

State of Delaware

## Black History Education

### Annual Report\*

2023-2024



\*As required by 14 Del C §4143

Beginning with the 2022-2023 school year, each Delaware public school district and charter school is required to provide instruction in Black History for their students in kindergarten through grade 12 through curricula developed or identified by the school district or charter school. This report details the educational programming implemented by each public school district and charter school in accordance with Title 14 §4143 of Delaware Code (commonly known as HB 198).

January 15, 2024

## TABLE OF CONTENTS

### Statewide Report

Background and Overview	<a href="#"><u>3</u></a>
Delaware Department of Education Support	<a href="#"><u>4</u></a>
School District and Charter School Reporting Process	<a href="#"><u>5</u></a>
Summary	<a href="#"><u>6</u></a>

### Appendices:

A: House Bill 198	<a href="#"><u>7</u></a>
B: District and Charter School HB 198 Leadership, 2023-2024 SY	<a href="#"><u>11</u></a>
C: District and Charter School Reporting Template	<a href="#"><u>16</u></a>
D: District and Charter School HB 198 Implementation Reports, 2023-2024 SY	<a href="#"><u>21</u></a>
E: HB 198 Minimum Content Requirement Summary Tables: Reported by Charter Schools	<a href="#"><u>693</u></a>
F: HB 198 Minimum Content Requirement Summary Tables: Reported by Districts	<a href="#"><u>703</u></a>

## Background and Overview

On June 17, 2021, Governor John Carney signed House Bill 198 of the 151st General Assembly into law ([Appendix A](#)). In the legislation, commonly referred to as HB 198, the General Assembly acknowledged that while they have traditionally left the development of school curricula up to school districts and charter schools, they recognized that including Black History in the curricula is of such importance that they chose to require school districts and charter schools to include it in their curricula. Thus, subsection (a)(1-2) of HB 198 requires each Delaware public school district and charter school to provide instruction in Black History for their students in kindergarten through grade 12 through curricula developed or identified by the school district or charter school. This is the second annual HB 198 report and covers implementation for the 2023-2024 school year.

Subsection (b) of the law specifies that the study of Black History required by HB 198 serves to educate students about how Black people were treated throughout history and is intended to: examine the ramifications of prejudice, racism, and intolerance; prepare students to be responsible citizens in a pluralistic democracy; and to reaffirm the commitment of free peoples to the Thirteenth Amendment to the United States Constitution.

Subsection (a)(3) of HB 198 requires Delaware's public school districts and charter schools to include, at a minimum, each of the following in their Black History curricula:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

The enumerated elements (a-h) above have become commonly referred to as the minimum content requirements of House Bill 198.

In developing their Black History curricula, subsections (a)(4), (a)(5), and (c)(1-8) requires Delaware public schools to do all the following:

- Rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- Ensure the material is presented in an age appropriate manner.

- Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- Incorporate contemporary events into discussions of Black History and the tools of resistance.
- Develop students' respect for cultural and racial diversity.
- Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- Provide opportunities for students to discuss and uplift the Black experience.
- Provide students with a foundation for examining the history of discrimination in this State.
- Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

To facilitate the implementation of their Black History curricula, subsection (e) of HB 198 mandates that Delaware's public school districts and charter schools conduct in-service training. This training is intended to provide comprehensive support for the effective implementation of the curricular development requirements stipulated by the legislation.

Further, to support public school districts and charter school implementation, subsection (d) of the law requires that the Delaware Department of Education (DDOE) develop and make publicly available a list of resources to assist school districts and charter schools in creating their Black History curricula. To support that effort, the law calls for the DDOE to consult with organizations that provide education about the experiences of Black people or seek racial empowerment and social justice.

### Delaware Department of Education Support

In accordance with the provisions detailed in subsection (d) of HB 198, the DDOE developed and maintains pages on the DDOE website dedicated to important [HB 198 updates](#), [implementation tools](#), and [professional learning](#) to assist school districts and charter schools in the development of their Black History curricula.

In addition to developing a list of curated resources, DDOE provides ongoing support to districts and charter schools as they develop their plans to implement the requirements of HB 198. Those supports include:

- **Support for the Social Studies Coalition of Delaware (SSCD)** - At the SSCD's monthly meetings, the DDOE shares information, resources, and planning tools that district and charter school members can use in the development of local HB 198 implementation plans. At the SSCD's bi-weekly PLC meetings, DDOE collaborates with SSCD members as they work through various stages of implementing HB 198 in their district or charter school.
- **Support for District and Charter School Curriculum Leadership** - At monthly Communication and Collaboration Network (CCN) meetings, DDOE shares information, resources, and planning tools

that district and charter schools can use in the development of local HB 198 implementation plans. In partnership with educational stakeholders, DDOE also facilitates opportunities for districts and charter school leadership to share best practices, work underway, and lessons learned on their HB 198 implementation journey. Such opportunities include the HB 198 Leadership Session on September 22, 2023 and the HB 198 Sharing Sessions held on May 4, 2023 provided by DDOE and Delaware Association for School Administrators (DASA).

- **Support for Schools and other Educational Organizations** - DDOE provides schools and other organizations involved in public education with guidance, information, and resources related to HB 198. Those supports have included presentations to organizations (e.g., Delaware State Educators Association), school-level teacher PLC and department meetings, and school and district administrative team planning and collaboration sessions.

## School District and Charter School Reporting Process

HB 198 established a three-step annual reporting process:

*Step One* - As required under subsection (f)(1) of HB 198, by September 15 of each year, each Delaware public school district and charter school must provide the name and contact information for the individual responsible for overseeing the implementation of the educational programming required by HB 198 to the Department of Education. [Appendix B](#) includes the list of the individuals responsible for overseeing the implementation of HB 198 in each district and charter school for the 2022-2023 school year.

*Step Two* - As required under subsection (f)(2) of HB 198, by November 15 of each year, those individuals identified in Step One must report to the Department of Education how the Black History curriculum has been implemented by that individual's school district or charter school. To collect this information, the DDOE created a Reporting Template that mirrors the law's curricular development requirements ([Appendix C](#)). This form was revised from the previous year to reflect feedback DDOE gathered from educators and community groups.

*Step Three* - As required under subsection (f)(3) of HB 198, by January 15 of each year, the DDOE is required to submit a written report to the Governor, the members of the General Assembly, and the Director of the Division of Research. The report must include the educational programming provided in accordance with the minimum content expectations in subsection (a)(3) and how the curricula was implemented by each school district and charter school. As of early January, each of the nineteen (19) public school districts and twenty-three (23) public charter schools submitted implementation reports to DDOE. Where additional information was needed, DDOE worked with districts and charter schools to ensure the accuracy of their report.

## Summary

From the information reported by districts and charter schools in Appendices D and E, the DDOE created the following summary tables as required under subsection (f)(3) of HB 198.

### **HB 198 Minimum Content Requirement Summary Tables**

The HB 198 Minimum Content Requirement Summary Tables compile the implementation reported by public school districts and charter schools and sort by the minimum content expectations required under subsection (a)(3). [Appendix E](#) includes the grade-levels at which each of the minimum content requirements were implemented in Delaware’s public school districts. [Appendix F](#) includes the grade-levels at which each of the minimum content requirements were implemented in Delaware’s public charter schools.

# Appendix A

## Appendix A



SPONSOR: Rep. Dorsey Walker & Rep. Heffernan & Rep. K. Johnson & Rep. Minor-Brown & Rep. S. Moore & Sen. Lockman & Sen. Sturgeon & Sen. Brown  
Reps. Baumbach, Bolden, Cooke, Griffith, Kowalko, Lambert, Lynn, Morrison; Sens. Gay, Hansen, Lopez, S. McBride, Paradee, Pinkney, Poore, Sokola, Townsend

### HOUSE OF REPRESENTATIVES 151st GENERAL ASSEMBLY

#### HOUSE BILL NO. 198

AN ACT TO AMEND TITLE 14 OF THE DELAWARE CODE RELATING TO BLACK HISTORY EDUCATION.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

1 Section 1. Amend Chapter 41, Title 14 of the Delaware Code by making deletions as shown by strike through and 2 insertions as shown by underline as follows:

3 § 4142. Black History instruction.

4 (a)(1) Each school district and charter school serving students in 1 or more of the grades K through 12 shall 5 provide instruction on Black History as part of all educational programming.

6 (2) The instruction required under paragraph (a)(1) of this section is provided through curricula 7 developed or identified by the school district to charter school.

8 (3) At a minimum, Black History instruction must include all of the following:

9 a. The history and culture of Black people prior to the African and Black Diaspora, including 10 contributions to science, art, and literature.

11 b. The significance of enslavement in the development of the American economy. 12 c. The relationship between white supremacy, racism, and American slavery. 13 d. The central role racism played in the Civil War.

14 e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws. 15 f. The contributions of Black people to American life, history, literature, economy, politics, and culture. 16 g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair 17 treatment in the United States; as well as the agency they employ in this work for equal treatment. 18 h. Black figures in national history and in Delaware history.

19 (4) The curricula developed must rely heavily on primary sourcing to receive a true perspective of the Black 20 experience inclusive of the triumphs, setbacks, and contributions of Black persons.



21 (b) The study of Black History serves to educate students about how Black persons were treated throughout history 22 in this country. The study of Black History is intended to do all of the following:

23 (1) Examine the ramifications of prejudice, racism, and intolerance.

24 (2) Prepare students to be responsible citizens in a pluralistic democracy.

25 (3) Reaffirm the commitment of free peoples to the Thirteenth Amendment to the United States Constitution. 26 (c) Instruction required under this section must be designed to do all of the following: 27 (1) Be trauma-responsive and recognize the impact of

racial and historical trauma on students. 28 (2) Stimulate students' reflection on the roles and responsibilities of citizens in

democratic societies to combat 29 racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration. 30 (3) Incorporate contemporary events into discussions of Black History and the tools of resistance. 31 (4) Develop students' respect for cultural and racial diversity.

32 (5) Enable students to understand the ramifications of prejudice, racism, and stereotyping. 33 (6) Provide opportunities for

students to discuss and uplift the Black experience. 34 (7) Provide students with a foundation for examining the history of

discrimination in this State. 35 (8) Explore the various mechanisms of transitional and restorative justice that help humanity move

forward. 36 (d) The Department of Education shall develop and make publicly available a list of resources to assist a school 37

district or charter school in creating Black History curricula. The Department shall consult with organizations that provide 38

education about the experiences of Black people, or seek to promote racial empowerment and social justice, including the 39

following:

40 (1) The National Association of the Advancement of Colored People ("NAACP"). 41 (2) Africana Studies

programs at Delaware State University and the University of Delaware. 42 (3) Delaware Heritage Commission.

43 (4) Metropolitan Wilmington Urban League.

44 (5) Black Student Coalitions.

45 (6) Delaware Black Student Coalition.

46 (7) Eastern Shore AFRAM.

47 (e) School districts and charter schools shall provide in-service training required under this section within the year. 48 (f)(1)

Each school district and charter school shall designate an individual responsible for overseeing the 49 implementation of the educational programming provided under this section. Each school district and charter school shall

50 provide the name and contact information for the individual designated under this subsection to the Department of 51 Education no later than September 15 of each year.

52 (2) Each individual designated under paragraph (f)(1) of this section shall report to the Department of 53 Education no later than November 15 of each year regarding how the curriculum has been implemented by that 54 individual's school district or charter school.

55 (3) The Department of Education shall submit a written report to the Governor, the members of the General 56 Assembly, and the Director of the Division of Research no later than January 15 or each year. The report must include 57 the educational programming provided under subsection (b) of this section and how the curriculum has been 58 implemented by each school district and charter school under subsection (d) of this section.

59 (4) The Department of Education may, with the approval of the State Board of Education, adopt regulations to 60 implement and enforce this section.

61 Section 2. This Act is effective immediately and must be implemented during the 2022-2023 school year.

#### SYNOPSIS

This Act requires each school district and charter school to establish and implement a curriculum on Black History for students in grades K through 12. This Act incorporates contemporary events into discussions of Black History and the tools of experience.

# Appendix B

## Appendix B

### District and Charter School HB 198 Leadership for the 2023-2024 SY

Delaware Department of Education, HB 198 Point of Contact: Michael Feldman, Education Associate for Social Studies, [michael.feldman@doe.k12.de.us](mailto:michael.feldman@doe.k12.de.us)

School District or Charter School	Person(s) responsible for overseeing the implementation of HB 198, 23-24 SY	Position	Email Address
<b>Academia Antonia Alonso CS</b>	Jacqueline Hunt	Teachers on Special Assignment	<a href="mailto:jacqueline.hunt@academia.k12.de.us">jacqueline.hunt@academia.k12.de.us</a>
<b>Academy of Dover CS</b>	Ada Todd	Instructional Specialist	<a href="mailto:ada.todd@aod.k12.de.us">ada.todd@aod.k12.de.us</a>
	Michele Marinucci	Head of School	<a href="mailto:michele.marinucci@aod.k12.de.us">michele.marinucci@aod.k12.de.us</a>
	Debra Gerardi	Executive Assistant	<a href="mailto:debra.gerardi@aod.k12.de.us">debra.gerardi@aod.k12.de.us</a>
<b>Appoquinimink SD</b>	Deangelo Eley	Supervisor of Diversity, Equity, and Inclusion	<a href="mailto:deangelo.eley@appo.k12.de.us">deangelo.eley@appo.k12.de.us</a>
	Amy Leitzke	Elementary Social Studies Coordinator	<a href="mailto:amy.leitske@appo.k12.de.us">amy.leitske@appo.k12.de.us</a>
	Mario Tiberi	Secondary Social Studies Coordinator	<a href="mailto:mario.tiberi@appo.k12.de.us">mario.tiberi@appo.k12.de.us</a>
<b>Brandywine SD</b>	Elisabeth Prueter	Coordinator of K-12 Social Studies	<a href="mailto:elisabeth.prueter@bsd.k12.de.us">elisabeth.prueter@bsd.k12.de.us</a>
	Michelle Kutch	Director of Curriculum and Instruction	<a href="mailto:michelle.kutch@bsd.k12.de.us">michelle.kutch@bsd.k12.de.us</a>
<b>Caesar Rodney SD</b>	Keith Wisher	Supervisor of Instruction	<a href="mailto:keith.wisher@cr.k12.de.us">keith.wisher@cr.k12.de.us</a>
<b>Campus Community School</b>	Gretchen DiVietro	Director of Curriculum and Instruction	<a href="mailto:gretchen.divietro@ccs.k12.de.us">gretchen.divietro@ccs.k12.de.us</a>
<b>Cape Henlopen SD</b>	Luis Cosme	Supervisor of Student Services and Equity Initiatives	<a href="mailto:luis.cosme@cape.k12.de.us">luis.cosme@cape.k12.de.us</a>
<b>Capital SD</b>	Eugene Montano	Director of Secondary Curriculum	<a href="mailto:eugene.montano@capital.k12.de.us">eugene.montano@capital.k12.de.us</a>
	Cathy Schreiber	Director of Elementary Curriculum	<a href="mailto:cathy.schreiber@capital.k12.de.us">cathy.schreiber@capital.k12.de.us</a>
<b>Charter School of New Castle</b>	Sara Vasko	Instruction and Climate Coach	<a href="mailto:sara.vasko@csnc.k12.de.us">sara.vasko@csnc.k12.de.us</a>
	Amy Novosel	Assistant Principal (K-4)	<a href="mailto:amy.novosel@csnc.k12.de.us">amy.novosel@csnc.k12.de.us</a>

<b>Charter School of Wilmington</b>	Maura Triebenbacher	Vice President of Curriculum and Instruction	<a href="mailto:mtriebenbacher@charterschool.org">mtriebenbacher@charterschool.org</a>
<b>Christina SD</b>	Eunique Lawrence	Director of Teaching and Learning	<a href="mailto:eunique.lawrence@christina.k12.de.us">eunique.lawrence@christina.k12.de.us</a>
<b>Colonial SD</b>	Nicholas Baker	Supervisor of Curriculum and Instruction	<a href="mailto:nicholas.baker@colonial.k12.de.us">nicholas.baker@colonial.k12.de.us</a>
<b>Delaware Military Academy</b>	Amy Tocyloski	Dean of Instruction	<a href="mailto:amy.tocyloski@dma.k12.de.us">amy.tocyloski@dma.k12.de.us</a>
<b>Delmar SD</b>	Mike Bleile	Supervisor of Curriculum, Instruction, and Assessment	<a href="mailto:michael.bleile@delmar.k12.de.us">michael.bleile@delmar.k12.de.us</a>
<b>DSCYF</b>	Fred Pearson	Director	<a href="mailto:fred.pearson@sesichools.com">fred.pearson@sesichools.com</a>
<b>Early College High School @ DSU</b>	Dara Savage	Associate Principal	<a href="mailto:dara.savage@ecs.k12.de.us">dara.savage@ecs.k12.de.us</a>
<b>East Side CS</b>	Aaron Bass	CEO	<a href="mailto:aaron.bass@escs.k12.de.us">aaron.bass@escs.k12.de.us</a>
<b>First State Military Academy</b>	Katie Kubota	Supervisor of Curriculum and Instruction	<a href="mailto:catherine.kubota@fsmilitary.k12.de.us">catherine.kubota@fsmilitary.k12.de.us</a>
<b>First State Montessori Academy</b>	Liz Madden	Director of Education	<a href="mailto:liz.madden@fsm.k12.de.us">liz.madden@fsm.k12.de.us</a>
<b>Freire CS</b>	Sean Hamilton	Assistant Head of Academics	<a href="mailto:sean.hamilton@freirewilmington.org">sean.hamilton@freirewilmington.org</a>
<b>Gateway CS</b>	Marlin White	Principal	<a href="mailto:marlin.white@gcs.k12.de.us">marlin.white@gcs.k12.de.us</a>
<b>Great Oaks CS</b>	Tamara Price	Vice Principal	<a href="mailto:tprice@greatoakswilm.org">tprice@greatoakswilm.org</a>
<b>Indian River SD</b>	Renee Jerns	Director	<a href="mailto:pamela.jerns@irsd.k12.de.us">pamela.jerns@irsd.k12.de.us</a>
<b>Kuumba Academy CS</b>	Ayanna Johnson	Principal	<a href="mailto:ajohnson@kacsde.org">ajohnson@kacsde.org</a>

<b>Lake Forest SD</b>	James Dick	Chief Academic Officer	<a href="mailto:james.dick@lf.k12.de.us">james.dick@lf.k12.de.us</a>
<b>Las Americas ASPIRA Academy</b>	Michael Reitemeyer	Supervisor of Math and Social Studies	<a href="mailto:michael.reitemeyer@laaa.k12.de.us">michael.reitemeyer@laaa.k12.de.us</a>
<b>Laurel SD</b>	Ashley Giska	Assistant Superintendent/ Curriculum Director	<a href="mailto:ashley.giska@laurel.k12.de.us">ashley.giska@laurel.k12.de.us</a>
<b>Milford SD</b>	Kate Bowski	District ELA and Social Studies Specialist	<a href="mailto:kbowski@msd.k12.de.us">kbowski@msd.k12.de.us</a>
<b>MOT CS</b>	Ned Southworth	Head of School	<a href="mailto:ned.southworth@mot.k12.de.us">ned.southworth@mot.k12.de.us</a>
<b>NCC Vo-tech SD</b>	Shanta Reynolds	Director of Teaching, Learning, and Equity	<a href="mailto:shanta.reynolds@nccvt.k12.de.us">shanta.reynolds@nccvt.k12.de.us</a>
	Donna Poore	District ELA/Social Studies Instructional Specialist	<a href="mailto:donna.poore@nccvt.k12.de.us">donna.poore@nccvt.k12.de.us</a>
<b>Newark CS</b>	Lisa Ueltzhoffer	Chief Academic Officer	<a href="mailto:lisa.uelthoffer@ncs.k12.de.us">lisa.uelthoffer@ncs.k12.de.us</a>
<b>Odyssey CS</b>	Juliana Sheehan	Curriculum, Instruction, and Assessment Coordinator	<a href="mailto:juliana.sheehan@odyssey.k12.de.us">juliana.sheehan@odyssey.k12.de.us</a>
<b>Polytech SD</b>	Karen Clifton	Assistant Principal	<a href="mailto:Karen.clifton@polytech.k12.de.us">Karen.clifton@polytech.k12.de.us</a>
<b>Positive Outcomes CS</b>	Patti Kobus	Dean of Academics and Instruction	<a href="mailto:patti.kobus@pocs.k12.de.us">patti.kobus@pocs.k12.de.us</a>
<b>Providence Creek CS</b>	Sharvelle Cannon	Dean of Academics	<a href="mailto:sharvelle.cannon@pca.k12.de.us">sharvelle.cannon@pca.k12.de.us</a>
	Laurie Poore	Social Studies Instructional Coach	<a href="mailto:laurie.poore@pca.k12.de.us">laurie.poore@pca.k12.de.us</a>
<b>Red Clay SD</b>	Holly Golder	Supervisor of Social Studies	<a href="mailto:holly.golder@redclay.k12.de.us">holly.golder@redclay.k12.de.us</a>
<b>Seaford SD</b>	Nikki Miller	Supervisor of Instruction	<a href="mailto:nikki.miller@cape.k12.de.us">nikki.miller@cape.k12.de.us</a>
<b>Smyrna SD</b>	Kelly Holt	Director of Curriculum	<a href="mailto:kelly.holt@smyrna.k12.de.us">kelly.holt@smyrna.k12.de.us</a>

<b>Sussex Academy of Arts &amp; Sciences</b>	Janet Owens	Assistant Head of School	<a href="mailto:janet.owens@saas.k12.de.us">janet.owens@saas.k12.de.us</a>
<b>Sussex Montessori School</b>	Jori Martinez-Woods	Director of Teaching and Learning	<a href="mailto:jori.martinez-woods@sussexms.k12.de.us">jori.martinez-woods@sussexms.k12.de.us</a>
<b>Sussex Tech SD</b>	Matthew Donovan	Director of Curriculum and Human Resources	<a href="mailto:matthew.donovan@sussexvt.k12.de.us">matthew.donovan@sussexvt.k12.de.us</a>
<b>Thomas A. Edison CS</b>	Liz Yates	Assistant Principal	<a href="mailto:liz.yates@tecs.k12.de.us">liz.yates@tecs.k12.de.us</a>
<b>Woodbridge SD</b>	Brandon Snyder	Director of Curriculum and Instruction	<a href="mailto:brandon.snyder@wsd.k12.de.us">brandon.snyder@wsd.k12.de.us</a>

# Appendix C



Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead:  
Position:  
Email:

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students’ reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students’ respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

**Implementation Summary Table**

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.													
b. The significance of enslavement in the development of the American economy.													
c. The relationship between white supremacy, racism, and American slavery.													
d. The central role racism played in the Civil War.													
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.													
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.													
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.													
h. Black figures in national history and in Delaware history.													

**Minimum Content Requirement**

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources

b. The significance of enslavement in the development of the American economy.

Grade-level	Content Area(s)	Lessons/Resources

c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources

d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources

f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Grade-level	Content Area(s)	Lessons/Resources

g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

Grade-level	Content Area(s)	Lessons/Resources

h. Black figures in national history and in Delaware history.

