

## ***Appendix: Implementing Common Core Standard/North Carolina Standard Course of Study***

### **KEY IDEAS AND DETAILS**

CCSS.ELA-Literacy.RH.11-12.3 evaluates various explanations for actions or events and determines which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### **INTEGRATION OF KNOWLEDGE AND IDEAS**

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### **North Carolina Standard Course of Study: African American Studies**

#### **Competency Goal 2**

The learner will develop an understanding of the justifications and ramifications of slavery between 1619 and 1860.

Students will be able to assess and evaluate the justifications and implications for slavery in colonial America. Students will also examine key political and social figures that were essential to the development of slavery and its impact on African Americans.

#### **Competency Goal 3**

The learner will demonstrate an understanding of African American life and cultural contributions through 1860. Students will be able to identify and explain the contributions of the African American family during the antebellum period as well as the key political, social and religious figures that would help shape the 1860 conflict.

#### **Competency Goal 4**

The learner will analyze the roles of African Americans during the Civil War and Reconstruction. Students will be able to assess the roles of soldiers, spies, religious and political leaders in their struggle for freedom during the Civil War Era. Students will be able to assess their impact to the outcome of the war.

#### **Competency Goal 5**

The learner will examine the rise of Jim Crow and its effects on the life experiences of African Americans in the late nineteenth and early twentieth centuries. Students will be able to analyze the effects of racism and discrimination through the development of Jim Crow laws at the turn of the 20th Century. Students will be able to identify key central political, social and religious figures who used viable organizations to fight for their causes.