financial institutions profit from slavery, even after it was abolished in the North?</p>
<p><i>Mortgaging the Future: The North-South rift led to a piecemeal system of bank regulation – with dangerous consequences</i></p>	<p>Mehrsa Baradaran</p>	<p>Grade 12 Economics</p>	<p>12.E3 Unit 3</p>	<p>12.E3 THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY: There are various economic systems in the world. The United States operates within a mixed, free market economy that is characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental consequences. Globalization increases the</p>	<p>1) How are bank regulation practices established after the Civil War connected to the 2008 economic crisis in the U.S.?</p>



**1619 Project – BPS Curriculum Infusion 2020-2021**



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				<p>complexity of these challenges significantly and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.</p> <p>12.E3a As the United States has evolved from an agrarian to an industrial to an information economy, the workplace requires a more highly skilled and educated workforce.</p> <p>12.E3e The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.</p>	
<i>The Wealth Gap</i>	Trymaine Lee	Grade 12 Economics	12.E3 Unit 3	<p>12.E3e The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.</p>	<p>1) How does a person accumulate and keep wealth in the U.S.?</p> <p>2) 2. How have policy and exclusion from government wealth-building programs limited black Americans' opportunities to accumulate wealth?</p>



1619 Project – BPS Curriculum Infusion 2020-2021



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<i>Phyllis Wheatley</i> (poem)	Eve L Ewing	ELA 7	Module 3 ( <i>Frederick Douglass</i> )	<p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	
<i>On the Fugitive Slave Act of 1793</i> (poem)	Reginald Dwayne Betts	ELA 7	Module 3 ( <i>Frederick Douglass</i> )	<p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	
<i>Mass Incarceration</i>	Bryan Stevenson	ELA I	Module 4 ( <i>The Other Wes Moore</i> )	<p>RI.9-10.1.a, Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.9-10.1.b, Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>W.9-10.4, Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	



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<i>16<sup>th</sup> St Baptist Church Bombing</i> (poems)	Rita Dove, Camille T. Dungy	ELA II	Module 2 (Letter from Birmingham Jail)	<p>RL.9-10.4, Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RLI.9-10.5, Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing</p>	
<i>The Reverend Jesse Jackson’s Rainbow Coalition Speech</i>	Kiese Laymon	ELA II	Module 2 (Human Rights unit)	<p>RL.9-10.4, Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RLI.9-10.5, Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing</p>	



1619 Project – BPS Curriculum Infusion 2020-2021



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<i>Medical Inequality</i>	Linda Villarosa	ELA II	Module 3 ( <i>The Immortal Life of Henrietta Lacks</i> )	RI.9-10.1.a, Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W.9-10.1.b, Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. W.9-10.4, Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<i>A Broken Health Care System</i>	Jeneen Interlandi	ELA II	Module 3 ( <i>The Immortal Life of Henrietta Lacks</i> )	RI.9-10.1.a, Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W.9-10.1.b, Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. W.9-10.4, Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<i>Tuskegee Syphilis Experiment</i>	Yaa Gyasi	ELA II	Module 3 ( <i>The Immortal Life of Henrietta Lacks</i> )	RI.9-10.1.a, Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W.9-10.1.b, Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	



### 1619 Project – BPS Curriculum Infusion 2020-2021



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				W.9-10.4, Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<i>Black Panther Party</i> (poem)	Joshua Bennett	ELA IV	Module 1 ( <i>The Autobiography of Malcolm X</i> )	<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<i>Traffic</i>	Kevin M Kruse	ELA IV	Module 4 ( <i>A Raisin in the Sun</i> )	<p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in</p>	



1619 Project – BPS Curriculum Infusion 2020-2021



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				<p>groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	
<p><i>American Popular Music</i></p>	<p>Wesley Morris</p>	<p>Music in Our Lives</p>	<p>Unit 20: Music in Political and Social Movements</p>	<p>Anchor Standard 11 - Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future. HS Proficient</p> <p>Enduring Understanding 11.1: Creating, performing and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future. Essential Questions:</p> <ul style="list-style-type: none"> <li>• How does music help us understand the lives of people of different times, places, and cultures?</li> <li>• How does music help preserve personal and cultural insights and values?</li> <li>• MU:Cn11.1.C.HSI, MU:Cn11.1.H.HSI, MU:Cn11.1.T.HSI               <ul style="list-style-type: none"> <li>a. Describe the role of music in significant social and historical events.</li> <li>b. Investigate how cultural perspectives, community ideas, and individual beliefs affect a musical work.</li> </ul> </li> </ul>	



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<i>Birth of Hip Hop</i>	Lynn Nottage	Music in Our Lives	Unit 2: Music as Culture	<p>Anchor Standard 10 - Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</p> <p>Enduring Understanding 10.1: The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"><li>• How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration?</li><li>• What inspires and informs the creative work of musicians?</li><li>• MU:Cn10.1.C.HSI, MU:Cn10.1.H.HSI, MU:Cn10.1.T.HSI</li></ul> <p>a. Reflect on past and current musical interests, people and ideas that have influenced your journey and accomplishments and identify topics that you would like to explore.</p>	
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