Grade-level	Content Area(s)	Lessons/Resources

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning

# Appendix D

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Jacqueline Hunt

Position: Teacher on Special Assignment

Email: [jacqueline.hunt@academia.k12.de.us](mailto:jacqueline.hunt@academia.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Our curricular focus for HB198 in the 2022-23 school year was primarily in our Social Studies instruction, in addition to beginning to create libraries and provide teachers with some literary connections in our ELA/SLA content as well as some content in Science. In grades K-1, where addressing MCRs in more detail is less likely, we added an additional focus of providing culturally responsive and culturally representative materials and literary connections where students can see themselves reflected in the characters (AAACS is a primarily non-white school community). A committee was created made up of teachers and administrators who worked together at integrating HB198 connections into the Social Studies curricula for each grade level, making sure MCRs were being touched upon beyond just Black History Month. From this work, in the second semester, we also began to grow our practice to extend beyond Social Studies, and began to provide teachers with resources and literary connections they could use in their classrooms that complement their work in Social Studies and Language Arts so that they can most smoothly integrate the content with HB198 MCRs wherever possible.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X						
b. The significance of enslavement in the development of the American economy.					X	X							
c. The relationship between white supremacy, racism, and American slavery.					X	X	X						
d. The central role racism played in the Civil War.					X								
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	X			X	X	X	X						
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X						
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	X	X	X	X	X	X	X						
h. Black figures in national history and in Delaware history.		X	X	X	X	X	X						

*Currently, Academia Antonia Alonso Charter School does not serve students in grades 7 – 12.*

### Minimum Content Requirement

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the*

specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA/SLA	<p>Anansi- An African Tale</p> <p>The ABCs of Black History Month - <a href="https://youtu.be/XoIEH4qzBdE">https://youtu.be/XoIEH4qzBdE</a></p>
1st	Social Studies	<p>This is Africa video <a href="https://youtu.be/lkOlwbjUofl?si=FEq3170ecexamN4Au">https://youtu.be/lkOlwbjUofl?si=FEq3170ecexamN4Au</a></p> <p>Landforms, Bodies of Water, and Physical Features Video <a href="https://drive.google.com/file/d/19MK42nj810YPwgg0mb541S3bvE9RAqsP/view?usp=drive_link">https://drive.google.com/file/d/19MK42nj810YPwgg0mb541S3bvE9RAqsP/view?usp=drive_link</a></p> <p>Africa: Destination World Video <a href="https://drive.google.com/file/d/1RPWm4VujlCq3TLLYd_vPFNd5xEw0rZbi/view?usp=sharing">https://drive.google.com/file/d/1RPWm4VujlCq3TLLYd_vPFNd5xEw0rZbi/view?usp=sharing</a></p> <p>The Four Climates of Africa <a href="https://docs.google.com/presentation/d/1VGHKx-Wr5ocI5jHs6xIC3fLMBPpQ88i3K8UNIXLVEkQ/edit?usp=sharing">https://docs.google.com/presentation/d/1VGHKx-Wr5ocI5jHs6xIC3fLMBPpQ88i3K8UNIXLVEkQ/edit?usp=sharing</a></p> <p>Physical Features of Africa Map <a href="https://drive.google.com/file/d/1yEYmzuFavKpAO28c59glnFUEG6YCz2nD/view?usp=drive_link">https://drive.google.com/file/d/1yEYmzuFavKpAO28c59glnFUEG6YCz2nD/view?usp=drive_link</a></p> <p>Cultures of Africa (Food, Clothing, Art) <a href="https://docs.google.com/presentation/d/1KAI5kMRkDUI-SKXcbTiZ8YiuelmtZJOZ7Dp0AkH9cY4/edit?usp=sharing">https://docs.google.com/presentation/d/1KAI5kMRkDUI-SKXcbTiZ8YiuelmtZJOZ7Dp0AkH9cY4/edit?usp=sharing</a></p> <p>Culture Flipbook <a href="https://drive.google.com/file/d/19RfrB-EzvnkL_3iUbjUmAzrSvC3mDvU/view?usp=sharing">https://drive.google.com/file/d/19RfrB-EzvnkL_3iUbjUmAzrSvC3mDvU/view?usp=sharing</a></p> <p>West African Fabrics <a href="https://drive.google.com/file/d/1-TFtW8ED4Z_dCW-clPIkKS-eG7iXDQm/view?usp=sharing">https://drive.google.com/file/d/1-TFtW8ED4Z_dCW-clPIkKS-eG7iXDQm/view?usp=sharing</a></p> <p>Make your own Djembe Drum <a href="https://drive.google.com/file/d/1SKt0l3Botfz4qz6EmkaAM-d6_JMOBxN6/view?usp=sharing">https://drive.google.com/file/d/1SKt0l3Botfz4qz6EmkaAM-d6_JMOBxN6/view?usp=sharing</a></p>



1st	ELA/Science	<a href="https://drive.google.com/file/d/1QbiYa33s6e5T9Mlc021Nv4lz8ah4GDeZ/view?usp=sharing">Wangari's Trees of Peace</a> - story and sequencing activity <a href="https://drive.google.com/file/d/1QbiYa33s6e5T9Mlc021Nv4lz8ah4GDeZ/view?usp=sharing">https://drive.google.com/file/d/1QbiYa33s6e5T9Mlc021Nv4lz8ah4GDeZ/view?usp=sharing</a>
2nd	ELA	<a href="#">Why the Sun and the Moon Live in the Sky</a> – African Folktale
3rd	ELA	<a href="#">Anansi Learns a Lesson</a> – West African Folktale
4th	Social Studies	Foreshadowing about enslavement in Caribbean Islands. The difference between Chattel slavery and slavery systems that occurred in African kingdoms; reasons that African peoples cooperated with European enslavers; touch on the economic effect of 400 years of free, forced, unpaid labor  <a href="https://docs.google.com/presentation/d/17HPEVqI8G74SYvA1J26EmHtcE-JDuFen3mirCKAZcIE/edit?usp=sharing">https://docs.google.com/presentation/d/17HPEVqI8G74SYvA1J26EmHtcE-JDuFen3mirCKAZcIE/edit?usp=sharing</a>
5th	Social Studies	Lessons on various black people prior to African and Black diaspora Ex: Black Tudor: <a href="https://youtu.be/lbmfAz_BafY?si=jfOBMD8OjonWZiAh">https://youtu.be/lbmfAz_BafY?si=jfOBMD8OjonWZiAh</a> 10 African Civilizations - <a href="https://youtu.be/TCFYVViYxH4?si=loH_65MTFbEUIyl-">https://youtu.be/TCFYVViYxH4?si=loH_65MTFbEUIyl-</a>  Top 5 Amazing Inventions that Originated in Africa - <a href="https://youtu.be/aPomckKR3J0?si=jtI07HsHYdd8vYK6">https://youtu.be/aPomckKR3J0?si=jtI07HsHYdd8vYK6</a>
6th	Geography	Geography Alive! Textbook: Geography (Lesson 21: Micro-Entrepreneurs: Women's Role in the Development of Africa) Geography (Lesson 22: Nigeria: A Country of Many Cultures) Geography (Lesson 23: Resources and Power in Post-apartheid South Africa) Unit on Africa - <a href="https://docs.google.com/spreadsheets/d/1KRNOvSvSw1CWXCbVw5McMulRjtbanys_0Zo8890gKX8/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1KRNOvSvSw1CWXCbVw5McMulRjtbanys_0Zo8890gKX8/edit?usp=sharing</a>

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4th	Social Studies	Early History of the American Colonies - <a href="https://docs.google.com/presentation/d/1rYtgKcwOqUvSp8eRcjduRjLiRKld">https://docs.google.com/presentation/d/1rYtgKcwOqUvSp8eRcjduRjLiRKld</a>

		<a href="https://docs.google.com/presentation/d/1I0znqYR3dDlxdgYSP_7WoNAMlofrnmQzHKC4I8EAltE/edit?usp=sharing">h-Jl2szKS87ajs/edit?usp=sharing</a> Road to Revolution and Black History Sorrow Songs - <a href="https://docs.google.com/presentation/d/1I0znqYR3dDlxdgYSP_7WoNAMlofrnmQzHKC4I8EAltE/edit?usp=sharing">https://docs.google.com/presentation/d/1I0znqYR3dDlxdgYSP_7WoNAMlofrnmQzHKC4I8EAltE/edit?usp=sharing</a>
5th	Social Studies	Underground Railroad Worksheet <a href="https://drive.google.com/file/d/1G_KOgR40bOdZTW01NIwBzM3tTuA3gsCD/view?usp=sharing">https://drive.google.com/file/d/1G_KOgR40bOdZTW01NIwBzM3tTuA3gsCD/view?usp=sharing</a>

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
4th	Social Studies	George Washington’s Mt. Vernon - <a href="https://www.mountvernon.org/george-washington/slavery/">https://www.mountvernon.org/george-washington/slavery/</a>  Lives Bound Together: Slavery at George Washington’s Mt. Vernon - <a href="https://youtu.be/gylNHHmTLAw?si=fISz9ycgFk-cfSL">https://youtu.be/gylNHHmTLAw?si=fISz9ycgFk-cfSL</a>  White supremacy in the Mount Mormon Plantation, an hour south of us. What do students think about weddings being held today at a place that has “restored slave barracks”? Why is the colonial house big and beautiful? Where did the money come from? What do the website and pamphlets focus on? What do they ignore? Why?
5th	Social Studies	Book Study: <i>The Watsons go to Birmingham</i> – 1963 by Christopher Paul Curtis
6th	Social Studies	Holocaust Lesson - Prepare students to confront the immorality of the Holocaust, genocide, slavery, and other acts of mass violence and to reflect on the causes of related historical events. <a href="https://drive.google.com/file/d/1UzkccLuANrx8iOnxJ9I4_Dj5Vg1nZm-g/view?usp=sharing">https://drive.google.com/file/d/1UzkccLuANrx8iOnxJ9I4_Dj5Vg1nZm-g/view?usp=sharing</a>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
4th	Social Studies	Words for Change and a New Birth of Freedom lesson - <a href="https://docs.google.com/presentation/d/1E2aSZ3vWqkZaWQK6VBQJlw93Uj">https://docs.google.com/presentation/d/1E2aSZ3vWqkZaWQK6VBQJlw93Uj</a>

		<a href="https://www.google.com/search?q=gdKy3WokBk-BbCjK8/edit?usp=sharing">gdKy3WokBk-BbCjK8/edit?usp=sharing</a>
--	--	---

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	Our Skin - by Megan Madison
3rd	Social Studies	<p><a href="#">Social Studies Textbook (3rd Grade).docx</a> Unit 3. Pages 29-47</p> <p>Assignments:  <a href="https://drive.google.com/drive/folders/1RyTT39amaQjQDcaddG8PW1Wkg5dD-cR5?usp=drive_link">https://drive.google.com/drive/folders/1RyTT39amaQjQDcaddG8PW1Wkg5dD-cR5?usp=drive_link</a></p> <p>Brown v Board of Education Explained:  <a href="https://www.youtube.com/watch?v=jRYK4RWyUAo">https://www.youtube.com/watch?v=jRYK4RWyUAo</a> Students recreated the Brown vs. Board of Education student project: created “news story”  <a href="https://www.youtube.com/watch?v=aEozlV9ogCY&amp;t=325s">https://www.youtube.com/watch?v=aEozlV9ogCY&amp;t=325s</a></p>
4th	ELA	“Our Friend Martin” - <a href="https://youtu.be/c00kcxAW7M?si=vpTqH1-JjhrHGBL">https://youtu.be/c00kcxAW7M?si=vpTqH1-JjhrHGBL</a>
5th	Social Studies	“UNSPOKEN: A STORY FROM THE UNDERGROUND RAILROAD” PROJECT <a href="https://docs.google.com/presentation/d/1aofwZbCrThjGB1v2zNjzyMm2m-xzWewM/edit#slide=id.p1">https://docs.google.com/presentation/d/1aofwZbCrThjGB1v2zNjzyMm2m-xzWewM/edit#slide=id.p1</a>
6th	Social Studies	Geography (Holocaust History unit) <a href="https://drive.google.com/file/d/1UzkccLuANrx8i0nxJ9I4_Dj5Vg1nZm-g/view">https://drive.google.com/file/d/1UzkccLuANrx8i0nxJ9I4_Dj5Vg1nZm-g/view</a>

f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies/ELA	<p>My First Kwanzaa <a href="https://youtu.be/Tx1OqdX4McE">https://youtu.be/Tx1OqdX4McE</a></p> <p>What is Kwanzaa? <a href="https://youtu.be/VeFCK_0eul">https://youtu.be/VeFCK_0eul</a></p> <p>Kwanzaa <a href="https://youtu.be/0kV-6qVp98Q">https://youtu.be/0kV-6qVp98Q</a></p> <p><i>My First Kwanzaa</i> by Karen Katz</p> <p><i>My Family Celebrates Kwanzaa</i> by Lis Bullard</p> <p><i>Sounds of Kwanzaa</i> by Dimitrea Tokunbo</p>
K	SLA	<p><i>Mi primera biografía: Martin Luther King Jr</i> (Read aloud)  <a href="https://www.youtube.com/watch?v=1artaZZrKeQ">https://www.youtube.com/watch?v=1artaZZrKeQ</a></p> <p>Listened to African folk music</p>

K	Science	<p>Egg Activity - 2 different color eggs, discuss how are same and different, if think will be different inside - open and explore and discuss</p> <p>Push Pull Go</p> <p><i>Henry's Freedom Box</i> Read Aloud</p> <p><a href="https://youtu.be/s89IXwoyxr4?si=uKVx1KMkFgHHbQNL">https://youtu.be/s89IXwoyxr4?si=uKVx1KMkFgHHbQNL</a></p> <p><i>Henry's Freedom Box</i> (with sign language)</p> <p><a href="https://www.youtube.com/watch?v=Se9sB9WA-9E&amp;t=484s">https://www.youtube.com/watch?v=Se9sB9WA-9E&amp;t=484s</a></p> <p>Watched videos of a safari and talked about different animals and landforms in Africa</p>
K	Social Studies/ELA	<p><i>Martin's Big Words</i> by Doreen Rappaport</p> <p>The Story of MLK - Kid President <a href="https://youtu.be/4xXZhXTFWnE">https://youtu.be/4xXZhXTFWnE</a></p> <p><i>I am Martin Luther King, Jr.</i> by Brad Meltzer</p> <p><i>A Picture Book of MLK</i> by David Adler</p> <p><i>Martin Luther King Jr.</i> by Margaret McNamara</p> <p>The ABCs of Black History Month - <a href="https://youtu.be/XoIEH4qzBdE">https://youtu.be/XoIEH4qzBdE</a></p> <p>PBS Media BHM - <a href="https://youtu.be/f00AatzvxCO">https://youtu.be/f00AatzvxCO</a></p>
K	Social Studies	<p>Black History Month for Kids - <a href="https://youtu.be/0ryXqoXPkbo">https://youtu.be/0ryXqoXPkbo</a></p> <p>Rosa Parks (Little People Big Dreams) - <a href="https://youtu.be/aCcSsjkQe9s">https://youtu.be/aCcSsjkQe9s</a></p> <p>Rosa Parks Facts - <a href="https://youtu.be/GK7L90yopX8">https://youtu.be/GK7L90yopX8</a></p> <p>I am Rosa Parks - <a href="https://youtu.be/n4pUUvCdk9c">https://youtu.be/n4pUUvCdk9c</a></p> <p>Rosa Parks Bio - <a href="https://youtu.be/B4AurGX5vGs">https://youtu.be/B4AurGX5vGs</a></p> <p>Rosa Parks story - <a href="https://youtu.be/2o0iF7fnsDw">https://youtu.be/2o0iF7fnsDw</a></p> <p>Rosa Parks craft (figurine &amp; bus) - <a href="https://drive.google.com/file/d/19E2fnmnhJwX7eL07vDct35cM5AtHx4i4/view?usp=sharing">https://drive.google.com/file/d/19E2fnmnhJwX7eL07vDct35cM5AtHx4i4/view?usp=sharing</a></p> <p>How to be an Inventor - Kid President <a href="https://youtu.be/75okexRzWMk">https://youtu.be/75okexRzWMk</a></p> <p>Inventors - <a href="https://youtu.be/Yd2XJqcF2B8The">https://youtu.be/Yd2XJqcF2B8The</a></p> <p>Scoop on Inventors - <a href="https://youtu.be/MrabUjELFkx">https://youtu.be/MrabUjELFkx</a></p> <p>Lonnie Johnson - super soaker inventor: <a href="https://youtu.be/SCKS7nm_qtA">https://youtu.be/SCKS7nm_qtA</a></p> <p>Amazing Inventions by black people - <a href="https://youtu.be/URwQ5_FMBec">https://youtu.be/URwQ5_FMBec</a></p> <p>Have you thanked an inventor today? - <a href="https://youtu.be/Dcwwzg07PUY">https://youtu.be/Dcwwzg07PUY</a></p> <p>15 Inventions by black Americans - <a href="https://youtu.be/S6IT-NQJ6Fs">https://youtu.be/S6IT-NQJ6Fs</a></p> <p>20 black inventions Thank a Black inventor - <a href="https://youtu.be/EBfF0cNYj0M">https://youtu.be/EBfF0cNYj0M</a></p> <p>Project: Students made an invention using household objects that they hoped would make their school, community or the world a better place.</p> <p>Garrett Morgan Bio - <a href="https://youtu.be/FPzYRO4Tbww">https://youtu.be/FPzYRO4Tbww</a></p> <p>George Washington Carver for Kids: <a href="https://youtu.be/zjeWisaB9Fc">https://youtu.be/zjeWisaB9Fc</a></p> <p>African-American Pioneers in Transportation - <a href="https://youtu.be/E_mLFq57KJA">https://youtu.be/E_mLFq57KJA</a></p>
1st	Social Studies / ELA	<p>Students learned about the Montgomery Bus Boycott and how resolved individuals can join together to make social change and make a valuable contributions to the community. Students worked in groups to create a timeline of significant events of Rosa Parks and add visuals.</p>

		<a href="https://docs.google.com/presentation/d/1ZT8uhPPBGyHliOxcfNUdpHVpgTTiYaKlagL22rQFyFs/edit#slide=id.g210d2e5a3f6_3_7">https://docs.google.com/presentation/d/1ZT8uhPPBGyHliOxcfNUdpHVpgTTiYaKlagL22rQFyFs/edit#slide=id.g210d2e5a3f6_3_7</a>
2nd	Social Studies / Science	<p>Mailbox project - focus on Phillip Downing, inventor of the mailbox with additional connection with science and the importance of recycling. Students created a mailbox completely made with recyclable material. Students made connections about the importance of recycling and at the same time celebrated these great inventors who made our lives more comfortable through their inventions.</p> <p><a href="https://youtu.be/mWjPmWB6Je0?si=89UrQDNgmCE9er3Z">https://youtu.be/mWjPmWB6Je0?si=89UrQDNgmCE9er3Z</a></p> <p>Video about Phillip B Downing students researched about his contributions and inventions:</p> <p><a href="https://www.youtubeeducation.com/watch?v=HJ2dqzEX3mE">https://www.youtubeeducation.com/watch?v=HJ2dqzEX3mE</a></p>
2nd	Social Studies / Science	<p>Video about Garrett Morgan:</p> <p><a href="https://www.youtubeeducation.com/watch?v=O-60MzgCm08">https://www.youtubeeducation.com/watch?v=O-60MzgCm08</a></p> <p>Video about Garrett Morgan:</p> <p><a href="https://www.youtubeeducation.com/watch?v=FPzYRO4Tbww">https://www.youtubeeducation.com/watch?v=FPzYRO4Tbww</a></p> <p>Have You Thanked an Inventor Today?</p> <p><a href="https://www.youtube.com/watch?v=o7eWNBfgqsk">https://www.youtube.com/watch?v=o7eWNBfgqsk</a></p>
3rd	Science	<p>Students created and recorded interviews with African American inventors to connect grade-level appropriate science concepts to the history of science, scientific careers, and the contributions of scientists.</p> <p><a href="https://youtu.be/aEozlV9ogCY?si=ozHAIEEhkg5f0iX7">https://youtu.be/aEozlV9ogCY?si=ozHAIEEhkg5f0iX7</a></p> <p><a href="https://youtu.be/aEozlV9ogCY?si=pJ4sdxw0Y2aQtifl">https://youtu.be/aEozlV9ogCY?si=pJ4sdxw0Y2aQtifl</a></p> <p><a href="https://youtu.be/aEozlV9ogCY?si=EtPpxEo8lyPGpwTb">https://youtu.be/aEozlV9ogCY?si=EtPpxEo8lyPGpwTb</a></p>
4th	ELA/Social Studies	<p>Opinion essay on 1 of 3 African-Americans who fought injustice during the period of the American Revolution</p> <p><a href="https://docs.google.com/presentation/d/1_yhmwGkHqUwzVadA3f1Zd5u1nUNzycKo9DU1sQV1qe8/edit?usp=sharing">https://docs.google.com/presentation/d/1_yhmwGkHqUwzVadA3f1Zd5u1nUNzycKo9DU1sQV1qe8/edit?usp=sharing</a></p> <p>Information of James Armistead Lafayette:</p> <p><a href="https://docs.google.com/document/d/1FjBxHr7wuJ_YPe4_jhMVWc7-0kyfj7s5zVVz0S8hoag/edit?usp=sharing">https://docs.google.com/document/d/1FjBxHr7wuJ_YPe4_jhMVWc7-0kyfj7s5zVVz0S8hoag/edit?usp=sharing</a></p> <p>Information on James Forten:</p> <p><a href="https://docs.google.com/document/d/1CSW0t7nyt2Npf07TBzXbikikT0bRUUpKhQiYo-QxE6mo/edit?usp=sharing">https://docs.google.com/document/d/1CSW0t7nyt2Npf07TBzXbikikT0bRUUpKhQiYo-QxE6mo/edit?usp=sharing</a></p> <p>Information on Harry Washington :</p> <p><a href="https://docs.google.com/document/d/1B5ZUrRIXOVmicrbVUOZOMBGxlv5z">https://docs.google.com/document/d/1B5ZUrRIXOVmicrbVUOZOMBGxlv5z</a></p>

		<p><a href="https://docs.google.com/document/d/1b-TQwOXdb9rnEqvnKUQfgG8N-F9pFCfya-c5zwCX3XA/edit?usp=sharing">AwBtXcL74mloDAI/edit?usp=sharing</a></p> <p>Harry Washington Class Notes: <a href="https://docs.google.com/document/d/1b-TQwOXdb9rnEqvnKUQfgG8N-F9pFCfya-c5zwCX3XA/edit?usp=sharing">https://docs.google.com/document/d/1b-TQwOXdb9rnEqvnKUQfgG8N-F9pFCfya-c5zwCX3XA/edit?usp=sharing</a></p> <p>Skeleton Draft : <a href="https://docs.google.com/document/d/1_hgWxMAB9NtuNsCiJh6UyM6tMRRQUv2s2GFWo1tPTis/edit?usp=sharing">https://docs.google.com/document/d/1_hgWxMAB9NtuNsCiJh6UyM6tMRRQUv2s2GFWo1tPTis/edit?usp=sharing</a></p> <p>Boston Massacre (Crispus Attucks) - <a href="https://drive.google.com/file/d/1tQ2MOYruOZS8e_oKNlZqvXdHrA2GuNUi/view?usp=drive_link">https://drive.google.com/file/d/1tQ2MOYruOZS8e_oKNlZqvXdHrA2GuNUi/view?usp=drive_link</a></p>
4th	Science	<p>Students learned about Black inventors who have contributed significantly to the energy field. Specifically, one inventor that students focused on was Lewis Latimer. <a href="https://youtu.be/tSoi112Hquo?si=eSLorGOP0VmRmK_Z">https://youtu.be/tSoi112Hquo?si=eSLorGOP0VmRmK_Z</a></p> <p><a href="https://youtu.be/Yg70w-htWmU?si=MW5PC9qcF6oGGng">https://youtu.be/Yg70w-htWmU?si=MW5PC9qcF6oGGng</a></p> <p>They also learned about other Black contributors to the modern energy conservation field.</p> <p><a href="https://docs.google.com/presentation/d/1XCG9jwih2yuAj1bB3s_IHGLBwIz_wLHI0Mi_s1EZdck/edit?usp=sharing">https://docs.google.com/presentation/d/1XCG9jwih2yuAj1bB3s_IHGLBwIz_wLHI0Mi_s1EZdck/edit?usp=sharing</a></p>
5th	Social Studies	<p>Lesson: Hidden Messages in Spirituals</p> <p><a href="#">Swing Low, Sweet Chariot Worksheet.pdf</a></p>
6th	Geography / Science / ELA	<p>Geography (Lesson 8: Migration to the United States: The Impact on People and Places)</p> <p>Student-led research projects on scientists and their contributions</p> <p>Famous Afro-Latinos and how they impacted culture</p>
K-6 Expressive Arts	STEAM/Technology/Music/Art/Physical Education	<p>The Expressive Arts team integrated lessons about famous Black Americans throughout history in each of their disciplines. Sports/ Science/ Technology/ Arts and Music/ Engineering/ Mathematics/ Health/ Leadership and Activism/ Revolutionary Heroes</p>

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	Where are You From - by Jaime Kim

K	Social Studies	Economics for Kids – Needs and Wants: <a href="https://youtu.be/FpNyTKgi1lo">https://youtu.be/FpNyTKgi1lo</a> Rights and Responsibilities - <a href="https://youtu.be/VLwXtvLPWzA">https://youtu.be/VLwXtvLPWzA</a> *These videos were then used to then as follow up discussion introducing the concept of segregation/inequitable access to basic life needs and rights as a result of racist policies and individual racism.
1st	Social Studies	<a href="#">A Picture Book of Martin Luther King, Jr.</a> by David Adler <a href="#">I Am Martin Luther King Jr.</a> by Brad Melzer Follow up project: MLK Collage Civil Rights Lesson in Spanish: <a href="https://docs.google.com/document/d/1XNl7og-fOTvaBWAfOZY00IQmRCEq5W5z7wnzY2HliZ0/edit?usp=sharing">https://docs.google.com/document/d/1XNl7og-fOTvaBWAfOZY00IQmRCEq5W5z7wnzY2HliZ0/edit?usp=sharing</a>
2nd	Social Studies	Story: "If You Were a Kid During the Civil Rights Movement"; Brain Pop Civil Rights Movement - <a href="https://youtu.be/xYdQ3S8KuiM">https://youtu.be/xYdQ3S8KuiM</a> ; Civil Rights Movement - <a href="https://youtu.be/jaeMr7dk6OQ">https://youtu.be/jaeMr7dk6OQ</a> ; Civil Rights Act of 1964 - <a href="https://youtu.be/WKEGou1zPII">https://youtu.be/WKEGou1zPII</a> <a href="https://www.youtubeeducation.com/watch?v=Hmw8QjLjDh0">https://www.youtubeeducation.com/watch?v=Hmw8QjLjDh0</a> video about time line of Martin Luther King
3rd	Social Studies	<a href="#">Social Studies Textbook (3rd Grade).docx</a> Unit 3. Pages 29-47 Assignments: <a href="https://drive.google.com/drive/folders/1RyTT39amaQjQDcaddG8PW1Wkg5dD-cR5?usp=drive_link">https://drive.google.com/drive/folders/1RyTT39amaQjQDcaddG8PW1Wkg5dD-cR5?usp=drive_link</a> Brown v Board of Education Explained: <a href="https://www.youtube.com/watch?v=jRYK4RWyUAo">https://www.youtube.com/watch?v=jRYK4RWyUAo</a> Brown vs. Board of Education student project: created “news story” <a href="https://www.youtube.com/watch?v=aEozlV9ogCY&amp;t=325s">https://www.youtube.com/watch?v=aEozlV9ogCY&amp;t=325s</a>
4th	Social Studies / ELA	Visited the Museum of the American Revolution to learn about Black families in power during that time. We visited their Black Founders Special Exhibit and learned about the family’s abolitionist work.  Discussed socio-economic struggle that Black people endured, specifically focusing on the lack of resources that Black people had during emancipation. We discussed how the census changed after emancipation,

		<p>and how not being named in a census prior to 1865 impacted families' abilities to connect to who their ancestors were. We also learned about Fred Miller, a Black man who accidentally purchased a house where his ancestors had been enslaved. We learned about his family's struggle to trace back their ancestors, and how they were able to discover that their ancestors had lived on their family's newly purchased property.</p> <p>"Delivering Justice – W.W. Law and the Fight for Civil Rights" - <a href="https://youtu.be/FfFQU2bfmVg?si=a1AaMQ5IJcRbJI2r">https://youtu.be/FfFQU2bfmVg?si=a1AaMQ5IJcRbJI2r</a></p>
5th	Social Studies	<p>Book Study: <i>The Watsons go to Birmingham</i> – 1963 by Christopher Paul Curtis</p> <p>UNIT 5: BLACK HISTORY</p> <p><a href="#">Five Generations on Smith's Plantation.jpg</a></p>
6th	Geography	<p>Geography Alive!</p> <p>Geography (Lesson 5: Urban Sprawl in North America: Where Will It End?)</p> <p>Geography (Lesson 23: Resources and Power in Post-apartheid South Africa)</p>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	<p>Ruby Bridge Bio - <a href="https://youtu.be/RsNsW3G7WU4">https://youtu.be/RsNsW3G7WU4</a></p> <p>Ruby Bridges Brain Pop Jr. - <a href="https://youtu.be/ZPDSofLMreM">https://youtu.be/ZPDSofLMreM</a></p> <p>Ruby Bridges Story - <a href="https://youtu.be/OPFUCJiF4cA">https://youtu.be/OPFUCJiF4cA</a></p>
1st	Social Studies	<p><a href="#">A Picture Book of Martin Luther King, Jr.</a> by David Adler</p> <p><a href="#">I Am Martin Luther King Jr.</a> by Brad Melzer</p>
2nd	Social Studies	<p>Martin Luther King, Jr. Timeline - <a href="https://drive.google.com/file/d/19tsU4D_wEg6oI5kTAqjGk7SsBlxBiVqn/view?usp=drive_link">https://drive.google.com/file/d/19tsU4D_wEg6oI5kTAqjGk7SsBlxBiVqn/view?usp=drive_link</a></p>
3rd	Social Studies	<p><a href="#">Social Studies Textbook (3rd Grade).docx</a> Unit 3. Pages 29-47</p> <p>Assignments:  <a href="https://drive.google.com/drive/folders/1RyTT39amaQjQDcaddG8PW1Wkg5dD-cR5?usp=drive_link">https://drive.google.com/drive/folders/1RyTT39amaQjQDcaddG8PW1Wkg5dD-cR5?usp=drive_link</a></p> <p>Brown v Board of Education Explained:</p>



		<p><a href="https://www.youtube.com/watch?v=jRYK4RWyUAo">https://www.youtube.com/watch?v=jRYK4RWyUAo</a></p> <p>Brown vs. Board of Education student project: created “news story”</p> <p><a href="https://www.youtube.com/watch?v=aEozlV9ogCY&amp;t=325s">https://www.youtube.com/watch?v=aEozlV9ogCY&amp;t=325s</a></p> <p>Lois Redding and Brown vs. Board of Education -</p> <p><a href="https://drive.google.com/file/d/1q_H9Bq95bEbU3ETHlBj6V_DxguYGWq5m/view?usp=sharing">https://drive.google.com/file/d/1q_H9Bq95bEbU3ETHlBj6V_DxguYGWq5m/view?usp=sharing</a></p> <p><a href="https://youtu.be/aEozlV9ogCY?si=ozHAIEEhkq5f0iX7">https://youtu.be/aEozlV9ogCY?si=ozHAIEEhkq5f0iX7</a></p> <p><a href="https://youtu.be/aEozlV9ogCY?si=pJ4sdxw0Y2aQtjfl">https://youtu.be/aEozlV9ogCY?si=pJ4sdxw0Y2aQtjfl</a></p> <p><a href="https://youtu.be/aEozlV9ogCY?si=EtPpxEo8IyPGpwTb">https://youtu.be/aEozlV9ogCY?si=EtPpxEo8IyPGpwTb</a></p>
4th	Social Studies / ELA	<p>Focus on Forten family in Philadelphia. In addition to James Forten, students also learned about Henry Washington and James Lafayette, and students chose which of the three men they think is most important to learn about.</p> <p>Forten Source:</p> <p><a href="https://docs.google.com/document/d/1CSW0t7nyt2Npf07TBzXbikikT0bRUUpKhQiYo-QxE6mo/edit?usp=drive_link">https://docs.google.com/document/d/1CSW0t7nyt2Npf07TBzXbikikT0bRUUpKhQiYo-QxE6mo/edit?usp=drive_link</a></p> <p>Lafayette Source :</p> <p><a href="https://docs.google.com/document/d/1FjBxHr7wuJ_YPe4_jhMVWc7-0kyfj7s5zVVz0S8hoag/edit?usp=drive_link">https://docs.google.com/document/d/1FjBxHr7wuJ_YPe4_jhMVWc7-0kyfj7s5zVVz0S8hoag/edit?usp=drive_link</a></p> <p>Students wrote persuasive essays that included details from their lives, and focused on the men’s decisions, agency, and abolitionist work during the Revolutionary War.</p>
5th	STEAM	<p>Research Project on African-American of choice who contributed in STEAM area</p>
6th	Math	<p>MLK Coordinate Plane Project -</p> <p><a href="https://drive.google.com/file/d/1NbVGqxufM_Gbjtj6US3RZz3HBz1MnLY/view?usp=sharing">https://drive.google.com/file/d/1NbVGqxufM_Gbjtj6US3RZz3HBz1MnLY/view?usp=sharing</a></p>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
8/31/2022	Introduction to HB198 – requirements and implementation strategy for Year One – ELA and Social Studies teachers
1/10/2023	Project Based Learning (PBL) How to implement HB198 in Planning Checklist (English   Spanish)

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Ada Todd

Position: Instructional Specialist

Email: [ada.todd@aod.k12.de.us](mailto:ada.todd@aod.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Students in K are learning about their world and community. They learn about various Black Figures in history throughout the year through presentations and books. They review differing historical accounts by looking at artifacts and documents. Students in first grade learn about individuals such as Garrett Morgan (laws) and Oney Judge. They explore stories such as "The Patchwork Quilt", "Born on the Water", and "Dear Benjamin Bannaker". They also explore differences through stories such as "Chocolate Me", and "Jabari Jumps". They also explore how families live differently. Students in second grade read fables written by Black authors, learn about inventors, political figures, entertainers, and how these things contribute to our current lives. They look at past artifacts and documents then analyze those documents for differences from then and now. They learn about a large variety of cultures around the world. Students in third grade teach the class about a famous person or event in African American culture every Friday, they complete "The Cultural Legacy of West Africa" as a unit in social studies, they learn about the various cultural holidays including Kwanzaa, they research a famous Black leader in February to present in a live presentation, In our ELA curriculum, the students learn about water around the world, then read "The Boy Who Harnessed the Wind" by William Kamkwamba, they read "Water Dance" by Thomas Locker, they read "More Than

Anything Else" then learn about Booker T Washington and his work in the salt mines, and they use a social emotional curriculum during community time that teaches about how our emotions influence others and valuing others based on their differences. Students in fourth grade learns about poetry through Walter Dean Myers, the viewpoints of people during the Revolutionary War, why the Revolution was incomplete, creates a wax museum of influential people in Black History, analyzes "The Hope Chest" which centers on the inequality of women and Black Americans during that time, slavery in the Declaration of Independence, as well as the 3/5 Compromise. 5th Grade begins the year reading the novel "Esperanza Rising". They use this novel and documents from the Universal Declaration of Human Rights (UDHR) to analyze the character's reactions to their rights being threatened. They then research and determine how people today are impacted by the same issues. They then read "Promises to Keep" about Jackie Robinson. They draw from the reading and discussion to write an essay on the most important factor to Jackie Robinson's success in leading social change. They also read about other athletes who were leaders of social change to determine common characteristics to being effective leaders of social change. Students in 5th also study world geography and the differences around the world. Students in Grade 6 study how members of the Angolan Tribe were enslaved by the Portuguese; how cash crops hold significance; how the cultural blending of marginalized groups contributed; learn about the trans-Atlantic slave trade and how explorers played a vital role in the sale of individuals; mathematical contributions from individuals such as: Elbert Frank Cox, Euphemia Haynes, David Blackwell, Percy Lavon Julian, Ernest Everett Just and Marie Maynard Daily; The Underground Railroad and how there was African resistance leading up to the Civil War; Supreme Court vs Dred Scott and the importance of the Supreme Court view of Africans Americans that has led to abolitionists fighting for equality; how the people who were enslaved were a key component of how the early infrastructures and commodities of early North America were built; and African-American history through exploration of African American poetry, art and literature from some of the first AfricanAmerican catalysts that has shaped the history of the arts such as: Lucy Terry, Joshua Johnston and Phillis Wheatley. Students will gain knowledge of African American music, history and the arts. Students will engage in readings of Langston Hughes, Zora Neale Hurston, and use the knowledge from in class discussion, text and readings to help them create reflective writing that describes the time; Students explore and discuss African American budding culture and their struggles during the Great Depression which led to the end of the Harlem Renaissance; Students explore the daily lives of African Slaves, the treatment of whites to black, to help sensitize and scaffold student understanding to the inequalities of Africans (Blacks) within the Southern States, aligning to the invention of the cotton gin (Eli Whitney), the catalyst of the Industrial Revolution; Students deepen their understanding of the amendments and how this affected African Americans in reference to voting, equality and treatment; Students learn and discuss the life of Medgar Evers whom was known to passionately speak out about racism and white supremacy in the South; Students engage in lessons that help them understand culture through African-American dishes, and how influences of Native American foods have evolved AfricanAmerican cooking, particularly in the southern states; Students research, discuss, and compare the advancements of African-Americans in the United States from previous years until now; Students will discuss and explore many disadvantages of African Americans that still exist in modern times in the fight for equality for all. In eighth grade Students will gain knowledge of African American music, history and the arts; Students expand their knowledge of African American immigration starting from the origination of the 13 colonies in North America; Students expand their knowledge of injustice as they consider the secret alliance of Native Americans with African Americans that were brought over during the years of the Transatlantic Slave Trade and cultural blending of Native Americans and African Americans.; Students explore the life of James Durham, discuss his enslavement from birth, and his rise that bought his freedom and helped him to open his own medical practice becoming one the first African-American doctor in the United States; Students will engage in reading and class discussion that shows the importance of non-profit African American support systems that scaffolds to changes within African American culture; Students will gain the knowledge of understanding the roles of African Americans and how their contribution to the Civil War scaffolded changes in American law and amendments; Students explore

the disadvantages of African Americans in Southern states; Students research deaths of African Americans caused by the Ku Klux Klan and the laws that kept them from justice; Students explore African American surgeon Vivian Thomas that developed a procedure that was used to treat blue baby syndrome that had caused many deaths during the 1940's; Students engage and discuss African American culture and customs that were passed down from slavery, but still hold a sentimental value for modern-day African-Americans; Students engage and research public law which prohibits discrimination on the basis of race, color, religion, sex, or national origin; Students engage and discuss the discriminatory voting practices in Southern States due to White Supremacy against African Americans. School wide we also have various events such as the wax museum, a variety of cultural appreciation events, and musical events. Students in all grades also participate in social emotional curriculums that encourage acceptance and valuing others.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.		X	X	X	X	X	X	X	X				
b. The significance of enslavement in the development of the American economy.				X	X	X	X	X	X				
c. The relationship between white supremacy, racism, and American slavery.		X	X	X	X	X	X	X	X				
d. The central role racism played in the Civil War.			X	X	X	X	X	X	X				
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.				X	X	X	X	X	X				

*Currently, the Academy of Dover Charter School does not serve students in grades 9 – 12.*

f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	X	X	X	X	X	X	X	X	X	
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	

**Minimum Content Requirement**

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
1	ELA/Social Studies	Responsible Citizenship & Community Government <ul style="list-style-type: none"> <li>- “Roles of a Leader”</li> <li>- Indigenous People Day</li> <li>- Introduce Garret Morgan when discussing laws</li> </ul> Explore Differences: <ul style="list-style-type: none"> <li>- Colors Around Me book</li> <li>- Chocolate Me by Taye Diggs Read aloud- topics: Racial, Diversity, Self-esteem, Self-respect</li> <li>- Jabari Jumps- SEL read aloud about strength and courage</li> <li>- A promise of freedom, thinking about the meaning of freedom</li> </ul> Families Long Ago and Today: <ul style="list-style-type: none"> <li>- Past, Present, and the Future</li> <li>- Using Books, Photos, and Artifacts to learn about the Past</li> <li>- Making a Timeline</li> <li>- Life Long Ago and Today</li> <li>- Diversity within a Community</li> <li>- Our Families</li> <li>- Our Family and Cultural Traditions</li> </ul> Read Alouds: <ul style="list-style-type: none"> <li>Africa Dream book by Eloise Greenfield</li> <li>Sundiata: Lion King of Mali</li> <li>Mansa Musa Builds a School <a href="https://www.youtube.com/watch?v=7E3mn-k-Oq0">https://www.youtube.com/watch?v=7E3mn-k-Oq0</a></li> <li>We All Went on Safari: <a href="https://www.youtube.com/watch?v=dUoBy5Y0Fk4">https://www.youtube.com/watch?v=dUoBy5Y0Fk4</a></li> <li>Declaration of Independence</li> </ul>

		<ul style="list-style-type: none"> <li>- "all men are created equal", Constitution with introduction to the beginnings of the US. Harriet Tubman as an instrument of freedom. MLK/Cesar Chavez as American Heros. Ruby Bridges as one of the first African Americans to attend a desegregated school. The idea of cultures and beliefs.</li> </ul> <p>The idea of immigration and how immigrants have helped our country to grow.</p>
2	ELA/Social Studies	<p>The ideas of family and community. How immigrants helped to build our country. Different cultures around the world. George Washington Carver and crop rotation.</p> <p>Abraham Lincoln and Slavery. Heroes who inspire change (MLK, Harriet Tubman, Wilma Rudolph. The idea of heroes working for social and civil change. Rosa Parks.</p> <p>We read fables from African American authors. Introduction of ways cultures are shared from stories, music, and festivals.</p> <p>John Henry as a tall tale. Celebrating freedom and remembering African American Heros. Jackie Robinson excerpt.</p>
3	ELA/Social Studies	<p>We introduce and teach about different cultural holidays from around the world including Kwanzaa.</p> <p>Researching a famous black history leader and creating a poster or live theater presentation.</p> <p>Thurgood Marshall and his role in civil rights and segregation. The laws and government around Brown VS Board of Education. Abraham Lincoln and his role in ending slavery. Fredrick Douglass speaking out against slavery and Harriet Tubman. MLK works for equal rights.</p> <p>In the EL Education curriculum in Module 4, students are learning about Water Around the World. They will read The Boy Who Harnessed the Wind, by William Kamkwamba and Water Dance, by Thomas Locker. Jacob Lawrence who documented African American life and migration through realism paintings and Louis Armstrong who changed music through Jazz, both changing the arts forever. Mary McLeod, champion of education. Phillis Wheatley, her poems about faith, slavery, and current political climate.</p>
4	ELA/Social Studies	<p>Focus on poet: Walter Dean Myers for most of the unit.</p> <p>Student in the book is writing about meeting Walter Dean Myers and being inspired by Walter Dean Myers for the climax of the book. He was a doctor and wrote poetry in his spare time! We also use his poems to analyze his life through the book: <a href="https://www.amazon.com/River-Words-William-Carlos-Williams/dp/0802853021">https://www.amazon.com/River-Words-William-Carlos-Williams/dp/0802853021</a></p> <p>Unit on the Revolutionary War (EL Education). We talk about specific roles and their feelings on the war. Which leads us into a discussion about the revolution being incomplete, because it did not include freedom for all with "An Incomplete Revolution:</p>

		<p><a href="https://drive.google.com/file/d/1asUZ_iWLbnmSrmyussFPVQziYcvSkZyX/view?usp=drive_web&amp;authuser=0">https://drive.google.com/file/d/1asUZ_iWLbnmSrmyussFPVQziYcvSkZyX/view?usp=drive_web&amp;authuser=0</a></p> <p>This leads into a wax museum where students research and act out an influential person in Black History.</p> <p>Last unit of the year from EL Education uses the book “The Hope Chest” which brings up women’s suffrage, inequality, and addresses the judgment of Black Americans during that time. The girl traveling with her and a man that becomes their support both deal with inequality on a daily basis as they travel to vote. We discuss these differences and challenges as we move through the unit.</p>
5	Social Studies	<p>Trade routes and initial Portuguese trade of enslaved people. How this cruel practice extended into America. The establishment and refining of the colonies, their goods, and the introduction of societal classes and slavery. A unit on the slave trade, defined by northern and southern differences. Daily life and the beginning of the fight for freedom. Excerpt about Oloudah Equiano who was forced onto a ship and auctioned, from his journal. The American Revolution and James Armistead's work as a spy who helped to win a decisive battle. Crispus Attucks in the Boston Massacre. African Americans and their role in the American Revolution, including the failure of the countries to follow through with the freedom earned. African Americans gaining the right to vote, MLK, Fifteenth Amendment. Benjamin Banneker as surveyor for Washington DC. Slavery spread in 1793 and the cotton gin. Abolitionists, William Lloyd Garrison, Sojourner Truth, Frederick Douglass. The Kansas-Nebraska Act which allowed people in three territories to decide to practice or not practice slavery which compromised the Missouri Compromise Line. Biddy Mason the first freed female landowner in CA. Civil War and Reconstruction. The fight for voting to determine slavery laws, the underground railroad, abolitionists, the road to war, the confederacy, the emancipation proclamation, roles of African Americans during the war, daily lives of soldiers, The Gettysburg Address. The Civil Rights Act of 1866, soldiers enforcing the release of enslaved people, then the beginning of segregation and "black codes". The 13th and 15th amendments, sharecropping, and Harriet Tubman.</p>
6	Social Studies	<p>Taken to Another World: The Abduction of the Angolans Unit:</p> <p>Students gain an in-depth understanding of the Angolan Tribe of Africa and how they were enslaved by the Portuguese, boarded on ships to arrive in the British colonies of Virginia. Students will explore “cash crops” and the significance they hold for African Labor in early American history.</p> <p>The establishment of colonies, slave trade routes, cash crops, plantations, daily struggles. The belief that enslaved people were inferior and the racism that contributed to the horrific conditions. Trade routes and triangular trade that included slaves. African Americans serving in the Revolution.</p>



		<p>Transatlantic Slave Trade Unit (C): Students expand their understanding of racism through the introduction of Native Americans, which culturally and socially were remarkably like the displacement and treatment of African Americans (cultural blending).</p> <p>The beginning of the conflict over states rights for governance.</p> <p>The society and culture leading up to the civil war. The cotton gin, Eli Whitney, the increase of slavery, abolitionism, the role of capital and profit, industrialism and immigration. "King Cotton and Life in the South " unit. Southern dependence on agriculture and slavery. Henry Brown and his idea to be mailed to a free state. The lives and struggles of enslaved African Americans. The underground railroad. Sectionalism and the Civil War. Conflicts, compromises, and growing tensions.</p> <p>Black Excellence Unit: Mathematicians and Scientist: Students engaged will focus on African-American mathematicians such as Elbert Frank Cox, Euphemia Haynes, David Blackwell, Percy Lavon Julian, Ernest Everett Just and Marie Maynard Daily to scaffold understanding of contributions made by African Americans that have shaped the world.</p> <p>Open fighting in Kansas, John Brown as abolitionist, the Dredd Scott case, division and outbreak of war, emancipation and way of life during the war, the Emancipation Proclamation, early then radical reconstruction, Fredrick Douglass, the white KKK alliance, the aftermath of reconstruction and difficulty of emancipated individuals to survive with racist policies. Oppression.</p>
7	ELA/Social Studies	<p>The Lost Children of the Sudan Unit: EL Education. What can we learn from those who have survived the greatest tragedies and become even more determined to help others? How can we share these kinds of stories to inspire and educate? In this module, students develop their ability to analyze narratives and create their own stories as they learn about the Lost Boys and Girls of Sudan and the lessons revealed through their journeys.</p> <p>Using the book "A Long Walk to Water" students are able to immerse in the stories of the refugees of Kenya.</p> <p>Transatlantic Slave Trade Unit (C): Students expand their understanding of racism through the introduction of Native Americans, which culturally and socially were remarkably like the displacement and treatment of African Americans (cultural blending).</p> <p>The Harlem Renaissance:El Education The texts for the module contain references to sensitive topics such as</p>

		<p>racism, oppression, racial violence, and life challenges. The poems, short stories, and artwork addresses these complex issues of racism. The supplemental texts examined throughout the module help to explain the collaboration, socio-political context, and legacy of the Harlem Renaissance. In tackling issues of racism, oppression, racial violence, and life challenges, the texts examined across this module raise issues that may be upsetting, painful, or confusing for students. The design of this module aims to support students as they process sensitive or challenging passages. Instructional decisions throughout the module, too, equip students with the literacy skills necessary to interpret the writers' choices and their development of themes around hope and perseverance.</p> <p>African American Culture: Trials of the Great Depression Unit: Students will gain knowledge of African American music, history and the arts. Students will engage in readings of Langston Hughes, Zora Neale Hurston, and use the knowledge from in class discussion, text and readings to help them create reflective writing that describes the time.</p> <p>Black Excellence Unit: Mathematicians and Scientist: Students engage will focus on African-American mathematicians such as Elbert Frank Cox, Euphemia Haynes, David Blackwell, Percy Lavon Julian, Ernest Everett Just and Marie Maynard Daily to scaffold understanding of contributions made by African Americans that have shaped the world.</p>
8	ELA/Social Studies	<p>Literature Study of "Dear Martin" with an expected project completion component.</p> <p>The path of slavery in the colonies followed by the abolishment of slavery and difficulties for African Americans that followed, Harriet Tubman, consideration of why it would be important to each state that slavery was ruled upon. The Civil Rights Movement.</p> <p>Transatlantic Slave Trade Unit (C): Students expand their understanding of racism through the introduction of Native Americans, which culturally and socially were remarkably like the displacement and treatment of African Americans (cultural blending).</p> <p>The Betty Hope Sugar Plantation and ties to slavery in the Caribbean. The Caribbean today. Society and enslaved people in Greek and Roman societies.</p> <p>Black Excellence Unit: Harlem Renaissance (1920-1930) Students will gain knowledge of African American music, history and the arts.</p>

		<p>Colonization and Independence in Africa. Egypt's Social Pyramid and Later African Civilizations. Living in Africa and Freedom of Africa.</p> <p>Black Excellence Unit: Mathematicians and Scientist: Students will focus on African-American mathematicians such as Elbert Frank Cox, Euphemia Haynes, David Blackwell, Percy Lavon Julian, Ernest Everett Just and Marie Maynard Daily to scaffold understanding of contributions made by African Americans that have shaped the world.</p> <p>Slavery in South America and the Life Under Slavery unit.</p>
--	--	--

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
3	ELA/Social Studies	<p>In the EL curriculum we read the book More Than Anything Else which is on the subject of Booker T Washington and working in the salt mines with no education.</p> <p>Researching a famous black history leader and creating a poster or live theater presentation.</p> <p>Fredrick Douglass speaking out against slavery and Harriet Tubman. MLK works for equal rights.</p>
4	ELA/Social Studies	<p>Americans in history: Rosa Parks, Lincoln, growth of the country in the civil war, as well as slavery, manifest destiny, abolitionists, reconstruction, segregation. The Civil Rights Era. Government and Congressman John Lewis of GA.</p> <p>From trade to factories in America, and how this impacted immigration of African Americans. Lesson on Slavery in the Declaration of Independence with discussion of why students believe it remained.</p>
5	ELA/Social Studies	<p>Trade routes and initial Portuguese trade of enslaved people. How this cruel practice extended into America.</p> <p>The establishment and refining of the colonies, their goods, and the introduction of societal classes and slavery. A unit on the slave trade, defined by northern and southern differences. Daily life and the beginning of the fight for freedom.Excerpt about Oloudah Equiano who was forced onto a ship and auctioned, from his journal. The American Revolution and James Armistead's work as a spy who helped to win a decisive battle.</p> <p>Crispus Attucks in the Boston Massacre. African Americans and their role in the American Revolution, including the failure of the countries to follow through with the freedom earned.</p> <p>African Americans gaining the right to vote, MLK, Fifteenth Ammendment.Benjamin Banneker as surveyor for Washington DC. Slavery spread in 1793 and the cotton gin. Abolitionists, William Lloyd Garrison, Sojourner Truth, Fredrick Douglas. The Kansas-Nebraska Act which allowed</p>

		<p>people in three territories to decide to practice or not practice slavery which compromised the Missouri Compromise Line. Biddy Mason the first freed female landowner in CA.</p> <p>Civil War and Reconstruction. The fight for voting to determine slavery laws, the underground railroad, abolitionists, the road to war, the confederacy, the emancipation proclamation, roles of African Americans during the war, daily lives of soldiers, The Gettysburg Address. The Civil Rights Act of 1866, soldiers enforcing the release of enslaved people, then the beginning of segregation and "black codes". The 13th and 15th amendments, sharecropping, and Harriet Tubman.</p>
6	ELA/Social Studies	<p>"Transatlantic Slave Trade Portugal, Spain and Christopher Columbus Unit (A):</p> <p>Students expand their understanding of racism through exploration of the abduction of Africans from Africa, led by Portugal and Spain sold along the Transatlantic Slave Trade and explorers such as Christopher Columbus who played a vital role.</p> <p>The establishment of colonies, slave trade routes, cash crops, plantations, daily struggles. The belief that enslaved people were inferior and the racism that contributed to the horrific conditions. Trade routes and triangular trade that included slaves. African Americans serving in the Revolution."</p> <p>The society and culture leading up to the civil war. The cotton gin, Eli Whitney, the increase of slavery, abolitionism, the role of capital and profit, industrialism and immigration. "King Cotton and Life in the South " unit. Southern dependence on agriculture and slavery. Henry Brown and his idea to be mailed to a free state. The lives and struggles of enslaved African Americans. The underground railroad. Sectionalism and the Civil War. Conflicts, compromises, and growing tensions.</p> <p>Open fighting in Kansas, John Brown as abolitionist, the Dredd Scott case, division and outbreak of war, emancipation and way of life during the war, the Emancipation Proclamation, early then radical reconstruction, Fredrick Douglass, the white KKK alliance, the aftermath of reconstruction and difficulty of emancipated individuals to survive with racist policies. Oppression.</p>
7	ELA/Social Studies	<p>"African American Arts: After the Great Depression Unit:</p> <p>Students explore and discuss African American budding culture and their struggles during the Great Depression which led to the end of the Harlem Renaissance.</p> <p>Open fighting in Kansas, John Brown as abolitionist, the Dredd Scott case, division and outbreak of war, emancipation and way of life during the war, the Emancipation Proclamation, early then radical reconstruction, Fredrick Douglass, the white KKK alliance, the aftermath of reconstruction and</p>

		difficulty of emancipated individuals to survive with racist policies. Oppression. "
8	ELA/Social Studies	<p>The path of slavery in the colonies followed by the abolishment of slavery and difficulties for African Americans that followed, Harriet Tubman, consideration of why it would be important to each state that slavery was ruled upon. The Civil Rights Movement</p> <p>"Making America: Off Our Backs Unit (A): Students expand their knowledge of African American immigration starting from the origination of the 13 colonies in North America. Students expand their knowledge of injustice as they consider the secret alliance of Native Americans with African Americans that were brought over during the years of the Transatlantic Slave Trade and cultural blending of Native Americans and African Americans."</p> <p>"Black Excellence: James Durham Unit: Students explore the life of James Durham, discuss his enslavement from birth, and his rise that bought his freedom and helped him to open his own medical practice becoming one the first African-American doctors in the United States."</p>

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
1	ELA/Social Studies	<p>"SLAVERY: The Village That Vanished Molly Bannaky* Dear Benjamin Banneker</p> <p>The 1619 Project: Born on the Water by Nikole Hannah-Jones</p> <p>The Patchwork Path: A Quilt Map to Freedom</p> <p>Phoebe the Spy by Judith Berry Griffin</p> <p>Samuel's Choice by Richard Berleth The Secret Garden of George Washington Carver</p> <p>The Escape of Oney Judge: Martha Washington's Slave Finds Freedom by Emily Arnold McCully"</p>
2	ELA/Social Studies	Harmony Social Emotional curriculum which teaches about acceptance.
3	ELA/Social Studies	Harmony Social Emotional curriculum which teaches about acceptance.

		Fredrick Douglass speaking out against slavery and Harriet Tubman. MLK works for equal rights.
4	ELA/Social Studies	<p>Americans in history: Rosa Parks, Lincoln, growth of the country in the civil war, as well as slavery, manifest destiny, abolitionists, reconstruction, segregation. The Civil Rights Era. Government and Congressman John Lewis of GA. The 3/5 Compromise:  <a href="https://www.youtube.com/watch?v=qeAM4xr8Jyo">https://www.youtube.com/watch?v=qeAM4xr8Jyo</a>  From trade to factories in America, and how this impacted immigration of African Americans.</p> <p>Yelitsa Jean-Charles and her line of empowering dolls. Phillis Wheatley, Crispus Attucks. Immigrants and Workers rights. Fredrick Douglass and Sojourner Truth. Movements for reform. Zora Neal Hurston who wrote stories about African American culture, George Washington Carver as a scientist who helped farmers in the southeast, and Kasim Reed elected as Mayor of Atlanta. The English Colonies leading to slavery and the civil war. The southeast after slavery. The culture of the southeast includes Jazz, mostly created by African American musicians. Rosa Parks.</p>
5	ELA/Social Studies	<p>The establishment and refining of the colonies, their goods, and the introduction of societal classes and slavery. A unit on the slave trade, defined by northern and southern differences. Daily life and the beginning of the fight for freedom. Excerpt about Oloudah Equiano who was forced onto a ship and auctioned, from his journal. The American Revolution and James Armistead's work as a spy who helped to win a decisive battle. Crispus Attucks in the Boston Massacre. African Americans and their role in the American Revolution, including the failure of the countries to follow through with the freedom earned.</p> <p>African Americans gaining the right to vote, MLK, Fifteenth Ammendment. Benjamin Banneker as surveyor for Washington DC. Slavery spread in 1793 and the cotton gin. Abolitionists, William Lloyd Garrison, Sojourner Truth, Fredrick Douglas. The Kansas-Nebraska Act which allowed people in three territories to decide to practice or not practice slavery which compromised the Missouri Compromise Line. Biddy Mason the first freed female landowner in CA.</p> <p>Civil War and Reconstruction. The fight for voting to determine slavery laws, the underground railroad, abolitionists, the road to war, the confederacy, the emancipation proclamation, roles of African Americans during the war, daily lives of soldiers, The Gettysburg Address. The Civil Rights Act of 1866, soldiers enforcing the release of enslaved people, then the beginning of segregation and "black codes". The 13th and 15th amendments, sharecropping, and Harriet Tubman.</p>
6	ELA/Social Studies	The establishment of colonies, slave trade routes, cash crops, plantations, daily struggles. The belief that enslaved people were inferior and the racism that contributed to the horrific conditions. Trade routes and

		<p>triangular trade that included slaves. African Americans serving in the Revolution.</p> <p>"Transatlantic Slave Trade Unit (B): Students expand their understanding of inequality and the tribulations of Africans as they are separated and sold to unfamiliar people and territories. "</p> <p>The society and culture leading up to the civil war. The cotton gin, Eli Whitney, the increase of slavery, abolitionism, the role of capital and profit, industrialism and immigration. "King Cotton and Life in the South " unit. Southern dependence on agriculture and slavery. Henry Brown and his idea to be mailed to a free state. The lives and struggles of enslaved African Americans. The underground railroad. Sectionalism and the Civil War. Conflicts, compromises, and growing tensions.</p> <p>"Black Excellence Unit: Political African-Americans of Modern Times: Students engage in research of modern-day African Americans that have paved the way for other African Americans.</p> <p>Open fighting in Kansas, John Brown as abolitionist, the Dredd Scott case, division and outbreak of war, emancipation and way of life during the war, the Emancipation Proclamation, early then radical reconstruction, Fredrick Douglass, the white KKK alliance, the aftermath of reconstruction and difficulty of emancipated individuals to survive with racist policies. Oppression. "</p>
7	ELA/Social Studies	<p>"Making America: Off Our Backs Unit (B): Students explore the daily lives of African Slaves, the treatment of whites to black, to help sensitize and scaffold student understanding to the inequalities of Africans (Blacks) within the Southern States, aligning to the invention of the cotton gin (Eli Whitney), the catalyst of the Industrial Revolution</p> <p>Transatlantic Slave Trade Unit (B): Students expand their understanding of inequality and the tribulations of Africans as they are separated and sold to unfamiliar people and territories. "</p> <p>Open fighting in Kansas, John Brown as abolitionist, the Dredd Scott case, division and outbreak of war, emancipation and way of life during the war, the Emancipation Proclamation, early then radical reconstruction, Fredrick Douglass, the white KKK alliance, the aftermath of reconstruction and difficulty of emancipated individuals to survive with racist policies. Oppression.</p> <p>"Black Excellence Unit: Political African-Americans of Modern Times: Students engage in research of modern-day African Americans that have paved the way for other African Americans."</p>
8	ELA/Social	The path of slavery in the colonies followed by the abolishment of slavery

	Studies	<p>and difficulties for African Americans that followed, Harriet Tubman, consideration of why it would be important to each state that slavery was ruled upon. The Civil Rights Movement</p> <p>"Transatlantic Slave Trade Unit (B): Students expand their understanding of inequality and the tribulations of Africans as they are separated and sold to unfamiliar people and territories.</p> <p>"NAACP: The Advancement of Colored People Unit: The American Civil Liberties Union Unit: Students will engage in reading and class discussion that shows the importance of non-profit African American support systems that scaffolds to changes within African American culture."</p> <p>"Black Excellence Unit: Political African-Americans of Modern Times: Students engage in research of modern-day African Americans that have paved the way for other African Americans."</p>
--	---------	--

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
2	ELA/Social Studies	<p>"Amer Rev/ CIVIL WAR"</p> <p>A Spy Called James: The True Story of James Lafayette, Revolutionary War Double Agent</p> <p>Seven Miles to Freedom: The Robert Smalls Story by Janet Halfmann</p> <p>The Buffalo Soldier by Sherry Garland</p> <p>Glenette Tilley Turner;</p> <p>Black matilia</p> <p>Harriet Tubman</p> <p>Show Way by Jacqueline Woodson</p> <p>Black Regiment</p>
3	ELA/Social Studies	Abraham Lincoln and the idea of freedom.
4	ELA/Social Studies	<p>Americans in history: Rosa Parks, Lincoln, growth of the country in the civil war, as well as slavery, manifest destiny, abolitionists, reconstruction, segregation. The Civil Rights Era. Government and Congressman John Lewis of GA.</p> <p>Yelitsa Jean-Charles and her line of empowering dolls. Phillis Wheatley, Crispus Attucks. Immigrants and Workers rights. Fredrick Douglass and Sojourner Truth. Movements for reform. Zora Neal Hurston who wrote stories about African American culture, George Washington Carver as a scientist who helped farmers in the southeast, and Kasim Reed elected as Mayor of Atlanta. The English Colonies leading to slavery and the civil war.</p>



		The southeast after slavery. The culture of the southeast includes Jazz, mostly created by African American musicians. Rosa Parks.
5	ELA/Social Studies	<p>The establishment and refining of the colonies, their goods, and the introduction of societal classes and slavery. A unit on the slave trade, defined by northern and southern differences. Daily life and the beginning of the fight for freedom. Excerpt about Oloudah Equiano who was forced onto a ship and auctioned, from his journal. The American Revolution and James Armistead's work as a spy who helped to win a decisive battle. Crispus Attucks in the Boston Massacre. African Americans and their role in the American Revolution, including the failure of the countries to follow through with the freedom earned.</p> <p>African Americans gaining the right to vote, MLK, Fifteenth Amendment. Benjamin Banneker as surveyor for Washington DC. Slavery spread in 1793 and the cotton gin. Abolitionists, William Lloyd Garrison, Sojourner Truth, Fredrick Douglass. The Kansas-Nebraska Act which allowed people in three territories to decide to practice or not practice slavery which compromised the Missouri Compromise Line. Biddy Mason the first freed female landowner in CA.</p> <p>Civil War and Reconstruction. The fight for voting to determine slavery laws, the underground railroad, abolitionists, the road to war, the confederacy, the emancipation proclamation, roles of African Americans during the war, daily lives of soldiers, The Gettysburg Address. The Civil Rights Act of 1866, soldiers enforcing the release of enslaved people, then the beginning of segregation and "black codes". The 13th and 15th amendments, sharecropping, and Harriet Tubman.</p>
6	ELA/Social Studies	<p>"Fighting for Freedom Unit: The Underground Railroad before the Civil War Unit: Students will explore through lessons some of the most important catalysts of the underground railroad that helped many Africans escape to freedom in Canada, scaffolding student understanding of African resistance leading up to the Civil War.</p> <p>The establishment of colonies, slave trade routes, cash crops, plantations, daily struggles. The belief that enslaved people were inferior and the racism that contributed to the horrific conditions. Trade routes and triangular trade that included slaves. African Americans serving in the Revolution."</p> <p>The society and culture leading up to the civil war. The cotton gin, Eli Whitney, the increase of slavery, abolitionism, the role of capital and profit, industrialism and immigration. "King Cotton and Life in the South " unit. Southern dependence on agriculture and slavery. Henry Brown and his idea to be mailed to a free state. The lives and struggles of enslaved African Americans. The underground railroad. Sectionalism and the Civil War. Conflicts, compromises, and growing tensions.</p>

		"Black Excellence: From" Whites Only" to" Everyone": The Challenge of Equality amongst African Americans Unit: Students engaged in the time period when freedom did not always mean" free" for African Americans. Students explore racism and segregation of African Americans in everyday life. "
7	ELA/Social Studies	"Amendments: 13, 14 & 15 Unit: Students deepen their understanding of the amendments and how this affected African Americans in reference to voting, equality and treatment.  Open fighting in Kansas, John Brown as abolitionist, the Dredd Scott case, division and outbreak of war, emancipation and way of life during the war, the Emancipation Proclamation, early then radical reconstruction, Fredrick Douglass, the white KKK alliance, the aftermath of reconstruction and difficulty of emancipated individuals to survive with racist policies. Oppression. " "Black Excellence: From" Whites Only" to" Everyone": The Challenge of Equality amongst African Americans Unit: Students engaged in the time period when freedom did not always mean" free" for African Americans. Students explore racism and segregation of African Americans in everyday life. "
8	ELA/Social Studies	The path of slavery in the colonies followed by the abolishment of slavery and difficulties for African Americans that followed, Harriet Tubman, consideration of why it would be important to each state that slavery was ruled upon. The Civil Rights Movement "Civil War Unit: Shaping a "Free" America Unit: Students will gain the knowledge of understanding the roles of African Americans and how their contribution to the Civil War scaffolded changes in "Black Excellence: From" Whites Only" to" Everyone": The Challenge of Equality amongst African Americans Unit: Students engaged in the time period when freedom did not always mean" free" for African Americans. Students explore racism and segregation of African Americans in everyday life. "

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA/Social Studies	"Excerpt on MLK and how he changed laws as well as background information about" "I Have A Dream" and peaceful DC gathering. lesson 1.  Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.
1	ELA/Social Studies	"Mumbet's Declaration of Independence*" by Gretchen Woelfle

		Opal Lee and What It Means to Be Free: The True Story of the Grandmother of Juneteenth by Alice Faye Duncan"
3	ELA/Social Studies	Thurgood Marshall and his role in civil rights and segregation. The laws and government around Brown VS Board of Education. Abraham Lincoln and his role in ending slavery. Fredrick Douglass speaking out against slavery and Harriet Tubman. MLK works for equal rights. Mary McLeod, champion of education.
4	ELA/Social Studies	Americans in history: Rosa Parks, Lincoln, growth of the country in the civil war, as well as slavery, manifest destiny, abolitionists, reconstruction, segregation. The Civil Rights Era. Government and Congressman John Lewis of GA.  Yelitsa Jean-Charles and her line of empowering dolls. Phillis Wheatley, Crispus Attucks. Immigrants and Workers rights. Fredrick Douglass and Sojourner Truth. Movements for reform. Zora Neal Hurston who wrote stories about African American culture, George Washington Carver as a scientist who helped farmers in the southeast, and Kasim Reed elected as Mayor of Atlanta. The English Colonies leading to slavery and the civil war. The southeast after slavery. The culture of the southeast includes Jazz, mostly created by African American musicians. Rosa Parks.  This unit uses the book "The Hope Chest" which brings up women's suffrage, inequality, and addresses the judgment of Black Americans during that time. The girl traveling with her and a man that becomes their support both deal with inequality on a daily basis as they travel to vote. We discuss these differences and challenges as we move through the unit.
5	ELA/Social Studies	The establishment and refining of the colonies, their goods, and the introduction of societal classes and slavery. A unit on the slave trade, defined by northern and southern differences. Daily life and the beginning of the fight for freedom.Excerpt about Oloudah Equiano who was forced onto a ship and auctioned, from his journal. The American Revolution and James Armistead's work as a spy who helped to win a decisive battle. Crispus Attucks in the Boston Massacre. African Americans and their role in the American Revolution, including the failure of the countries to follow through with the freedom earned. African Americans gaining the right to vote, MLK, Fifteenth Ammendment.Benjamin Banneker as surveyor for Washington DC. Slavery spread in 1793 and the cotton gin. Abolitionists, William Lloyd Garrison, Sojourner Truth, Fredrick Douglas. The Kansas-Nebraska Act which allowed people in three territories to decide to practice or not practice slavery which compromised the Missouri Compromise Line. Biddy Mason the first freed female landowner in CA. Civil War and Reconstruction. The fight for voting to determine slavery laws,

		<p>the underground railroad, abolitionists, the road to war, the confederacy, the emancipation proclamation, roles of African Americans during the war, daily lives of soldiers, The Gettysburg Address. The Civil Rights Act of 1866, soldiers enforcing the release of enslaved people, then the beginning of segregation and "black codes". The 13th and 15th amendments, sharecropping, and Harriet Tubman.</p>
6	ELA/Social Studies	<p>"Supreme Court vs. Dred Scott: The Unjust Justice System Unit: Students engage in a mini unit to understand the importance of the roles and views of the Supreme Court towards African Americans that led to unjust rulings that have led to other abolitionists fighting for African American equality.</p> <p>Article 1 Section 2 of Constitution: The Three-Fifths Rule Unit: Students will learn through class discussion and reading about the constitutional injustice of the three-fifths individual rule for African Americans during slavery.</p> <p>The establishment of colonies, slave trade routes, cash crops, plantations, daily struggles. The belief that enslaved people were inferior and the racism that contributed to the horrific conditions. Trade routes and triangular trade that included slaves. African Americans serving in the Revolution."</p> <p>The society and culture leading up to the civil war. The cotton gin, Eli Whitney, the increase of slavery, abolitionism, the role of capital and profit, industrialism and immigration. "King Cotton and Life in the South " unit. Southern dependence on agriculture and slavery. Henry Brown and his idea to be mailed to a free state. The lives and struggles of enslaved African Americans. The underground railroad. Sectionalism and the Civil War. Conflicts, compromises, and growing tensions.</p> <p>"Black Excellence: Understanding Dr. Martin Luther King Jr. and Malcom X Unit: Students explore the life of Emmett Till, an African American who was tragically killed and dismembered by whites in the South to scaffold their understanding of inequality and unfair treatment of blacks. Students explore the lives of Dr. Martin Luther King Jr. and Malcom X as the catalyst of change for African Americans"</p>
7	ELA/Social Studies	<p>"Article 1 Section 2 of Constitution: The Three-Fifths Rule Unit: Students will learn through class discussion and reading about the constitutional injustice of the three-fifths individual rule for African Americans during slavery."</p> <p>Open fighting in Kansas, John Brown as abolitionist, the Dredd Scott case, division and outbreak of war, emancipation and way of life during the war, the Emancipation Proclamation, early then radical reconstruction, Fredrick</p>

		<p>Douglass, the white KKK alliance, the aftermath of reconstruction and difficulty of emancipated individuals to survive with racist policies. Oppression.</p> <p>"Black Excellence: Understanding Dr. Martin Luther King Jr. and Malcom X Unit:</p> <p>Students explore the life of Emmett Till, an African American who was tragically killed and dismembered by whites in the South to scaffold their understanding of inequality and unfair treatment of blacks. Students explore the lives of Dr. Martin Luther King Jr. and Malcom X as the catalyst of change for African Americans"</p>
8	ELA/Social Studies	<p>"Article 1 Section 2 of Constitution: The Three-Fifths Rule Unit: Students will learn through class discussion and reading about the constitutional injustice of the three-fifths individual rule for African Americans during slavery.</p> <p>Life Under Slavery unit."</p> <p>"Civil Rights and the Ku Klux Klan (KKK): The Advancement of White Supremacy to the Derailment of African Americans Unit: Students explore the disadvantages of African Americans in Southern states. Students research deaths of African Americans caused by the Ku Klux Klan and the laws that kept them from justice."</p> <p>"Brown vs. Board of Education Unit: Students explore and discuss African American segregation and the difference in the qualities of education from white and black schools. Students research and discuss Jim Crow and his beliefs on the legitimization of blacks in the South."</p> <p>Black Excellence: Understanding Dr. Martin Luther King Jr. and Malcom X Unit: Students explore the life of Emmett Till, an African American who was tragically killed and dismembered by whites in the South to scaffold their understanding of inequality and unfair treatment of blacks. Students explore the lives of Dr. Martin Luther King Jr. and Malcom X as the catalyst of change for African Americans"</p>

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA/Social Studies	<p>"Excerpt on MLK and how he changed laws as well as background information about" "I Have A Dream"" and peaceful DC gathering. lesson 1.</p> <p>"Students will develop an understanding of the similarities between families now and in the past, including:</p> <ul style="list-style-type: none"> <li>-- Daily life today and in other times</li> <li>-- Cultural origins of customs and beliefs around the world"</li> </ul>

		Participation in the wax museum as a visitor.
1	ELA/Social Studies	Food/Culture: Bring Me Some Apples and I'll Make You a Pie: A Story About Edna Lewis book) "Artist: Picture Study: W.H. Johnson Picture Study: Lois Mailou Jones "Black Wall Street Mansa Musa"
2	ELA/Social Studies	African American inventors, political figures, entertainers that have made significant contributions. We talk about how these contributions are important to our daily lives. Abraham Lincoln and Slavery. Heroes who inspire change (MLK, Harriet Tubman, Wilma Rudolph. The idea of heroes working for social and civil change. Rosa Parks.  Looking at the past- artifacts and documents
3	ELA/Social Studies	The ideas of family and community. How immigrants helped to build our country. Different cultures around the world. George Washington Carver and crop rotation. African American inventors, political figures, entertainers that have made significant contributions. We talk about how these contributions are important to our daily lives. African American inventors, political figures, entertainers that have made significant contributions. We talk about how these contributions are important to our daily lives. Abraham Lincoln and Slavery. Heroes who inspire change (MLK, Harriet Tubman, Wilma Rudolph. The idea of heroes working for social and civil change. Rosa Parks.
4	ELA/Social Studies	Americans in history: Rosa Parks, Lincoln, growth of the country in the civil war, as well as slavery, manifest destiny, abolitionists, reconstruction, segregation. The Civil Rights Era. Government and Congressman John Lewis of GA. Yelitsa Jean-Charles and her line of empowering dolls. Phillis Wheatley, Crispus Attucks. Immigrants and Workers rights. Fredrick Douglass and Sojourner Truth. Movements for reform. Zora Neal Hurston who wrote stories about African American culture, George Washington Carver as a scientist who helped farmers in the southeast, and Kasim Reed elected as Mayor of Atlanta. The English Colonies leading to slavery and the civil war. The southeast after slavery. The culture of the southeast includes Jazz, mostly created by African American musicians. Rosa Parks. From trade to factories in America, and how this impacted immigration of African Americans
5	ELA/Social Studies	The establishment and refining of the colonies, their goods, and the introduction of societal classes and slavery. A unit on the slave trade,

		<p>defined by northern and southern differences. Daily life and the beginning of the fight for freedom. Excerpt about Oloudah Equiano who was forced onto a ship and auctioned, from his journal. The American Revolution and James Armistead's work as a spy who helped to win a decisive battle. Crispus Attucks in the Boston Massacre. African Americans and their role in the American Revolution, including the failure of the countries to follow through with the freedom earned.</p> <p>African Americans gaining the right to vote, MLK, Fifteenth Amendment. Benjamin Banneker as surveyor for Washington DC. Slavery spread in 1793 and the cotton gin. Abolitionists, William Lloyd Garrison, Sojourner Truth, Fredrick Douglass. The Kansas-Nebraska Act which allowed people in three territories to decide to practice or not practice slavery which compromised the Missouri Compromise Line. Biddy Mason the first freed female landowner in CA.</p> <p>Civil War and Reconstruction. The fight for voting to determine slavery laws, the underground railroad, abolitionists, the road to war, the confederacy, the emancipation proclamation, roles of African Americans during the war, daily lives of soldiers, The Gettysburg Address. The Civil Rights Act of 1866, soldiers enforcing the release of enslaved people, then the beginning of segregation and "black codes". The 13th and 15th amendments, sharecropping, and Harriet Tubman.</p>
6	ELA/Social Studies	<p>"The Emancipation Proclamation Unit: Students engage in the early establishments of the United States Government by exploring Abraham Lincoln's issuance of the Emancipation Proclamation, which declared all persons held in slave states.</p> <p>The establishment of colonies, slave trade routes, cash crops, plantations, daily struggles. The belief that enslaved people were inferior and the racism that contributed to the horrific conditions. Trade routes and triangular trade that included slaves. African Americans serving in the Revolution."</p> <p>"Changing Our Story (A): The Life of Rosa Parks Unit: Students engage, discuss, and explore the life of Rosa Parks and learn about her contributions to the advancement of African Americans when racism was at an all-time high."</p> <p>The society and culture leading up to the civil war. The cotton gin, Eli Whitney, the increase of slavery, abolitionism, the role of capital and profit, industrialism and immigration. "King Cotton and Life in the South " unit. Southern dependence on agriculture and slavery. Henry Brown and his idea to be mailed to a free state. The lives and struggles of enslaved African Americans. The underground railroad. Sectionalism and the Civil War. Conflicts, compromises, and growing tensions.</p>
7	ELA/Social Studies	<p>"The Emancipation Proclamation Unit: Students engage in the early establishments of United States Government</p>

		<p>by exploring Abraham Lincoln’s issuance of the Emancipation Proclamation, that declared all persons held in slave states "</p> <p>"Changing Our Story (B): The Life and Death of Medgar Evers Unit: Students learn and discuss the life of Medgar Evers who was known to passionately speak out about racism and white supremacy in the South.</p> <p>Open fighting in Kansas, John Brown as abolitionist, the Dredd Scott case, division and outbreak of war, emancipation and way of life during the war, the Emancipation Proclamation, early then radical reconstruction, Fredrick Douglass, the white KKK alliance, the aftermath of reconstruction and difficulty of emancipated individuals to survive with racist policies. Oppression. "</p>
8	ELA/Social Studies	<p>"The Emancipation Proclamation Unit: Students engage in the early establishments of United States Government by exploring Abraham Lincoln’s issuance of the Emancipation Proclamation, that declared all persons held in slave states "</p> <p>"Black Excellence: Vivian Thomas Unit: Students explore African-American surgeon Vivian Thomas who developed a procedure that was used to treat blue baby syndrome that had caused many deaths during the 1940’s.</p>

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA/Social Studies	Students will identify types of human settlement, connections between settlements, and the types of activities found in each.
1	ELA/Social Studies	Art: Alma Thomas (Ablaze with Color Book) "Art and Picture Studies: Augusta Savage, Jacob Lawrence, Horace Pippin, Romare Bearden, Henry Ossawa Tanner, Joshua Johnson, Prince Demah, and Faith Ringgold"
2	ELA/Social Studies	African American inventors, political figures, entertainers that have made significant contributions. We talk about how these contributions are important to our daily lives. Abraham Lincoln and Slavery. Heroes who inspire change (MLK, Harriet Tubman, Wilma Rudolph. The idea of heroes working for social and civil change. Rosa Parks.  Looking at the past- artifacts and documents
3	ELA/Social Studies	In the EL curriculum we read the book More Than Anything Else which touches on the subject of Booker T Washington and working in the salt



		<p>mines with no education.</p> <p>Thurgood Marshall and his role in civil rights and segregation. The laws and government around Brown VS Board of Education. Abraham Lincoln and his role in ending slavery. Fredrick Douglass speaking out against slavery and Harriet Tubman. MLK works for equal rights.</p> <p>Mary McLeod, champion of education. Phillis Wheatley, her poems about faith, slavery, and current political climate.</p>
4	ELA/Social Studies	<p>Focus on poet: Walter Dean Myers for most of the unit. Student in the book is writing about meeting Walter Dean Myers and being inspired by Walter Dean Myers for the climax of the book.</p> <p><a href="https://drive.google.com/file/d/1vtZdynxEJKsVrUgctdS359nSOaxzxPGc/view?usp=drive_web&amp;authuser=0">https://drive.google.com/file/d/1vtZdynxEJKsVrUgctdS359nSOaxzxPGc/view?usp=drive_web&amp;authuser=0</a> He was a doctor and wrote poetry in his spare time! We also use his poems to analyze his life through the book:</p> <p><a href="https://www.amazon.com/River-Words-William-Carlos-Williams/dp/0802853021">https://www.amazon.com/River-Words-William-Carlos-Williams/dp/0802853021</a></p> <p>Americans in history: Rosa Parks, Lincoln, growth of the country in the civil war, as well as slavery, manifest destiny, abolitionists, reconstruction, segregation. The Civil Rights Era. Government and Congressman John Lewis of GA."</p> <p>Yelitsa Jean-Charles and her line of empowering dolls. Phillis Wheatley, Crispus Attucks. Immigrants and Workers rights. Fredrick Douglass and Sojourner Truth. Movements for reform. Zora Neal Hurston who wrote stories about African American culture, George Washington Carver as a scientist who helped farmers in the southeast, and Kasim Reed elected as Mayor of Atlanta. The English Colonies leading to slavery and the civil war. The southeast after slavery. The culture of the southeast includes Jazz, mostly created by African American musicians. Rosa Parks.</p> <p>From trade to factories in America, and how this impacted immigration of African Americans</p>
5	ELA/Social Studies	<p>The establishment and refining of the colonies, their goods, and the introduction of societal classes and slavery. A unit on the slave trade, defined by northern and southern differences. Daily life and the beginning of the fight for freedom.Excerpt about Oloudah Equiano who was forced onto a ship and auctioned, from his journal. The American Revolution and James Armistead's work as a spy who helped to win a decisive battle. Crispus Attucks in the Boston Massacre. African Americans and their role in the American Revolution, including the failure of the countries to follow through with the freedom earned.</p> <p>African Americans gaining the right to vote, MLK, Fifteenth Ammendment.Benjamin Banneker as surveyor for Washington DC. Slavery</p>

		<p>spread in 1793 and the cotton gin. Abolitionists, William Lloyd Garrison, Sojourner Truth, Fredrick Douglas. The Kansas-Nebraska Act which allowed people in three territories to decide to practice or not practice slavery which compromised the Missouri Compromise Line. Biddy Mason the first freed female landowner in CA.</p> <p>Civil War and Reconstruction. The fight for voting to determine slavery laws, the underground railroad, abolitionists, the road to war, the confederacy, the emancipation proclamation, roles of African Americans during the war, daily lives of soldiers, The Gettysburg Address. The Civil Rights Act of 1866, soldiers enforcing the release of enslaved people, then the beginning of segregation and "black codes". The 13th and 15th amendments, sharecropping, and Harriet Tubman.</p>
6	ELA/Social Studies	<p>"African Labor: Enriching the New World Unit: Students go in depth to understand the history of the enslaved people and how it helped to build the early infrastructures and commodities of early North America.</p> <p>The establishment of colonies, slave trade routes, cash crops, plantations, daily struggles. The belief that enslaved people were inferior and the racism that contributed to the horrific conditions. Trade routes and triangular trade that included slaves. African Americans serving in the Revolution."</p> <p>The society and culture leading up to the civil war. The cotton gin, Eli Whitney, the increase of slavery, abolitionism, the role of capital and profit, industrialism and immigration. "King Cotton and Life in the South " unit. Southern dependence on agriculture and slavery. Henry Brown and his idea to be mailed to a free state. The lives and struggles of enslaved African Americans. The underground railroad. Sectionalism and the Civil War. Conflicts, compromises, and growing tensions.</p> <p>"Black Excellence: Black Lives Matter Protests: The Fight for Equality Unit: Students explore recent protests and inequalities of modern time and compare them to previous years to scaffold their understanding of the importance of equality amongst African Americans."</p>
7	ELA/Social Studies	<p>"African Cooking Unit: (Civics and Economics) Students engage in lessons that help them understand culture through African-American dishes, and influences of Native American foods.</p> <p>Open fighting in Kansas, John Brown as abolitionist, the Dredd Scott case, division and outbreak of war, emancipation and way of life during the war, the Emancipation Proclamation, early then radical reconstruction, Fredrick Douglass, the white KKK alliance, the aftermath of reconstruction and difficulty of emancipated individuals to survive with racist policies. Oppression.</p>

		"Black Excellence: Black Lives Matter Protests: The Fight for Equality Unit: Students explore recent protests and inequalities of modern time and compare them to previous years to scaffold their understanding of the importance of equality amongst African Americans."
8	ELA/Social Studies	"African American Culture: Jumping the Broom: From Slavery to Tradition Unit: Students engage and discuss African American culture and customs that were passed down from slavery, but still hold a sentimental value for modern-day African-Americans."  "Black Excellence: Black Lives Matter Protests: The Fight for Equality Unit: Students explore recent protests and inequalities of modern time and compare them to previous years to scaffold their understanding of the importance of equality amongst African Americans."  Life Under Slavery unit."

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA/Social Studies	Excerpt on MLK speech and gathering to change laws for equality.  Chapter 6 Lesson 2: Booker T Washington as a leader. Lesson 3: MLK as a leader and hero.  Students will develop an awareness of major events and people in United States and Delaware history. -- Who lives here and how did they get here? (immigrants, demographics, ethnic and religious groups) -- Important people in our past -- Different kinds of communities in Delaware and the United States"
1	ELA/Social Studies	"Black inventors: Garrett Morgan – traffic signal  J.L. Love – invented pencil sharpener" "J Lee – bread-kneading machine Marie Van Brittan Brown- security cameras George Crum- Potato Chips (George Crum and the Saratoga Chip book)"
2	ELA/Social Studies	The ideas of family and community. How immigrants helped to build our country. Different cultures around the world. George Washington Carver and crop rotation.  African American inventors, political figures, entertainers that have made significant contributions. We talk about how these contributions are

		<p>important to our daily lives. Abraham Lincoln and Slavery. Heroes who inspire change (MLK, Harriet Tubman, Wilma Rudolph. The idea of heroes working for social and civil change. Rosa Parks.</p> <p>African American engineers and scientists.</p> <p>John Henry as a tall tale. Celebrating freedom and remembering African American Heros. Jackie Robinson excerpt.</p>
3	ELA/Social Studies	<p>Thurgood Marshall and his role in civil rights and segregation. The laws and government around Brown VS Board of Education. Abraham Lincoln and his role in ending slavery. Fredrick Douglass speaking out against slavery and Harriet Tubman. MLK works for equal rights.</p> <p>Jacob Lawrence who documented African American life and migration through realism paintings and Louis Armstrong who changed music through Jazz, both changing the arts forever. Mary McLeod, champion of education. Phillis Wheatley, her poems about faith, slavery, and current political climate.</p>
4	ELA/Social Studies	<p>Americans in history: Rosa Parks, Lincoln, growth of the country in the civil war, as well as slavery, manifest destiny, abolitionists, reconstruction, segregation. The Civil Rights Era. Government and Congressman John Lewis of GA.</p> <p>Yelitsa Jean-Charles and her line of empowering dolls. Phillis Wheatley, Crispus Attucks. Immigrants and Workers rights. Fredrick Douglass and Sojourner Truth. Movements for reform. Zora Neal Hurston who wrote stories about African American culture, George Washington Carver as a scientist who helped farmers in the southeast, and Kasim Reed elected as Mayor of Atlanta. The English Colonies leading to slavery and the civil war. The southeast after slavery. The culture of the southeast includes Jazz, mostly created by African American musicians. Rosa Parks.</p>
5	ELA/Social Studies	<p>The establishment and refining of the colonies, their goods, and the introduction of societal classes and slavery. A unit on the slave trade, defined by northern and southern differences. Daily life and the beginning of the fight for freedom.Excerpt about Oloudah Equiano who was forced onto a ship and auctioned, from his journal. The American Revolution and James Armistead's work as a spy who helped to win a decisive battle. Crispus Attucks in the Boston Massacre. African Americans and their role in the American Revolution, including the failure of the countries to follow through with the freedom earned.</p> <p>African Americans gaining the right to vote, MLK, Fifteenth Ammendment.Benjamin Banneker as surveyor for Washington DC. Slavery spread in 1793 and the cotton gin. Abolitionists, William Lloyd Garrison,</p>

		<p>Sojourner Truth, Fredrick Douglas. The Kansas-Nebraska Act which allowed people in three territories to decide to practice or not practice slavery which compromised the Missouri Compromise Line. Biddy Mason the first freed female landowner in CA.</p> <p>Civil War and Reconstruction. The fight for voting to determine slavery laws, the underground railroad, abolitionists, the road to war, the confederacy, the emancipation proclamation, roles of African Americans during the war, daily lives of soldiers, The Gettysburg Address. The Civil Rights Act of 1866, soldiers enforcing the release of enslaved people, then the beginning of segregation and "black codes". The 13th and 15th amendments, sharecropping, and Harriet Tubman.</p>
6	ELA/Social Studies	<p>"African History: Our Oral History Unit: Students engage in lessons that help to scaffold them to understanding the disadvantages of African-American history, as the information is very limited due to slavery and the mistreatment of African-Americans in early United States History.</p> <p>The establishment of colonies, slave trade routes, cash crops, plantations, daily struggles. The belief that enslaved people were inferior and the racism that contributed to the horrific conditions. Trade routes and triangular trade that included slaves. African Americans serving in the Revolution."</p> <p>"African-American Firsts: The Arts Unit: Students gain an understanding of African-American history through exploration of African American poetry, art and literature from some of the first African-American catalysts that has shaped the history of the arts such as: Lucy Terry, Joshua Johnston and Phillis Wheatley.</p> <p>"Voting Rights of 1965 Unit: Students engage and research public law which prohibits discrimination on the basis of race, color, religion, sex, or national origin. Students engage and discuss the discriminatory voting practices in Southern States due to White Supremacy against African Americans.</p> <p>The society and culture leading up to the civil war. The cotton gin, Eli Whitney, the increase of slavery, abolitionism, the role of capital and profit, industrialism and immigration. ""King Cotton and Life in the South"" unit. Southern dependence on agriculture and slavery. Henry Brown and his idea to be mailed to a free state. The lives and struggles of enslaved African Americans. The underground railroad. Sectionalism and the Civil War. Conflicts, compromises, and growing tensions."</p>
7	ELA/Social Studies	<p>"African History: Our Oral History Unit: Students engage in lessons that helps to scaffold them to understanding the disadvantages of African-American history, as the information is very limited</p>

		<p>due to slavery and the mistreated of African-Americans in early United States History"</p> <p>"Voting Rights of 1965 Unit: Students engage and research public law which prohibits discrimination on the basis of race, color, religion, sex, or national origin. Students engage and discuss the discriminatory voting practices in Southern States due to White Supremacy against African Americans.</p> <p>Open fighting in Kansas, John Brown as abolitionist, the Dredd Scott case, division and outbreak of war, emancipation and way of life during the war, the Emancipation Proclamation, early then radical reconstruction, Fredrick Douglass, the white KKK alliance, the aftermath of reconstruction and difficulty of emancipated individuals to survive with racist policies. Oppression. "</p> <p>Black Excellence: A New Day: The First African-American President Barack Obama Unit: Students research, discuss, and compare the advancements of African-Americans in the United States from previous years until now. Students will discuss and explore many disadvantages of African Americans that still exist in modern times in the fight for equality for all."</p>
8	ELA/Social Studies	<p>"African History: Our Oral History Unit: Students engage in lessons that helps to scaffold them to understanding the disadvantages of African-American history, as the information is very limited due to slavery and the mistreated of African-Americans in early United States History</p> <p>The path of slavery in the colonies followed by the abolishment of slavery and difficulties for African Americans that followed, Harriet Tubman, consideration of why it would be important to each state that slavery was ruled upon. The Civil Rights Movement"</p> <p>"The Civil Rights Act of 1964: Equality Unit: Voting Rights of 1965 Unit: Students engage and research public law which prohibits discrimination on the basis of race, color, religion, sex, or national origin. Students engage and discuss the discriminatory voting practices in Southern States due to White Supremacy against African Americans."</p>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
08/18/2023	Introduction to staff of legislation, MCR's, and general requirements. Presentation of implementation processes for grade bands, examples of implementation in grade bands, activity with MCRs posted for teachers to document with their grade bands, how they will implement each MCR within their grade level, then returning for sharing out and discussing this year's implementation, responding to questions, sharing out strategies, and ending with resources provided.

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Dr. Deangelo Eley

**Position:** Supervisor of Diversity, Equity, and Inclusion

**Email:** [Deangelo.eley@appo.k12.de.us](mailto:Deangelo.eley@appo.k12.de.us)

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students’ reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students’ respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

**District**

- Continue to collaborate with K-12 educators in the district to determine how we are already addressing the HB 198 curricular and instructional initiatives.
- Connecting with the strategic plan of buildings.
- Working with the Appoquinimink School District Equity and Student Services team to tailor future teacher professional development around HB 198.
- Working with K-12 school librarians to increase diversity of the books and resources available to teachers and students.
- District HB198 Implementation Team (representations from community members, school board, administrators, staff, students, curriculum directors/coordinators, and higher education institutions).



## Social Studies

- Purchased updated consumable resources for the high school African American History course.
- Piloting AP African American Studies course 2023/24.
- Lessons to address curricula required under this section:
  - “How to be an anti-Racist” (Ibram Kendi) - excerpt mini-lesson: (9th Grade Civics)
  - Unit 5, Political Participation, use of social movements as a means to achieve equality (AP Government)
  - Decolonization of Africa (AP World History)
  - Voting Rights and Representation in Government (Reconstruction & Civil Rights) (African American History)
  - Comparative analysis of minority rights through the BLM Movement/ MLK, Jr. (7<sup>th</sup> Grade Civics)
  - March on Washington - Intro to Unit 4: Active Participation (9th Grade Civics)
  - Civil Rights Movements: Then and Now (African American History)
  - Unit 3 Project: This is My Culture (9th Grade Geography)
  - Unit 3 Lesson: Shirley Bulah (Jim Crow, Plessy v. Ferguson, Brown v. Board) (7<sup>th</sup> Grade Civics)
  - Lesson: Redlining (9th Grade Civics)
  - Lesson: Gerrymandering (AP Government)
  - World Conflicts - Holocaust and Decolonization: Genocide (AP World History)
  - Unit 14 Social Psychology: In-Group/Out-Group Bias and its relationship to creating
  - Stereotypes, Prejudice, and Discrimination (AP Psychology)
  - Research black civil rights leaders (7th Grade Civics)
  - Bi-Weekly spotlight on contemporary and historical political leaders from diverse backgrounds (AP Government)

## ELA

- Collaboration with University of Delaware: Dr. William Lewis (professor of literacy education) and Jill Flynn (professor of English, multicultural education, racial literacy, anti-racist education) to build equity text sets and train secondary ELA teachers on critical conversations related to race in the classroom.
  - Dr. Lewis, Dr. Flynn and I are presenting our work at this year’s NCTE Conference along with four district teachers.
  - Inclusion of diverse novels associated with each ELA at each 6-12 grade level
    - Ghost-Jason Reynolds
    - Brown Girl Dreaming- Jacqueline Woodson
    - March Forward Girl: Melba Patillo
    - March Book 1- John Lewis
    - Underground Railroad- Colson Whitehead
    - The Warmth of Other Suns- Isabel Wilkerson

## Science

- Continue to collaborate with K-12 science educators to determine where and how we are already addressing the HB 198 curricular and instructional initiatives.
- Continued focus on contributions to science in identified units in elementary science programs (e.g. K, Speed and Direction; 1st, Parts of Animals, etc.)

- Allocating time during PLC conversations with secondary science teachers to revise and/or update our curriculum to reflect contributions to the field of science and scientific knowledge base.
  - Where possible, implementing those revisions/updates in the second semester, esp. in semester-based courses.

**World Language/Immersion**

- Working with DDOE to train teachers on interculturality and cultural competencies.
- Integrating DSU course into Immersion Curriculum which recognizes global perspectives on interculturality.
- Integrating culturally responsive teaching into the curriculum.
- Enable students to understand the ramifications of prejudice, racism, and stereotyping through curriculum.

**Performing Arts**

- Teachers have engaged in discussions to share lessons and repertoire that teach Black history in the performing arts.
- Teachers discussed opportunities to increase students’ understanding of contributions by Black musicians and actors.
- Curriculum resources were purchased for elementary music to provide lesson plans that are appropriate for younger learners.
- Teachers met with the Department of Education’s Visual and Performing Arts Associate to receive professional development on teaching Black history in the arts.

**Visual Arts**

- Time has been dedicated for teachers to discuss and share lessons on Black history in visual art that are currently being taught.
- Time has been dedicated for teachers to collaborate on future opportunities to increase students’ understanding of contributions by Black artists in American art.
- Curriculum resources were purchased for elementary visual art with lesson plans that are appropriate for younger learners.
- Teachers met with the Department of Education’s Visual and Performing Arts Associate to receive professional development on teaching Black history in the arts.

**K-12 Black History Content Implementations**

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

**Implementation Summary Table**

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X	X		X	X	X	X
b. The significance of enslavement in the development of the American economy.					X				X	X	X	X	X
c. The relationship between white supremacy, racism, and American slavery.					X			X			X	X	X
d. The central role racism played in the Civil War.								X	X	X	X	X	X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.				X				X	X	X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X		X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.			X	X	X	X		X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X		X	X	X	X	X	X

**Minimum Content Requirement**

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	<ul style="list-style-type: none"> <li>● African Music and Storytelling: Paco Demba Samb (Master hand drummer from Senegal)</li> </ul>
1	Social Studies	<ul style="list-style-type: none"> <li>● African Music and Storytelling: Paco Demba Samb (Master hand</li> </ul>

		drummer from Senegal)
2	Social Studies	<ul style="list-style-type: none"> <li>● African Music and Storytelling: Paco Demba Samb (Master hand drummer from Senegal)</li> <li>● Picture Book Lesson: <i>Anansi and the Golden Pot</i></li> </ul>
3	Social Studies	<ul style="list-style-type: none"> <li>● African Music and Storytelling: Paco Demba Samb (Master hand drummer from Senegal)</li> </ul>
4	Social Studies	<ul style="list-style-type: none"> <li>● African Music and Storytelling: Paco Demba Samb (Master hand drummer from Senegal)</li> <li>● Unit 2 Lesson 1: Ways of Thinking About People and Places in the Past</li> </ul>
5		<ul style="list-style-type: none"> <li>● African Music and Storytelling: Paco Demba Samb (Master hand drummer from Senegal)</li> </ul>
6	Social Studies	<ul style="list-style-type: none"> <li>● Discovery Education: Unit 4.1: Geography of Egypt</li> <li>● Discovery Education: Unit 4.2: Egyptian Society</li> <li>● Discovery Education: Unit 4.3: Egyptian Innovations and Contributions</li> <li>● African Slave Traditions Live on in the United States CNN (Article and Videos to create Lesson)</li> <li>● Discovery Education: Unit 5.1: Kush Geography and Society</li> <li>● Discovery Education: Unit 5.2: Phoenicia's Geography and Society</li> </ul>
6	Math	<ul style="list-style-type: none"> <li>● U6: Lesson 2: The African Salt Trade</li> <li>● U7: Lesson 5: Ghana Empire and North African trade economy</li> </ul>
7	World Language	<ul style="list-style-type: none"> <li>● French: Level 1, pre-unit- Francophone identities/African roots of language</li> </ul>
9	Social Studies	<ul style="list-style-type: none"> <li>● The documentary "Guns, Germs and Steel, Ep. 3" to highlight the culture and contributions of the Koi Sand people and Zulu Nation in South Africa</li> </ul>
9	World Language	<ul style="list-style-type: none"> <li>● French 1: Unit 1, French Guyana</li> </ul>
10	World Language	<ul style="list-style-type: none"> <li>● Spanish - Unit 2: Migration from Africa to Latin America</li> </ul>
11	ELA	<ul style="list-style-type: none"> <li>● On Being Brought from Africa to America: Phyllis Wheatley</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>● Mansa Musa Case Study (AP Modern World History)</li> <li>● Unit 1: African Origins/Beginnings in Africa: (African American History)</li> <li>● Unit 1: origins of the African Diaspora (AP African American Studies)</li> </ul>
12	World Language	<ul style="list-style-type: none"> <li>● AP: Personal and Public Identities</li> </ul>

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	<ul style="list-style-type: none"> <li>Unit 4 Enslavement: Lesson 1-Seeking Solutions to the Labor Problem in the Colonies</li> <li>Unit 4 Enslavement: Lesson 2-Enslavement in History</li> <li>Unit 4 Enslavement: Lesson 3-The Case of John Punch,et. al.</li> <li>Unit 4 Enslavement: Lesson 4-The Middle Passage</li> <li>Unit 4 Enslavement: Lesson 5- Hidden History: Oladudah Equiano</li> <li>Unit 4 Enslavement: Lesson 6 -Resistance to Enslavement</li> </ul>
8	Social Studies	<ul style="list-style-type: none"> <li>Unit 1: Development of regional differences in early U.S. history</li> </ul>
9	Social Studies	<ul style="list-style-type: none"> <li>Unit 7 - The transition of the American economy from the primary to the secondary sectors highlights a shift from agriculture to industry (AP HuG)</li> <li>Dynamic Process Unit (Resistance to giving up slave-based labor) (AP HuG)</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>Unit 1: Creation of the Constitution - 3/5 compromise (AP Gov)</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>Unit 2: 1607 - 1754 (APUSH)</li> <li>Unit 3: 1754 - 1800 (APUSH)</li> <li>Unit 4: 1800 - 1848 (APUSH)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>Slave Trade (exploration and imperialism) (African American History)</li> <li>Transatlantic Slave Trade, Colonial America, &amp; American Revolution, Civil Rights Unit (African American History)</li> <li>Triangular trade, indentured servitude and the creation of slavery, roles African-Americans played in the fight for freedom and building a new American government (ex: Phillis Wheatley), the wealth gap and how it relates to reconstruction. (African American History)</li> <li>Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies)</li> </ul>

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	<ul style="list-style-type: none"> <li>Unit 4 Enslavement: Lesson 1-Seeking Solutions to the Labor Problem in the Colonies</li> <li>Unit 4 Enslavement: Lesson 2-Enslavement in History</li> <li>Unit 4 Enslavement: Lesson 3-The Case of John Punch,et. al.</li> <li>Unit 4 Enslavement: Lesson 4-The Middle Passage</li> <li>Unit 4 Enslavement: Lesson 5- Hidden History: Oladudah Equiano</li> <li>Unit 4 Enslavement: Lesson 6 -Resistance to Enslavement</li> </ul>

7	Social Studies	<ul style="list-style-type: none"> <li>● Court Cases and Case Studies: Bulah/Brown vs. Board/Jim Crow/13th&amp;14th amendments; Tulsa Oklahoma Race Massacre 1921, segregation as a violation of minority rights</li> <li>● Civics St. 2 Lesson 6: The Constitution and Enslavement</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>● Unit 3 background information, Brown v. Board of Education (AP Gov)</li> <li>● Unit Three - Dred Scott Decision precursor to 14th Amendment (AP Gov)</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>● Unit 2: 1607 - 1754 (APUSH)</li> <li>● Unit 3: 1754 - 1800 (APUSH)</li> <li>● Unit 4: 1800 - 1848 (APUSH)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>● Unit 5: Imperialism (White Man's Burden) (World History)</li> <li>● All Units: (African American History)</li> <li>● Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies)</li> <li>● Unit 3: The Practice of Freedom (AP African American Studies)</li> <li>● Unit 4: Movements and Debates (AP African American Studies)</li> </ul>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
7	Social Studies	<ul style="list-style-type: none"> <li>● Civics St. 2 Lesson 6: The Constitution and Enslavement</li> </ul>
8	Social Studies	<ul style="list-style-type: none"> <li>● Unit 2 (Sectionalism)</li> <li>● Unit 3 (Civil War) <ul style="list-style-type: none"> <li>○ Causes of the Civil War</li> </ul> </li> <li>● DWP5b: Fort Sumter Lesson</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>● Unit 3: Civil War Amendments (AP Gov)</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>● Unit 5: 1844 - 1877 (APUSH)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>● African Americans on the Road to Freedom/ Antebellum &amp; Civil War (African American History)</li> <li>● Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies)</li> </ul>

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
3	Social Studies	<ul style="list-style-type: none"> <li>● Civics Unit: Rights, Responsibilities, Privileges (Rosa Parks, MLK, Ruby Bridges)</li> <li>● Picture Book Lesson: <i>Let the Children March</i></li> </ul>

7	Social Studies	<ul style="list-style-type: none"> <li>● Shirley Bulah Case and connection to Brown v. Board, Jim Crow laws, segregation as a violation of minority rights;</li> <li>● Discovery Education Ch. 3.3: 14th Amendment; Ch. 3.4: Civil Rights and Civil Liberties; Equal Protection Clause</li> <li>● Civics St. 1 Lesson 2: Preamble Paideia</li> <li>● Civics St. 2 Lesson 6: The CONstitution and Enslavement</li> <li>● Civics St. 2 Lesson 7: Our Nation’s Report Card</li> <li>● Civics St. 3 Lesson 1: No Room at the Inn</li> <li>● Civics St. 3 Lesson 2: Mendez and “the greatest civil rights issue of our time”</li> <li>● Civics St. 3 Lesson 3: From Runaround to Remedy</li> <li>● Civics St. 3 Lesson 6: At the Hands of Persons Unknown: The Case of George White”</li> <li>● Civics St. 3 Lesson 7: Jury Duty</li> <li>● Civics St. 3 Lesson 12: Equity for the Taking</li> <li>● Civics St. 3 Lesson 13: Not for Sale</li> </ul>
8	Social Studies	<ul style="list-style-type: none"> <li>● Unit 1 (Slavery and the Constitution)</li> <li>● Unit 3 (Reconstruction)</li> </ul>
8	ELA	<ul style="list-style-type: none"> <li>● Narrative of the Life of Frederick Douglass; from: Harriet Tubman: Conductor on the Underground Railroad;</li> </ul>
9	Social Studies	<ul style="list-style-type: none"> <li>● Unit 6 - Urbanization Patterns and Processes - Topic 6.10 - Challenges of Urban Changes - ---Use of restrictive covenants to restrict African Americans from purchasing properties in white neighborhoods AP Human Geography)</li> </ul>
9	ELA	<ul style="list-style-type: none"> <li>● I Have a Dream: Martin Luther King</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>● Unit 3: Letter from Birmingham Jail (AP Gov)</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>● Unit 5: 1844 - 1877 (APUSH)</li> <li>● Unit 6: 1865 - 1898 (APUSH)</li> <li>● Unit 7: 1890 - 1945 (APUSH)</li> <li>● Unit 8: 1945 - 1980 (APUSH)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>● The Road Ahead/Reconstruction &amp; Jim Crow (African American History)</li> <li>● Unit 1: History of Psychology: Contributions to Research and Academia (Psychology/AP Psychology)</li> <li>● Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies)</li> <li>● Unit 3: The Practice of Freedom (AP African American Studies)</li> <li>● Unit 4: Movements and Debates (AP African American Studies)</li> </ul>

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 2 (Five Senses-Lesson 7: Ray Charles)</li> <li>● CKLA Unit 4 (Plants-Lesson 11: George Washington Carver)</li> <li>● CKLA Unit 12 (Presidents and American Symbols)- Learn about Barack Obama</li> </ul>
K	Science	<ul style="list-style-type: none"> <li>● Scientist Spotlight - Katherine Johnson</li> </ul>
K	Music	<ul style="list-style-type: none"> <li>● Black composers in Composer of the Month lessons</li> <li>● Quaver Ed “When the Saints go Marching In” (Jazz, Freedom Songs, Louis Armstrong)</li> </ul>
1	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 1: Fables and Stories (Anansi the Spider: An African Folktale)</li> </ul>
1	Social Studies	<ul style="list-style-type: none"> <li>● Picture Book Lesson: Let Freedom Sing</li> <li>● Picture Book Lesson: Have you Thanked an Inventor Today?</li> </ul>
1	Performing Arts	<ul style="list-style-type: none"> <li>● Black composers in Composer of the Month lessons</li> <li>● Quaver Ed “When the Saints go Marching In” (Jazz, Freedom Songs, Louis Armstrong)</li> </ul>
1	Visual Art	<ul style="list-style-type: none"> <li>● Black artists in Artist of the Month lessons</li> </ul>
2	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 9-The U.S. Civil War (Harriet Tubman, Underground Railroad, the North’s victory reunited the North and South as one country and ended slavery)</li> </ul>
2	Social Studies	<ul style="list-style-type: none"> <li>● Picture Book Lesson(Civics)-The Vast Wonder of the World: Ernest Everett Just</li> </ul>
2	Science	<ul style="list-style-type: none"> <li>● Scientist Spotlight - Lloyd Augustus</li> </ul>
2	Performing Arts	<ul style="list-style-type: none"> <li>● Black composers in Composer of the Month lessons</li> <li>● Quaver Ed “When the Saints go Marching In” (Jazz, Freedom Songs, Louis Armstrong)</li> </ul>
2	Visual Art	<ul style="list-style-type: none"> <li>● Black artists in Artist of the Month lessons</li> </ul>
3	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 7 - Astronomy: Lesson 16- (Learn about Mae Jemison’s life)</li> </ul>
3	Social Studies	<ul style="list-style-type: none"> <li>● Civics Unit: Rights, Responsibilities, Privileges (Rosa Parks, MLK, Ruby Bridges)</li> <li>● Picture Book Lesson: <i>Let the Children March</i></li> <li>● Picture Book Lesson: <i>Fearless Mary-American Stagecoach Driver</i> (Mary Fields)</li> </ul>
3	Science	<ul style="list-style-type: none"> <li>● Scientist Spotlight - George Washington Carver</li> </ul>



3	Performing Arts	<ul style="list-style-type: none"> <li>● Black composers in Composer of the Month lessons</li> <li>● Quaver Ed “When the Saints go Marching In” (Jazz, Freedom Songs, Louis Armstrong)</li> </ul>
3	Visual Art	<ul style="list-style-type: none"> <li>● Black artists in Artist of the Month lessons</li> </ul>
4	Social Studies	<ul style="list-style-type: none"> <li>● Unit 1 Lesson 1-Garrett Morgan</li> <li>● Unit 1 lesson 4-Rosa Parks</li> <li>● Unit 4 Enslavement: Lesson 3-The Case of John Punch,et. al.</li> <li>● Unit 4 Enslavement: Lesson 5- Hidden History: Oladudah Equiano</li> </ul>
4	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 1: Personal Narratives Lesson 3 - (Learn about Condoleezza Rice)</li> <li>● CKLA Unit 3: Poetry (A few of the poems in the unit are written by African American poets)</li> <li>● CKLA Unit 7: The American Revolution (Unsung Heroes: James Armistead, Elizabeth Freeman)</li> </ul>
4	Science	<ul style="list-style-type: none"> <li>● Scientist Spotlight - Lloyd Augustus Hall</li> </ul>
4	Performing Arts	<ul style="list-style-type: none"> <li>● Black composers in Composer of the Month lessons</li> <li>● Quaver Ed “When the Saints go Marching In” (Jazz, Freedom Songs, Louis Armstrong)</li> </ul>
4	Visual Art	<ul style="list-style-type: none"> <li>● Black artists in Artist of the Month lessons</li> </ul>
5	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 1: Personal Narratives Lesson 11 (Rosa Parks)</li> <li>● CKLA Unit 3: Poetry (African American poets - i.e. Langston Hughes)</li> </ul>
5	Science	<ul style="list-style-type: none"> <li>● Scientist Spotlight - Neil DeGrasse Tyson</li> <li>● Economics and Geography Lessons being created for 23-24 school year</li> </ul>
6	ELA	<ul style="list-style-type: none"> <li>● Finding Your Voice Unit : Brown Girl Dreaming-Jacqueline Woodson, Words Like Freedom: Langston Hughes</li> </ul>
6	Visual and Performing Arts	<ul style="list-style-type: none"> <li>● MS Band: Introductions of Jazz Music - Blues Genre - Rock n' Roll - R&amp;B - Variety of content both in concert repertoire and existing method books - Connections to local establishments that were key in the history of African American present in Delaware.</li> <li>● MS Band: Connections to current repertoire - analyzing relation to genres of music pioneered by African Americans such as jazz &amp; blues leading to development of rock n' roll, R&amp;B etc. Connections to Delaware's own performers past and present (Cab Calloway, Fostina Dixon, Bob Marley) - Connections to local landmarks of historical nature such as Rosedale Beach - Current Festivals (Wilmington Jazz Festival, Clifford Brown Jazz Festival etc..)</li> </ul>
6	Math	<ul style="list-style-type: none"> <li>● U2: Lesson 8 Ron Buckmire</li> </ul>

		<ul style="list-style-type: none"> <li>● U4: Sub-Unit 2 Antoinette Clinton</li> <li>● U5: Lesson 6 Mary Deconge-Watson</li> </ul>
6	Performing Arts	<ul style="list-style-type: none"> <li>● Black composers in Composer of the Month lessons</li> <li>● Quaver Ed “When the Saints go Marching In” (Jazz, Freedom Songs, Louis Armstrong)</li> </ul>
6	Visual Art	<ul style="list-style-type: none"> <li>● Black artists in Artist of the Month lessons</li> </ul>
7	Social Studies	<ul style="list-style-type: none"> <li>● Brown v Board/Shirley Bulah/Black Heroes Project during Black History Month/Econ: -Economic Freedoms: Equal Property Rights ; The second line tradition of New Orleans (EMMS), Civil Rights Leaders/Movement in unit on Minority Rights</li> </ul>
7	Math	<ul style="list-style-type: none"> <li>● U3 Lesson 21 Bob Moses</li> <li>● U5: Lesson 16 Ebony Washington</li> <li>● U8: Lesson 18 Gladys West</li> </ul>
7	Visual and Performing Arts	<ul style="list-style-type: none"> <li>● MS Band: Introductions of Jazz Music - Blues Genre - Rock n' Roll - R&amp;B - Variety of content both in concert repertoire and existing method books - Connections to local establishments that were key in the history of African American present in Delaware.</li> <li>● MS Band: Connections to current repertoire - analyzing relation to genres of music pioneered by African Americans such as jazz &amp; blues leading to development of rock n' roll, R&amp;B etc.. Connections to Delaware's own performers past and present ( Cab Calloway, Fostina Dixon, Bob Marley) - Connections to local landmarks of historical nature such as Rosedale Beach - Current Festivals (Wilmington Jazz Festival, Clifford Brown Jazz Festival etc..)</li> </ul>
8	Social Studies	<ul style="list-style-type: none"> <li>● Unit 2 (African American Culture)</li> </ul>
8	Math	<ul style="list-style-type: none"> <li>● U1: Lesson 1 Jelani Nelson</li> <li>● U1: Lesson 28 Warren Washington</li> <li>● U2: Sub-Unit 3 Day Zero</li> <li>● U3: Lesson 1 Blues &amp; Jazz</li> <li>● U3: Sub-Unit 1</li> <li>● U3: Sub-Unit 2</li> <li>● U3 Sub-Unit 3: Ray Charles, Miles Davis, B.B. King, Nina Simone, Gladys Knight</li> <li>● U3: Lesson 18: Center of Blues</li> <li>● U5 Lesson 17 Katherine Johnson</li> </ul>
9	Social Studies	<ul style="list-style-type: none"> <li>● Unit 3 - Cultural Patterns &amp; Processes - Folk v. Popular Culture - Blues, Jazz, Harlem Renaissance</li> </ul>
9	ELA	<ul style="list-style-type: none"> <li>● Hidden Figures: Margot Lee Shetterly</li> <li>● Interview with John Lewis</li> </ul>

		<ul style="list-style-type: none"> <li>● We Wear a Mask: Paul Lawrence Dunbar</li> <li>● Underground Railroad: Colson Whitehead</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>● Bi-weekly highlight using: <a href="https://www.302stories.com/voices-of-delaware-black-history">https://www.302stories.com/voices-of-delaware-black-history</a></li> <li>● Personal Finance: Black Entrepreneurs, CEO's Project</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>● Unit 1: Reconstruction (U.S. History)</li> <li>● Unit 4: 1920's (U.S. History)</li> <li>● Unit 5: World War I (U.S. History)</li> <li>● Unit 6: World War II (U.S. History)</li> <li>● Unit 8: 1960's and Civil Rights (U.S. History)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>● All Units: (African American History)</li> <li>● All Units: (AP African American Studies)</li> </ul>
12	World Language	<ul style="list-style-type: none"> <li>● ASL 4: Unit 1 BASL</li> <li>● Afro Latino innovators and inventors in the U.S.</li> </ul>

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 5: The War of 1812-The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul>
3	Social Studies	<ul style="list-style-type: none"> <li>● Picture Book Lesson: <i>Fearless Mary-American Stagecoach Driver</i> (Mary Fields)</li> </ul>
4	Social Studies	<ul style="list-style-type: none"> <li>● Unit 4 Enslavement: Lesson 6 -Resistance to Enslavement</li> </ul>
5	Social Studies	<ul style="list-style-type: none"> <li>● Macroeconomics Unit Lesson 3: Impact of Bank Loans on a Community</li> <li>● Macroeconomics Unit Lesson 4: Not Everyone Uses Banks</li> <li>● Macroeconomics Unit Lesson 5: Banks Don't Serve Everyone Equally</li> <li>● Macroeconomics Unit Lesson 6: Twenty-Two Cents</li> <li>● Macroeconomics Unit Lesson 7: Extension Activity</li> </ul>
7	Social Studies	<ul style="list-style-type: none"> <li>● Econ St. 2 Lesson 11: Not the Whole Story: Inflation Disaggregated</li> <li>● Econ St. 2 Lesson 14: Not All Unemployment Is Created Equal</li> <li>● Econ St. 2 Lesson 20: How Does Where You Live Influence How You Live? (Redlining)</li> <li>● Civics St. 3 Lesson 12: Equity for the Taking</li> <li>● Civics St. 3 Lesson 13: Not for Sale</li> </ul>

8	Social Studies	<ul style="list-style-type: none"> <li>● DWP4a: Nat Turner (H2ab)</li> <li>● DWP5a: John Brown (H2ab)</li> <li>● DWP6d: Reconstruction</li> </ul>
8	Visual and Performing Arts	<ul style="list-style-type: none"> <li>● MS Music: Performance restrictions for African American musicians and composers, pay in-equality for African American musicians throughout history. The pioneers who broke the race division barriers into previously restricted areas of music performance.</li> </ul>
9	Social Studies	<ul style="list-style-type: none"> <li>● Geography Unit 5 - Redlining &amp; Gerrymandering</li> <li>● Unit 6: Urbanization Patterns and Processes, Topic 6.10 Challenges of Urban Changes</li> <li>● Students will be able to explain how the discriminatory real estate practices of Redlining</li> <li>● Blockbusting, and Steering contributed to de facto segregation in American residential areas.</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>● Shaw v. Reno, 14th Amendment ( AP Gov)</li> <li>● Loan discrimination (AP Gov)</li> </ul>
10	World Language	<ul style="list-style-type: none"> <li>● Struggles of Afro Latino athletes in the United States</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>● Unit 1: Reconstruction (sharecropping/tenant farming), Great Migration (U.S. History)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>● The Road Ahead (Reconstruction &amp; Jim Crow), The Modern Movement (African American History)</li> <li>● Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies)</li> <li>● Unit 3: The Practice of Freedom (AP African American Studies)</li> <li>● Unit 4: Movements and Debates (AP African American Studies)</li> </ul>
12	World Language	<ul style="list-style-type: none"> <li>● Struggles of afro Latino athletes in the United States</li> </ul>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
1	Social Studies	<ul style="list-style-type: none"> <li>● Picture Book Lesson: Let Freedom Sing</li> <li>● Picture Book Lesson: Have you Thanked an Inventor Today?</li> </ul>
1	Music	<ul style="list-style-type: none"> <li>● “We Shall Overcome” (Civil Rights Movement, Martin Luther King Jr)</li> <li>● “Lift Ev’ry Voice and Sing” (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as ‘The Black National Anthem’)</li> </ul>
2	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 12*-Fighting for a Cause (Civil Rights Movement, Jackie Robinson, Rosa Parks, Martin Luther King Jr., inequality, discrimination and suffrage)</li> </ul>

		<ul style="list-style-type: none"> <li>● CKLA Unit 9*- The U.S. Civil War (Harriet Tubman, Underground Railroad, North's victory reunited the North and South as one country and ended slavery)</li> </ul>
2	Social Studies	<ul style="list-style-type: none"> <li>● Picture Book Lesson(Civics)-<i>The Vast Wonder of the World: Ernest Everett Just</i></li> </ul>
2	Music	<ul style="list-style-type: none"> <li>● "We Shall Overcome" (Civil Rights Movement, Martin Luther King Jr)</li> <li>● "Lift Ev'ry Voice and Sing" (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as 'The Black National Anthem')</li> </ul>
3	Social Studies	<ul style="list-style-type: none"> <li>● Civics Unit: Rights, Responsibilities, Privileges (Rosa Parks, MLK, Ruby Bridges)</li> <li>● Picture Book Lesson: <i>Let the Children March</i></li> <li>● Picture Book Lesson: <i>Fearless Mary-American Stagecoach Driver</i> (Mary Fields)</li> </ul>
3	Music	<ul style="list-style-type: none"> <li>● "We Shall Overcome" (Civil Rights Movement, Martin Luther King Jr)</li> <li>● "Lift Ev'ry Voice and Sing" (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as 'The Black National Anthem')</li> </ul>
4	Social Studies	<ul style="list-style-type: none"> <li>● Unit 1 Lesson 1-Garrett Morgan</li> <li>● Unit 1 lesson 4: Rosa Parks</li> <li>● Unit 4 Enslavement: Lesson 3-The Case of John Punch,et. al.</li> <li>● Unit 4 Enslavement: Lesson 5- Hidden History: Oladudah Equiano</li> </ul>
4	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 7: The American Revolution (Unsung Heroes: James Armistead, Elizabeth Freeman)</li> </ul>
4	Music	<ul style="list-style-type: none"> <li>● "We Shall Overcome" (Civil Rights Movement, Martin Luther King Jr)</li> <li>● "Lift Ev'ry Voice and Sing" (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as 'The Black National Anthem')</li> </ul>
5	Music	<ul style="list-style-type: none"> <li>● "We Shall Overcome" (Civil Rights Movement, Martin Luther King Jr)</li> <li>● "Lift Ev'ry Voice and Sing" (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as 'The Black National Anthem')</li> </ul>
7	Social Studies	<ul style="list-style-type: none"> <li>● Civil Rights, Political Freedom, Economic Freedom (Bulah Case) Louis L Redding/Ruby Bridges</li> <li>● Economics - Labor Costs and Costs of Production</li> <li>● Civil Rights Leaders, Black Inventors</li> </ul>
7	World Language	<ul style="list-style-type: none"> <li>● French: Level 1 - pre-unit - Francophone identities/ African roots of language</li> </ul>
8	Social Studies	<ul style="list-style-type: none"> <li>● DWP4a: Nat Turner (H2ab)</li> <li>● DWP5a: John Brown (H2ab)</li> <li>● DWP6d: Reconstruction</li> <li>● Changes in African American Freedom</li> </ul>

8	Visual and Performing Arts	<ul style="list-style-type: none"> <li>MS Band: Introductions of Jazz Music - Blues Genre - Rock n' Roll - R&amp;B - Variety of content both in concert repertoire and existing method books - Connections to local establishments that were key in the history of African American present in Delaware.</li> </ul>
9	Social Studies	<ul style="list-style-type: none"> <li>Civics Unit 2 - Supreme Court Cases</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>Bi-weekly highlight using: <a href="https://www.302stories.com/voices-of-delaware-black-history">https://www.302stories.com/voices-of-delaware-black-history</a></li> <li>Unit 3 - Cultural Patterns &amp; Processes - Folk v. Popular Culture - Blues, Jazz, Harlem Renaissance</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>Buffalo Soldiers, Tuskegee Airmen, W.E.B. Dubois, Civil Rights leaders, etc. (African American History)</li> <li>All Units: (AP African American Studies)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>Unit 1: History of Psychology: Contributions to Research and Academia</li> </ul>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
<p>Trainings are ongoing throughout the year.</p> <p>Spring 2024</p> <p>8/24/2023</p> <p>9/28/2023</p> <p>10/26/2023</p> <p>12/7/2023</p> <p>2/1/2023</p>	<p><b>District</b></p> <ul style="list-style-type: none"> <li>Restorative Language</li> <li>Intersection of Social Emotional Learning and Restorative Practices</li> <li>Repairing Harm</li> <li>Restorative Circles</li> <li>Take Care Delaware Trauma Informed Training</li> <li>Grades K-12 Restorative Group (job embedded Coaching)- Equity, cultural competency, restorative-6 half days per year grades 1-12, 6-12 additional full day, PD sessions after school all grades, K- separate sessions- generally content is similar but is differentiated to each individual school's need</li> <li>Reimagining Professional Grant- text sets with focus on equity-racial literacy</li> <li>SEL toolkits-grades K-12 daily (connections, belonging)</li> <li>Secondary- Compass-SEL daily (connections, belonging)</li> <li>Success for All-community members-diversity, equity, inclusion-tied to strategic plan (quarterly meetings)</li> <li>Restorative Professional Learning - Rolonda Tyler</li> <li>Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li> </ul>

	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>● MIKVA Challenge Group (Starting with Self, Creating Democratic Classrooms Grades 6-12 (9/1 and 9/13))</li> <li>● Expanding the Narrative in Social Studies Classrooms: How to Meet HB198 with an Inclusive Lens Virtual Conference (10/14) (Grades 6-12)</li> <li>● Historical Consciousness Framework, Dr. LaGarrett King</li> <li>● Public Education, Memory, Race, and History in Delaware</li> <li>● Social Studies for a Better World: Teaching Anti-Oppressive Content in Contentious Times</li> <li>● How Does Where You Live Influence How You Live: Redlining</li> <li>● Shining light in the shadows: Finding and bringing the stories of Blacks in America out from the shadows of our existing curriculum and into our classrooms.</li> <li>● Civil War to Civil Rights</li> <li>● #BecauseofHerStory: Exploring Untold Stories Through Portraiture and American Art</li> <li>● Delaware's African American History</li> <li>● Bringing an Inclusive Lens to Elementary Economics</li> <li>● Reading children's books about enslavement</li> <li>● The Intersections of HB 198 and LGBTQ History</li> <li>● Juneteenth and the Destruction of Slavery</li> <li>● Discussing Contentious Topics in Your Classroom</li> <li>● Heroes Abroad, Activists at Home: Stories from African American GIs in the Civil Rights Movement</li> <li>● Stolen: Delaware's Connection to the Reverse Underground Railroad</li> <li>● Economics and the Great Migration</li> <li>● Teaching "Racial Slavery in the Americas" with the Choices Program</li> <li>● Delaware's Other Black History</li> </ul>
	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>● Critical Conversation About Race in the Classroom University of Delaware: Dr. William Lewis (professor of literacy education) and Jill Flynn (professor of English, multicultural education, racial literacy, anti-racist education) (Grades 6-12)</li> </ul>
	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>● Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li> </ul>
	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>● Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li> </ul>
Nov 1, 2023	<p><b>World Language</b></p> <ul style="list-style-type: none"> <li>● Equity, Justice and Inclusion in Culturally Relevant World Language Classrooms (K-12 Immersion/WL, DDOE)</li> <li>● Yearlong PL on Interculturality for Immersion Teachers/Administrators (DDOE)</li> </ul>
	<p><b>Performing Arts</b></p> <ul style="list-style-type: none"> <li>● Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li> </ul>
	<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>● Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li> </ul>

	<b>CTE</b> <ul style="list-style-type: none"><li>• Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li></ul>
	<b>Health/Physical Education</b> <ul style="list-style-type: none"><li>• Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li></ul>



## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Michelle Kutch

Lisa Prueter

**Position:** Director of Curriculum and Instruction

Social Studies Coordinator

**Email:** [michelle.kutch@bsd.k12.de.us](mailto:michelle.kutch@bsd.k12.de.us)

[elisabeth.prueter@bsd.k12.de.us](mailto:elisabeth.prueter@bsd.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

**Equity Champions Teacher Leaders:** The (virtual) Equity Binder was designed to provide all Equity Champions Teacher Leaders with a place to capture their works around culturally responsive teaching and equitable initiatives that are being utilized within their buildings. This binder helps to guide collaborative conversations around issues of student access to and success in rigorous engagement within all subject areas, while keeping in mind that all students should receive what they need in order to reach their academic and social potential.

**Up for Learning in Collaboration with BSD Student Youth Voice Leaders:** The Student Voice Advisory is a group of students and adults from all three high schools who meet to create a vision of student voice and empowerment as we utilize direct action to move towards a more equitable future and school culture and climate for all students. In collaboration with the Equity Champions at each school, students connect at three separate retreats to discuss issues around culture, acceptance, student voice, social emotional learning and advocacy. In association with their peers from diverse student groups, such as the Black Student Union, BSD Student Youth Voice Leaders, are engaging in ongoing conversations that speak to their passion around the necessity of culturally responsive teaching.

**Panorama Survey 2023-2024:** Students in grades 6 -12 engaged in the Panorama Survey to gain insight on their Sense of Belonging, Self-Management, Self-Efficacy, Emotional Regulation, Diversity & Inclusion, and Cultural Awareness. In 2022-2023 the Panorama Survey was expanded to capture student voice at the elementary level including students in grades 4 - 12. The survey prompted students to share their perceptions/perspectives about their Sense of Belonging, Mental Health, Expectations, Diversity & Inclusion, and Cultural Awareness.

**Brandywine School District Joint Student Council** held two student conferences in the spring of 2023 that placed emphasis on Delaware Strategic Intent 2.0: Elevating & Empowering Student Voice. During both sessions, students focused on Mental Health and Racial Discrimination. Students engaged in Restorative Circles, Data Digs, and action planning with their peers.

**ELA K-5:** Selections in Bookworms curriculum include Black characters to help develop students' respect for cultural and racial diversity. Issues surrounding racism and prejudice are addressed in an age-appropriate manner. Informational texts include the stories about Black figures that provide opportunities for students to reflect on the responsibilities of citizens to combat racism and to uplift the Black experience.

**ELA 6-12:** Our secondary curriculum review committees committed to ensuring that the curriculum adopted and implemented would include both primary sources and historical fiction accounts that represent both diverse authors and characters. In Middle School, author examples from the three grade levels include Jacqueline Woodson, Walter Dean Myers, Langston Hughes, Frederick Douglas, and Gwendolyn Brooks. Part of our criteria for review includes ensuring that there are opportunities throughout the curriculum for students to engage in personal reflection and peer discussions that broaden and deepen their understanding about the implications of racism and prejudice through the texts they read. In High School, ninth grade includes a unit called "Promise and Progress" with a focus on Civil Rights. Tenth grade includes a unit called "Extending Freedom's Reach," which includes several different topics, several of which lend themselves to analysis and discussion of who has power and who does not and why?

**Performing Arts K-12:** We have created a diverse [library resource](#) for our music program

**Science K-5:** Every elementary unit includes a guide for Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Background Knowledge. These guides provide entry points for teachers to draw out students' lived experiences and cultural funds of knowledge, often circling back to their family and cultural lives. Individual units in different grades contain articles or readings, many of which focus on the contributions of Black people in science. Several other lessons include specific information on representation in science, as well as background on melanin for a lesson which may bring up questions of race or ethnicity.

**Social Studies K-5:** Lessons have been locally developed for K-3 around age-appropriate children's literature that develop respect for cultural and racial diversity, highlight tools of resistance to racism, and uplift the Black experience.

**Social Studies 6-12:** Teachers encouraged to select primary sources that allow Black figures in history to speak in their own voices. Teachers have reviewed lessons to see whose stories have not been told and need to be included. Delaware's history of discrimination and segregation is included in lessons, as well as local examples of resistance. Courses such as World Regional Geography in grade 6 and World Geography and History in grade 10 explicitly develop students' respect for cultural and racial diversity by celebrating the contributions of societies around the globe.

**World Languages 6-12:** Language and Cultural Studies I and II are middle school exploratory classes, which help set the stage for students to be able to meet the rigor of the Delaware World-Readiness Standards for Learning Languages. These new World-Readiness Standards move away from a knowledge-based understanding of cultures and communities and focus more on such skills as interaction, reflection, and collaboration—the intersection of language and culture. The phrase “cultural competence” that is found in the standards emphasizes the ability to work within different cultural contexts. In High School, learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. The purpose is to develop students' respect for cultural and racial diversity.

**Libraries:** Each purchase for the library includes diverse materials. These materials include, but are not limited to biographies of African Americans, collective biographies on the contributions of African Americans to American culture, nonfiction on the history of slavery, racism, Jim Crow Laws, Civil Rights struggle, and the Civil War. We continue to broaden our collection, adding more materials to support the understanding of history and the Black experience. Students in all schools have access to the UdLib Search collection of HB 198 resources.

**STEM and CTE:** Brandywine School District joined the Program Improvement Process for Equity™ (PIPE) - research-based, effective professional development program to increase the participation and success of students – in STEM and career and technical education (CTE) programs of study. This program has a particular focus on the closing of racial equity gaps that exist in STEM and CTE.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.				X	X		X				X		X
b. The significance of enslavement in the development of the American economy.					X				X		X		X
c. The relationship between white supremacy, racism, and American slavery.					X				X		X		X
d. The central role racism played in the Civil War.									X			X	X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.					X	X		X	X	X		X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X		X	X	X		X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.			X	X	X	X		X	X	X		X	X
h. Black figures in national history and in Delaware history.	X	X	X		X	X		X	X	X		X	X

**Minimum Content Requirement**

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
3	Social Studies	Locally-created unit that includes lessons on Africa’s geography, trade in the kingdom of Ghana, and the leadership of Mansa Musa in the kingdom of Mali
4	Social Studies	Model lesson on pre-diaspora Africa (unit 2, lesson 1)
6	Social Studies	Geography lessons on adaptation to the environment and the rise of kingdoms in West, South, and East Africa prior to 1500 using resources from National Geographic textbook World Cultures and Geography, chapter 13.

10	Social Studies	Lessons on the development of African civilizations prior to the diaspora in Ghana, Mali, and Songhai, specifically using SHEG’s lesson on Mansa Musa and Ibn Battuta’s travelog. Lesson that examines the cultural diffusion of Islam in Africa, 700-1500 CE, specifically the development of Timbuktu as a center of trade scholarship (NEH lesson)
12	Social Studies	African American Studies elective begins with an investigation into early civilizations in Africa, including Axum, Kush, Egypt, Kongo, Great Zimbabwe, Benin, Ghana, Mali, and Songhai using historical artifacts and sources from textbook The African American Odyssey.

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	Unit 4 model lessons on the development of slavery in the American colonies
8	Social Studies	Model lessons on the development of slavery, the invention of the cotton gin, and the role of enslaved labor in the economics of both northern and southern states.
10	Social Studies	In world history, lessons on the connections between the Atlantic slave trade and the production of cash crops in the Americas (sources from the Choices program, pre-AP World History, OER Project)
12	Social Studies	In African American Studies, lessons on the Atlantic slave trade and the development of plantation economies throughout the western hemisphere (sources from The African American Odyssey).

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	Model Lessons 2 and 3 in Unit 4 explicitly address the role of racism in the development of slavery in the Americas.
8	Social Studies	Model lessons on slavery in the Constitution and the Pursuit of Freedom address the role of racism in American slavery

10	Social Studies	In world history, lessons on the development of the Atlantic slave trade and the creation of racial hierarchies in the New World (sources from the Choices program, pre-AP World History, OER Project)
12	Social Studies	In African American Studies, lessons on the Atlantic slave trade and the development of racial-based social structures in the western hemisphere (sources from The African American Odyssey).

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	Model lessons on Fugitive Slave Laws and the Balance of Power and John Brown address the role that racism played in the slavery-related debates that led to secession of the Confederacy.
11	Social Studies	In U.S. History, lessons on the KKK, Jim Crow, and the myth of Lost Cause address racism and slavery as causes of the Civil War (SHEG and locally developed)
12	Social Studies	In African American Studies, lessons on race-based slavery as the cause of the Civil War (sources from The African American Odyssey).

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
7	Social Studies	Model lessons on the Delaware's Innkeeper's Act and the lynching of George White show how the racist principles and institutions of slavery were recreated in the post Civil War era
8	Social Studies	Model lessons on Reconstruction, sharecropping, and Black education show how the racist principles and institutions of slavery were recreated in the post Civil War era.
11	Social Studies	In U.S. History, lessons on Washington v. Du Bois (SHEG), sharecropping (SHEG), the Great Migration (SHEG), and Ida B. Wells show how the racist principles and institutions of slavery were recreated in the post Civil War era.
12	Social Studies	In African American Studies, lessons on Jim Crow laws, lynching, and Black

		education (sources from The African American Odyssey).
--	--	--

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA/Social Studies	Bookworms required texts include books on Dr. Martin Luther King, Jr., Harriet Tubman, and the Tuskegee Airmen. Integrated social studies/ELA lessons based on Pies from Nowhere (Montgomery Bus Boycott) and Wind Flyers (Tuskegee Airmen)
1	ELA/Social Studies Science	Bookworms required texts include books on Duke Ellington, Dr. Martin Luther King, Jr., and Harriet Tubman. Integrated social studies/ELA lesson based on Black inventors Light & Sound unit highlights Black inventors Lewis Latimer and Robert Flemming Jr.
2	ELA/Social Studies Science	Bookworms required texts include books on Jackie Robinson, Ruby Bridges, and Neil DeGrasse Tyson. Integrated social studies/ELA lessons on Jackie Robinson and Children of the Civil Rights Movement Plant & Animal Relationships unit highlights George Washington Carver
3	ELA Science	Bookworms required texts include books on Frederick Douglass, Rosa Parks, and Marian Anderson Balancing Forces unit highlights Granville T. Woods
4	ELA Social Studies Science	Bookworms required texts include books on Mamie “Peanut” Johnson, Ruby Bridges, Mae Jemison, and Molly Williams Model lessons that feature Crispus Attucks and Ona Judge Vision & Light, Energy Conversions, and Waves, Energy & Information units feature multiple Black inventors
5	ELA Social Studies Science	Bookworms required texts include books on Harriet Tubman and Matthew Henson. Macroeconomics model lesson on Sheila Johnson Modeling Matter unit highlights George Crum
6	ELA	Students read texts by and about authors Langston Hughes, Gwendolyn Brooks, Jerry Craft, Maya Angelou, and Jewell Parker Rhodes (Into Literature by HMH)

7	ELA Social Studies	Students read texts by and about authors Eddy Harris, Nikki Giovanni, Kwame Alexander, and Langston Hughes (Into Literature by HMH) In civics, model lesson “From Runaround to Remedy” focuses on the contributions of the Bulah family and Louis Redding
8	ELA Social Studies	Students read texts by and about authors Frederick Douglass, Nikki Grimes, Marilyn Nelson, Ann Petry, and Jason Reynolds (Into Literature by HMH) Model lessons include the contributions of Henry Brown, Nat Turner, and Black abolitionists
9	ELA Social Studies	“Promise and Progress” unit focuses on the Civil Rights Movement (myPerspectives, Savvas) In civics, lessons on Plessy v. Ferguson, Brown v. Board of Education, and Virginia v. Loving focus on the role of Black Americans (United States Government, HMH) In economics, a lesson on the Great Migration features the work of Jacob Lawrence (St. Louis Fed)
10	ELA	“Extending Freedom’s Reach” unit features work by Maya Angelou (myPerspectives, Savvas)
11	Social Studies	U.S. History lessons feature Booker T. Washington, W.E.B. Du Bois, Ida B. Wells, Langston Hughes, Jesse Owens, Rosa Parks, Martin Luther King Jr, Malcolm X, John Lewis, members of the Little Rock Nine and the Claymont 12, Tuskegee Airmen, and Shirley Chisholm (SHEG and local lessons; Black History in Two Minutes, Crash Course Black History)
12	Social Studies	African American Studies units focus on the contributions of Black Americans to the Civil Rights Movement, science, and the arts (The African American Odyssey). In psychology and AP Psychology, lessons on the contributions of Black scientists and researchers.

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
2	ELA/Social Studies	Bookworms required texts include books on Jackie Robinson and Ruby Bridges. Integrated social studies/ELA lessons on Jackie Robinson and



		Children of the Civil Rights Movement
3	ELA	Bookworms required texts include books on Frederick Douglass, Rosa Parks, and Marian Anderson who struggled for equal treatment
4	ELA Social Studies	Bookworms required texts include books on the Underground Railroad, school desegregation, and the Greensboro sit-ins Model lesson on Ona Judge
5	ELA Social Studies	Bookworms required texts include books on Harriet Tubman and Matthew Henson. In economics, “Banks Don’t Serve Everyone Equally” model lesson. In geography, the Underground Railroad model lesson
6	ELA	Students read texts by and about authors Langston Hughes, Gwendolyn Brooks, Jerry Craft, Maya Angelou, and Jewell Parker Rhodes (Into Literature by HMH)
7	ELA Social Studies	Students read texts by and about authors Eddy Harris, Nikki Giovanni, Kwame Alexander, and Langston Hughes (Into Literature by HMH) In civics, model lessons on school desegregation and lynching. In economics, model lesson on redlining
8	ELA Social Studies	“The Fight for Freedom” unit features Frederick Douglass Model lessons on Nat Turner, Henry Brown, The Pursuit of Freedom in Delaware, Abolitionism, Changes in American Freedom during Reconstruction, and Sharecropping
9	ELA Social Studies	“Promise and Progress” unit focuses on the Civil Rights Movement (myPerspectives, Savvas) In civics, Lessons on Reconstruction Amendments, School desegregation, the Voting Rights Act (United States Government, HMH); In economics, lessons on redlining and the Great Migration
10	ELA	“Extending Freedom’s Reach” unit features work by Maya Angelou (myPerspectives, Savvas)

11	Social Studies	Lesson topics include Booker T. Washington v. W.E.B. Du Bois, Ida B. Wells' campaign against lynching, the Tulsa Massacre, Jesse Owens at the Nazi Olympics, major events in the Civil Rights Movement (SHEG and local lessons; Black History in Two Minutes, Crash Course Black History)
12	Social Studies	In African American Studies, lessons on civil rights movements from the nineteenth century to today (The African American Odyssey); Warriors Don't Cry by Melba Patillo Beals. In AP Psychology, lessons on bias, prejudice, and racism through the lens of psychology. In AP Government and Politics, lessons on Plessy v. Ferguson, Brown v. Board, voting rights, policies on affirmative action

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA/Social Studies	Bookworms required texts include books on Dr. Martin Luther King, Jr., Harriet Tubman, and the Tuskegee Airmen. Integrated social studies/ELA lessons based on Pies from Nowhere (Georgia Gilmore) and Wind Flyers (Tuskegee Airmen)
1	ELA/Social Studies Science	Bookworms required texts include books on Duke Ellington, Dr. Martin Luther King, Jr., and Harriet Tubman. Integrated social studies/ELA lesson based on Black inventors Light & Sound unit highlights Black inventors Lewis Latimer and Robert Flemming Jr.
2	ELA/Social Studies Science	Bookworms required texts include books on Jackie Robinson, Ruby Bridges, and Neil DeGrasse Tyson. Integrated social studies/ELA lessons on Jackie Robinson and Children of the Civil Rights Movement Plant & Animal Relationships unit highlights George Washington Carver
3	ELA Science	Bookworms required texts include books on Frederick Douglass, Rosa Parks, and Marian Anderson Balancing Forces unit highlights Granville T. Woods
4	ELA Social Studies Science	Bookworms required texts include books on Mamie "Peanut" Johnson, Ruby Bridges, Mae Jemison, and Molly Williams Model lessons that feature Crispus Attucks and Ona Judge Vision & Light, Energy Conversions, and Waves, Energy & Information units

		feature multiple Black inventors
5	ELA Social Studies Science	Bookworms required texts include books on Harriet Tubman and Matthew Henson. Macroeconomics model lesson on Sheila Johnson Modeling Matter unit highlights George Crum
6	ELA	Students read texts by and about authors Langston Hughes, Gwendolyn Brooks, Jerry Craft, Maya Angelou, and Jewell Parker Rhodes (Into Literature by HMH)
7	ELA Social Studies	Students read texts by and about authors Eddy Harris, Nikki Giovanni, Kwame Alexander, and Langston Hughes (Into Literature by HMH) In civics, model lesson “From Runaround to Remedy” focuses on the contributions of the Bulah family and Louis Redding
8	ELA Social Studies	Students read texts by and about authors Frederick Douglass, Nikki Grimes, Marilyn Nelson, Ann Petry, and Jason Reynolds (Into Literature by HMH) Model lessons include the contributions of Henry Brown, Nat Turner, and Black abolitionists
9	ELA Social Studies	“Promise and Progress” unit focuses on the Civil Rights Movement (myPerspectives, Savvas) In civics, lessons on Plessy v. Ferguson, Brown v. Board of Education, and Virginia v. Loving focus on the role of Black Americans (United States Government, HMH) In economics, a lesson on the Great Migration features the work of Jacob Lawrence (St. Louis Fed)
10	ELA	“Extending Freedom’s Reach” unit features work by Maya Angelou (myPerspectives, Savvas)
11	Social Studies	U.S. History lessons feature Booker T. Washington, W.E.B. Du Bois, Ida B. Wells, Langston Hughes, Jesse Owens, Rosa Parks, Martin Luther King Jr, Malcolm X, John Lewis, members of the Little Rock Nine and the Claymont 12, Tuskegee Airmen, and Shirley Chisholm (SHEG and local lessons; Black History in Two Minutes, Crash Course Black History)
12	Social Studies	African American Studies units focus on the contributions of Black Americans to the Civil Rights Movement, science, and the arts (The African

		American Odyssey). In psychology and AP Psychology, lessons on the contributions of Black scientists and researchers.
--	--	---

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
March 2023	Required: All teachers grades 3-12 attended the BSD Learning Summit. Virtual sessions aligned to HB 198 included: <ul style="list-style-type: none"> <li>● From the Ground Up: Using street data as a pathway toward equitable, effective, anti-racist schools</li> <li>● Implicit Biases? Not I!</li> <li>● Where Do I Start? Teaching with HB 198</li> <li>● Who Are You? How Identity and Privilege Intersect</li> </ul>
April 2023	Required: Culturally Relevant Professional Learning two-day workshop for Equity Champions Teacher Leaders, building administrators, and curriculum and instruction (BSD Equity & Culture)
June 2023	Required: All K-3 teachers attended PD that included an overview of HB 198 and grade-specific lessons (Lisa Prueter)
April 2023	Optional: Africa is Not A Country (Delaware Center for Civic Education)
July 2023	Optional: African American Experiences during the Reconstruction Era (Facing History & Ourselves) Optional: Reckoning with Our Racial Past (Smithsonian Institution)
October 2023	Optional: 400 Years: Teaching the Transatlantic Slave System in World History (Liberating Narratives)
October 2023	Required: Elementary teachers attended (1/2 day) and secondary social studies teachers attended (full day) the SSCD Fall Virtual Conference. Sessions aligned to HB 198 included: <ul style="list-style-type: none"> <li>● Keynote: What's In Your Black History Toolbox?</li> <li>● African Empires in Geography</li> <li>● Picture Books with HB 198</li> <li>● Social Studies for a Better World: Teaching Anti-Oppressive Content in Contentious Times</li> <li>● Do You Know Your Black History?</li> <li>● The House of Swann and the 1888 Black Queer Rebellion</li> <li>● Delaware Historical Society Educator Resources</li> <li>● Economics for All: A Culturally Responsive Approach</li> </ul>

<p>October 2023</p>	<ul style="list-style-type: none"> <li>● The Negro Leagues: Behind the Curve</li> <li>● First (Unfree) State: Scholarship and Sources for Teaching the History of Unfreedom in Delaware</li> <li>● A Historian’s Guide to The 1619 Project</li> <li>● A Great Moral and Social Force: Black Banking in the U.S.</li> <li>● To Preserve Slavery? Debating the Causes of the American Revolution</li> </ul> <p>Required: State Arts Conference attended by all Visual and Performing Arts Staff</p> <ul style="list-style-type: none"> <li>● Make Music Matter: Culturally Responsive Instructional Design</li> <li>● Let's Get Real: Equity and Justice for Music Education in Delaware</li> </ul>
<p>November 2023</p>	<p>Optional: The Lynching of George White: A Case Study - Teaching Civics and Social Studies in an Age of Mass Disruption (Yohuru Williams; DEDOE and the Delaware Center for Civic Education)</p>
<p>December 2023</p>	<p>Optional: More Than Mansa Musa: Teaching Medieval West Africa webinar (Liberating Narratives)</p> <p>Optional: Delaware’s Profound Role in Brown v. Board of Education webinar ( DEDOE and the Delaware Center for Civic Education)</p>

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Keith W. Wisher

**Position:** Supervisor of Instruction

**Email:** [keith.wisher@cr.k12.de.us](mailto:keith.wisher@cr.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Since the start of the 2021-2022 school year, the Caesar Rodney School District's Division of Instruction and Office of Equity and Diversity have worked with the Delaware Department of Education and the Social Studies Coalition Of Delaware to understand the requirements of HB 198. CR's Division of Instruction shared the requirements of HB 198 with district and school administrators, the Curriculum Cabinet and councils, and school staffs to examine the curricula across all grade levels to identify current connections to the eight components of the bill. This examination has also helped to identify areas of opportunity where connections are missing.

During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity worked with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas of opportunity. They also worked with Dawnvyn James to create lessons that aligned to both HB198 components and Black Historical Consciousness principles in grades K - 4.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X				X		X			X	X	X	X
b. The significance of enslavement in the development of the American economy.				X	X		X			X	X	X	X
c. The relationship between white supremacy, racism, and American slavery.					X	X		X		X	X	X	X
d. The central role racism played in the Civil War.						X			X	X		X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.			X			X	X	X	X	X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X		X			X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	X	X		X		X		X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X	X	X

### Minimum Content Requirement

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the*

requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

**a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	Africa Amazing Africa lesson
4	Social Studies	Unit 2- The World Before Columbus <ul style="list-style-type: none"> <li>Lesson 1: Ways of Thinking About People and Places in the Past</li> </ul>
6	Social Studies	Unit 4- North Africa/ Sub-Saharan Africa- Can discuss different regions of North America and how enslaved people were forced to work and develop this country into what it is. Plantations. Atlantic Slave trade.
	ELA	Unit 5- Surviving the Unthinkable
9	ELA	The Ancient Library of Alexandria Egyptian Mythology
	Social Studies	AP World History <ul style="list-style-type: none"> <li>Topic 1.5: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes. Illustrative Examples: Hausa Kingdom, Ethiopia, Great Zimbabwe, Mali Kingdom. Historical Developments: In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach.</li> <li>Topic 2.4: Trans Saharan Trade Routes. Historical Developments: The growth of interregional trade was encouraged by innovations in existing transportation technologies. Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the trans-Saharan trade network.</li> <li>Topic 2.5: Cultural Consequences of Connectivity: Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450. Historical Developments: As exchange networks intensified, an increasing number of travelers within AfroEurasia wrote about their travels. Illustrative Examples: Ibn Battuta, the Spread of Islam into Sub-Saharan Africa, bananas in Africa</li> <li>Topic 4.3: The Columbian Exchange: American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East.</li> </ul>



		<p>Illustrative Examples: Foods brought by African enslaved persons: -Okra -Rice</p> <ul style="list-style-type: none"> <li>● Topic 4.4: Maritime Empires Established: The expansion of maritime trading networks fostered the growth of states in Africa, including the Asante and the Kingdom of the Congo, whose participation in trading networks led to an increase in their influence. Enslavement in Africa continued in its traditional forms, including incorporation of enslaved persons into households and the export of enslaved persons to the Mediterranean and the Indian Ocean regions. The growth of the plantation economy increased the demand for enslaved labor in the Americas, leading to significant demographic, social, and cultural changes. Illustrative Examples: Omanis</li> <li>● Topic 4.5: Maritime Empires Maintained and Developed. Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the trade of enslaved persons. The Atlantic trading system involved the movement of labor—including enslaved persons and the mixing of African, American, and European cultures and peoples, with all parties contributing to this cultural synthesis. Illustrative Examples: Moroccan Conflict with the Songhai Empire</li> <li>● Topic 4.6 Internal and External Challenges to State Power: Enslaved persons challenged existing authorities in the Americas through organized resistance. Illustrative Example: The establishment of Maroon societies in the Caribbean and Brazil. Resistance of enslaved persons in North America.</li> </ul> <p>World History and Geography</p> <ul style="list-style-type: none"> <li>● Unit 4 Africa: Ancient Egypt, Trans-Saharan Trade, West African Kingdoms, Indian Ocean Trade Routes : Explain the causes and effects of the growth of trans-Saharan trade.</li> </ul>
	Math	Video on the Ishango Bone as the earliest Mathematical tool link; discussion of the first known calendar Nabta Playa (older than Stonehenge) to track the summer solstice and monsoon season link
	Biology	Incorporate the Welcome to Earth: "Mind of the Swarm" National Geographic-Incorporates tribal aspects, landscaping, historical components within Africa.
	Culinary	information on the cuisine and food heritage of America
	Tech Ed	contributions from African culture to the history of technology timeline
10	ELA	Unit 2: Anansi and the Firefly
11	ELA	American Literature. Unit 2, Lesson 8. Into Literature. "On Being Brought from Africa to America," Phillis Wheatley
	Math	Post quiz article study on ancient African culture in regards to mathematical contributions

	Culinary	information on the cuisine and food heritage of America
	Driver Education	Pullover Etiquette and History of Negro Motorist Green Book
12	ELA	World Literature: Anansi the spider
	Math	Data based on different aspects of life for statistics
	Marine Biology	Unit 1 History of Marine Science (Early Civilizations settled near oceans and used it as a resource)
	Sports Medicine	Dr. Regina Benjamin Disaster Relief efforts for ARC/AHA, Dr. Irene Xanady
	Culinary	information on the cuisine and food heritage of America
	Driver Education	Pullover Etiquette and History of Negro Motorist Green Book

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
3	Social Studies	Unit 9- The 13 Colonies
4	Social Studies	Unit 4- Historical Context: Enslavement <ul style="list-style-type: none"> <li>Lesson 2: Enslavement in History</li> </ul>
6	Social Studies	Different regions of North America and how enslaved people were forced to work and develop this country into what it is. Plantations. Atlantic Slave trade.
9	ELA	Unit 2, Into Literature, Breaking Through Barriers--Gettysburg Address
	Social Studies	World History and Geography: Unit 3 Latin America: Trans-Atlantic Trade, Middle Passage, Encomienda System, Mercantilism
	Biology	Infection spread and disease control related to the living situations, sanitation, access to utilities.
	Culinary	information on the cuisine and food heritage of America
10	ELA	AP10 "Letter to Thomas Jefferson" by Benjamin Banneker
	Biology	Infection spread and disease control related to the living situations, sanitation, access to utilities
	Culinary	information on the cuisine and food heritage of America

11	ELA	American Literature <ul style="list-style-type: none"> <li>● Unit 2, Lesson 6. Into Literature. "A Soldier for the Crown"</li> <li>● Unit 4, Lesson 4. Into Literature. "from A Diary from Dixie"; Casualties and Costs of the Civil War</li> <li>● Unit 4, Lesson 7. Into Literature. "Speech to the American Equal Rights Association," Sojourner Truth.</li> </ul>
	Math	Post quiz article study on ancient African culture in regards to mathematical contributions
	Culinary	information on the cuisine and food heritage of America
	Social Studies	Unit I: The Gilded Age: Urbanization and the first Great Migration Unit II Progressive Era Reforms, Anti-Lynching capagin, NAACCP, Ida Wells, sharecropping
12	Culinary	information on the cuisine and food heritage of America

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	<a href="#">DPA Property Lesson</a>  Unit 4- Historical Context: Enslavement <ul style="list-style-type: none"> <li>● Lesson 2: Enslavement in History</li> <li>● Lesson 3: Servants on Trial: John Punch</li> <li>● Lesson 4: The Middle Passage</li> <li>● Lesson 5: Hidden History: Olaudah Equiano</li> <li>● Lesson 6: Forms of Resistance to Enslavement</li> <li>● Lesson 7: Enslavement in Delaware</li> </ul>
5	Social Studies	THH IDM- How did Slavery Shape My State?
	ELA	The Civil War Era Unit
7	Social Studies	Shirley Bulah lesson Gebhardt v. Benton (part of Brown v. Board) lesson Before Rosa Parks: Ida B. Wells Lesson (Learning for Justice)
9	ELA	Adv: MP 1 independent read, To Kill a Mockingbird Gettysburg Address "I Have a Dream" speech- Martin Luther King Jr.
	Social Studies	South African Apartheid, Herro-Namaqua Genocide in German South-West Africa, Mutiny on the Bounty
	World	Indigenous People Day

	Languages	
	Biology	Incorporation of sickle cell and cell structure/diseases that affect the black community
	Tech Ed	Discuss the use of Master/Slave terminology in engineering/electronics/computer science
10	ELA	AP10 <ul style="list-style-type: none"> <li>● "Letter to Thomas Jefferson" by Benjamin Banneker</li> <li>● "Restoring Black History" by Henry Louis Gates Jr.</li> <li>● "People and Peace, Not Profits and War" by Shirley Chisholm</li> <li>● "Letter from Birmingham Jail" by Martin Luther King Jr.</li> </ul>
	Social Studies	Amendments to the U.S. Constitution extending citizenship and voting rights
	Biology	Incorporation of sickle cell and cell structure/diseases that affect the black community.
11	Social Studies	Unit IV 1920s and the Great Depression: Red Summer 1919 riots, rise in the the New Ku Klux Klan, Economic inequality, discrimination in access to New Deal Programs
	ELA	American Literature <ul style="list-style-type: none"> <li>● Unit 2, Lesson 8. Into Literature. "On Being Brought from Africa to America," Phillis Wheatley, and "Sympathy," Paul Laurence Dunbar</li> <li>● Unit 4, Reader's Choice. Into Literature. "What to the Slave is the Fourth of July?" Frederick Douglass</li> </ul>
	Math	Post quiz article study on ancient African culture in regards to mathematical contributions
	World Language	Indigenous People Day (level 1 = we will develop a "part 1" of a lesson)
	Chemistry	NOVA Percy Julian Forgotten Genius (video) - Personal attacks on Julian's family.
	Physics	Limited access to education, technology opportunity limited african representation. When black education began it was focused on vocational studies.
12	ELA	AP12 Their Eyes Were Watching God by Zora Neale Hurston AP12 Invisible Man by Ralph Ellison
	Marine Biology	Early Marine Scientists were white because there was disproportion in education; Black Marine Scientists came about much later than people such as Charles Darwin.
	Physical Education	Focus on treatment of Jackie Robinson and other African American Athletes

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
5	ELA	The Civil War Era Unit
8	Social Studies	DWP5c: Emancipation Proclamation
9	ELA	Unit 2, Into Literature, Breaking Through Barriers-The Gettysburg Address
11	ELA	American Literature, Unit 4, Lesson 2. Into Literature. Lincoln's Second Inaugural Address
	Math	Post quiz article study on ancient African culture in regards to mathematical contributions

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
2	Social Studies	William Still and His Freedom Stories: The Father of the Underground Railroad- Black History Mini Lesson Plan
5	ELA	The Civil War Era Unit
6	Social Studies	Treatment of Africans after the African/Black Diaspora in the countries that they went to. Post-enslavement treatment specifically. Align also to treatment of Indigenous people in North America
7	Social Studies	Expansion of Freedom Unit
8	Social Studies	DWP3a: Slavery in the Constitution DWP6c: Sharecropping The Civil War Amendments and Change
9	ELA	MP 1 To Kill a Mockingbird
	Social Studies	World History and Geography <ul style="list-style-type: none"> <li>Unit 3 Latin America: Trans-Atlantic Trade, Middle Passage, Encomienda System, Mercantilism</li> <li>Unit 4: Africa: South African Apartheid</li> </ul>
	Environmental Science	air quality issues based on which areas received trees and parks
	Biology	Infection spread and disease control related to the living situations, sanitation, access to utilities
10	Social Studies	<ul style="list-style-type: none"> <li>Voting Rights and the evolution of disenfranchised voters in the U.S.; Affirmative Action</li> <li>Federalism - State laws vs. Federal laws</li> </ul>

		<ul style="list-style-type: none"> <li>● Voting Rights and the evolution of disenfranchised voters in the U.S.; Affirmative Action</li> </ul>
	ELA	<ul style="list-style-type: none"> <li>● Writing through Literature: Hard Won Liberty</li> <li>● MLK’s “Letter from Birmingham Jail”</li> <li>● Baker’s “Speech at the March on Washington”</li> <li>● AP10 <ul style="list-style-type: none"> <li>○ “Restoring Black History” by Henry Louis Gates Jr.</li> <li>○ “People and Peace, Not Profits and War” by Shirley Chisholm</li> <li>○ “Letter from Birmingham Jail” by Martin Luther King Jr.</li> </ul> </li> </ul>
	Biology	Infection spread and disease control related to the living situations, sanitation, access to utilities
11	Social Studies	Unit VII: Civil Rights: Review of segregation causes/effects, different anti-racism strategies of the first half of the 20th century: DuBois/Washington, NAACP anti-lynching, NAACP legal challenges, desegregation in 1955-1957, “massive resistance” campaign to resist school integration
	Math	Connection to Katherine Johnson and the movie Hidden Figures
	ELA	American Literature. Unit 6, Lesson 13. Into Literature “How it Feels to be Colored Me,” Zora Neale Hurston
	Chemistry	NOVA Percy Julian Forgotten Genius (video) - Jim Crow laws mentioned.
12	ELA	AP12 Their Eyes Were Watching God by Zora Neale Hurston AP12 Invisible Man by Ralph Ellison
	Physical Science	Hidden Figures discussion
	Sports Medicine	Segregation in sports

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	Black History unit Harlem Grown Lesson
	ELA	Thinking like a Scientist- Unit 1 <ul style="list-style-type: none"> <li>● The Secret Garden of George Washington Carver by Gene Barretta</li> <li>● Look Up with Me by Neil DeGrasse Tyson</li> <li>● Whoosh! Lonnie Johnson’s Super-Soaking Stream of Inventions by Chris Barton</li> </ul>

1	ELA	Mapping My World- Unit 1 <ul style="list-style-type: none"> <li>● Fly High! The Story Bessie Coleman by Louise Borden and Mary Kay Kroeger</li> <li>● Islandborn by Junot Diaz</li> </ul>
	Social Studies	Let Freedom Sing Black History Mini Lesson Plan
2	ELA	Toolkit (2R) <ul style="list-style-type: none"> <li>● Jackie Robinson</li> </ul>
	Social Studies	Ernest Everett Just: Black History Mini-Lesson
3	Social Studies	<ul style="list-style-type: none"> <li>● Let the Children March Lesson</li> <li>● Fearless Mary Lesson</li> <li>● Children of the Civil Rights Movement Lesson</li> <li>● Going Down Home with Daddy- Black History Mini Lesson Plan</li> </ul>
4	Social Studies	Unit 1- Introduction to History Standards <ul style="list-style-type: none"> <li>● Lesson 1: What is History and Why Learn It</li> <li>● Lesson 4: Introduction to Chronology</li> </ul> Unit 10- Principles that Guide the U.S. Government <ul style="list-style-type: none"> <li>● Stand Up!: 10 Mighty Women Who Made a Change Lesson</li> </ul>
6	ELA	Unit 1- Discovering Your Voice Unit 2- Never Give Up
9	ELA	Unit 2, Into Literature, Breaking Through Barriers <ul style="list-style-type: none"> <li>● Harlem Renaissance-Langston Hughes, Theme for English B</li> <li>● MLK "I Have a Dream" speech</li> </ul> Adv 9 also compares calls to action between MLK speech's call to action and one from Animal Farm
	Social Studies	World History and Geography: Unit 3 Latin America: Haitian Revolution and other Revolutionary movements in Latin America
	Sociology	important Black contributors to the study of sociology
	Math	<a href="#">List of influential black mathematicians</a> Dorothy Vaughan David Blackwell EdPuzzle Benjamin Banneker EdPuzzle
	Environmental Science	Highlighting black scientists that have contributed to environmental science throughout the year
	Biology	Highlight/have students research the influence of black scientists that have contributed to the advancement of science
	JROTC I	African American History from arrival in the US to present day.

	Physical Education	Wiffle Ball unit African American Baseball History
	Culinary	African American contributions to the cuisine of the United States and American Food customs
	Italian I	Italian immigrants that lived in the city of New Orleans were considered outcast due to immigration status, and identified as the fascist enemies. As immigrants they lived in poor neighborhoods with other immigrants and African-americans. As minorities italians also picked up the business of entertainment that wasn't always legal. During the same era Jazz started to spread as a music genre but because it was produced by African Americans it was not permitted to be played in clubs. Italian American club owners allowed African-american to perform and support the development of Jazz.
	Spanish I	lesson on Roberto Clemente, Puerto Rican baseball player of color who played for the Pittsburgh Pirates in the 1960s; he was remembered for his humanitarian efforts in the US and beyond; lesson on Celia Cruz, Cuban salsa queen who broke barriers for women and for Afro-Latinas, and she was an activist and pioneer as well.
	French I	Hip-hop music in African and French cultures with Gims, Black M, Aya Nakamura
10	Social Studies	Unit 1: Econ. Systems → Black Entrepreneurs - Madam C.J. Walker, Oprah Winfrey, President Obama,
	Sociology	important Black contributors to the study of sociology
		<ul style="list-style-type: none"> <li>● Writing through Literature: Hard Won Liberty</li> <li>● Langston Hughes</li> <li>● AP10 <ul style="list-style-type: none"> <li>○ "Rosa Parks" Political Cartoon by Tom Toles</li> <li>○ "Restoring Black History" by Henry Louis Gates Jr.</li> <li>○ "People and Peace, Not Profits and War" by Shirley Chisholm</li> <li>○ "Letter from Birmingham Jail" by Martin Luther King Jr.</li> </ul> </li> </ul>
	Math	Looking at African culture generally, students could investigate the cultural and mathematical significance of geometric patterns from various African tribes
	JROTC II	History of the Tuskegee Airmen, Generals Chappie James and Benjamin Davis.
	Health	Culinary African American History, tied with Nutrition content



	Culinary	African American contributions to the cuisine of the United States and American Food customs
	Spanish II	Hispanic Heritage Month (contributions of many different Hispanics including black people), What does it mean to be Hispanic?
	French II	Features on Cameroun, Côte d’Ivoire, Sénégal
11	Social Studies	Unit 1: The Gilded Age Unit 2: Progressive Era Unit 3: US Imperialism and WWI Unit 4: 1920s and the Great Depression Unit 5: WWII Unit 6: Global Cold War Unit 7: Civil Rights in America Unit 8: Making Modern America
	Sociology	important Black contributors to the study of sociology.
	ELA	American Literature. Readers’ Choice. Into Literature. Poems of the Harlem Renaissance--Cullen, Hughes, Toomer, McKay
	Math	Article studies of people like Nancy Green and their contribution to American Life
	JROTC III	History of the Mass 54th Regiment
	ARVED	Level 3 - Black History Month videos about a chosen Black individual that has contributed to American life, history, literature, economy, politics, and culture.
	Culinary	African American contributions to the cuisine of the United States and American Food customs
	Spanish III	Felipe Alou: Desde los Valles hasta las Montañas (From the valleys to the mountains) Novel from fluency matters now wayside publishing-discusses his struggles in 1955 with segregation. Alou broke barriers that paved the way for countless Latin Americans to reach the Majors, forever altering the demographics of the sport.
	German III	The blind spot of Germany's dark history   DW News
	French III	The role of “Sapé” in the Democratic Republic of Congo and other Francophone African countries
12	ELA	AP12 Their Eyes Were Watching God by Zora Neale Hurston AP12 “Girl” by Jamaica Kincaid
	Sociology	Important Black contributors to the study of sociology.

	Marine Biology	We have a lesson where we specifically research and discuss black marine scientists and their contributions to the field.
	JROTC IV	Story of the Amistad
	Culinary	African American contributions to the cuisine of the United States and American Food customs
	AP Spanish Literature	AfroCuban poets and authors.
	AP French	Immigration from North Africa to Europe, "Au café de délices" by Patrick Bruel

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	<a href="#">What Does Fair Mean? Introduction to the Civil Rights for Kindergarten.</a> Pies from Nowhere Lesson
1	Social Studies	Let Freedom Sing Black History Mini Lesson Plan
3	Social Studies	<ul style="list-style-type: none"> <li>Let the Children March Lesson</li> <li>Fearless Mary Lesson</li> <li>Children of the Civil Rights Movement Lesson</li> </ul>
5	Social Studies	THH- IDM- How did Slavery Shape My State?
	Financial Literacy	Unit 5- Financial Planning and Decision-Making <ul style="list-style-type: none"> <li>Lesson 1: Against All Odds (Madam CJ Walker)</li> <li>Lesson 2: The Path Not Taken (Madam CJ Walker)</li> </ul>
7	Social Studies	Expansion of Freedom Unit
8	Social Studies	DWP4a: Nat Turner DWP5a: John Brown DWP6d: Reconstruction Changes in African American Freedom
9	ELA	Unit: Freedom at all Costs, Dr. King, "I Have a Dream" Speech
	Social Studies	World History and Geography: Unit 3 Latin America: Spanish Empire: Encomienda and Casta Systems
10	Social Studies	<ul style="list-style-type: none"> <li>DE Econ 3 → Economic systems: U.S. economy in transition after Civil War; labor sector during Jim Crow Era; economic inequality in the present</li> <li>Government Agencies</li> <li>Executive Branch connections for agencies - Justice Dept &amp;</li> </ul>

		<p>Office of Civil Rights (created in 1957 as a result of the Civil Rights Act of 1957)</p> <ul style="list-style-type: none"> <li>● Civics Standard Four - Political Participation (protests, community grassroots, commissions examining public policy, etc.)</li> </ul>
	ELA	<ul style="list-style-type: none"> <li>● Writing through Literature: Hard Won Liberty</li> <li>● Hansberry’s A Raisin in the Sun</li> <li>● AP10 <ul style="list-style-type: none"> <li>○ “People and Peace, Not Profits and War” by Shirley Chisholm</li> <li>○ “Letter from Birmingham Jail” by Martin Luther King Jr.</li> </ul> </li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>● Unit II: The Progressive Movement: Ida Wells Anti Lynching campaign</li> <li>● Unit VII: Civil Rights leadership comparing strategies of the first half of the 20th century, and 2nd half. Civil Rights Act of 1964 and its impacts on employers and employees, Rev. Dr. MLK Jr and economic justice speeches, “Poor People’s Campaign;” Comparing the overlapping goals of different civil rights organizers and organizations: CORE, SCLC, SNCC, Nation of Islam, Lowndes County Freedom Organization/Black Panther Party,</li> </ul>
	ELA	American Literature. Unit 6, Lesson 7. “My Dungeon Shook: Letter to My Nephew,” James Baldwin
	Math	Connection to Katherine Johnson and the movie Hidden Figures
	Chemistry	NOVA Percy Julian Forgotten Genius (video) - Employment history and discrimination mentioned.
	Financial Services	Redlining -racial discrimination in housing, but it comes from government maps that outlined areas where Black residents lived and were therefore deemed risky investments.
12	ELA	<p>“First Job” - Maya Angelou</p> <p>AP12 Their Eyes Were Watching God by Zora Neale Hurston</p> <p>“The First Day” by Edward P. Jones</p>
	Sports Medicine	Dr. Corbitt, Dr. Shannon Clemons Goode, Dr. Ben Carson/Dr. Bennet Omalu medical breakthroughs
	AP Chinese	Compare and contrast slavery for economic gain in ancient Chinese history.

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
-------------	-----------------	-------------------

K	Social Studies	Black History unit Pies from Nowhere Lesson
	ELA	Thinking like a Scientist- Unit 1 <ul style="list-style-type: none"> <li>• The Secret Garden of George Washington Carver by Gene Barretta</li> <li>• Look Up with Me by Neil DeGrasse Tyson</li> <li>• Whoosh! Lonnie Johnson’s Super-Soaking Stream of Inventions by Chris Barton</li> </ul>
1	ELA	Mapping My World- Unit 1 <ul style="list-style-type: none"> <li>• Fly High! The Story Bessie Coleman by Louise Borden and Mary Kay Kroeger</li> <li>• Islandborn by Junot Diaz</li> </ul>
	Social Studies	Let Freedom Sing Black History Mini Lesson Plan
2	ELA	Toolkit (2R) <ul style="list-style-type: none"> <li>• Jackie Robinson</li> </ul>
	Social Studies	<ul style="list-style-type: none"> <li>• Ernest Everett Just: Black History Mini-Lesson</li> <li>• William Still and His Freedom Stories: The Father of the Underground Railroad- Black History Mini Lesson Plan</li> </ul>
3	Social Studies	<ul style="list-style-type: none"> <li>• Let the Children March Lesson</li> <li>• Fearless Mary Lesson</li> </ul>
4	Social Studies	Unit 1- Introduction to History Standards <ul style="list-style-type: none"> <li>• Lesson 1: What is History and Why Learn It</li> <li>• Lesson 4: Introduction to Chronology</li> </ul> Unit 4- Historical Context: Enslavement <ul style="list-style-type: none"> <li>• Lesson 5: Hidden History: Olaudah Equiano</li> <li>• Lesson 6: Forms of Resistance to Enslavement</li> </ul> Unit 10- Principles that Guide the U.S. Government <ul style="list-style-type: none"> <li>• Stand Up!: 10 Mighty Women Who Made a Change Lesson</li> </ul>
5	ELA	The Civil War Era Unit
	Financial Literacy	Unit 5- Financial Planning and Decision-Making <ul style="list-style-type: none"> <li>• Lesson 1: Against All Odds (Madam CJ Walker)</li> <li>• Lesson 2: The Path Not Taken (Madam CJ Walker)</li> </ul>
6	ELA	Unit 1- Discovering Your Voice Unit 2- Never Give Up
7	Social Studies	Shirley Bulah lesson Gebhardt v. Benton (part of Brown v. Board) lesson Before Rosa Park: Ida B. Wells (Teaching Tolerance)
8	Social Studies	DWP4a: Nat Turner DWP5a: John Brown DWP6d: Reconstruction

		Changes in African American Freedom
9	ELA	Unit 5: Freedom at all Costs, "I Have a Dream" Speech by Dr. King  Adv. 9 Unit 6, Into Literature, Epic Journeys. Compare Amanda Gorman's The Hill We Climb with Amanda Salak journey
	Math	African American mathematicians who have created formulas that pertain to Algebra I and incorporate it into the lesson.
	Physical Education	African American Athletes in Sports in America
10	Social Studies	<ul style="list-style-type: none"> <li>● Civics 2B → Louis Redding's influence on desegregation of schools (Brown v. BOE)</li> <li>● Brown vs. Board connection to Delaware - <a href="https://archives.delaware.gov/online-lesson-plans/">https://archives.delaware.gov/online-lesson-plans/</a></li> <li>● Shirley Bulah Story</li> </ul>
	ELA	<ul style="list-style-type: none"> <li>● <i>A Raisin in the Sun</i> by Lorraine Hansberry</li> <li>● AP10 <ul style="list-style-type: none"> <li>○ "Letter to Thomas Jefferson" by Benjamin Banneker</li> <li>○ "Rosa Parks" Political Cartoon by Tom Toles</li> <li>○ "Restoring Black History" by Henry Louis Gates Jr.</li> <li>○ "People and Peace, Not Profits and War" by Shirley Chisholm</li> <li>○ "Commencement Address at Wesleyan University" by Barack Obama</li> <li>○ "Letter from Birmingham Jail" by Martin Luther King Jr.</li> </ul> </li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>● Unit 1: The Gilded Age</li> <li>● Unit 2: Progressive Era (Ida B Wells, W.E.B. DuBois, Booker T. Washington)</li> <li>● Unit 3: US Imperialism and WWI (Eugene Bullard, W.E.B. DuBois "Causes of the Present War" and "Close Ranks")</li> <li>● Unit 4: 1920s and the Great Depression (Dr. Mary McLeod Bethune, Roy Wilkins)</li> <li>● Unit 5: WWII (761st Tank Battalion, Tuskegee Airmen, Benjamin O Davis)</li> <li>● Unit 6: Global Cold War (Colin Powell, Fred Hampton)</li> <li>● Unit 7: Civil Rights in America (Bayard Rustin, Claudette Colvin, Stokely Carmichael, Malcolm X, James Meredith, Jo Ann Robinson, Rosa Parks, James Farmer, Amelia Boynton, James Lawson, Diane Nash, C.T. Vivian, John Lewis, Muhammed Ali, Angela Davis)</li> <li>● Unit 8: Making Modern America (President Barack Obama, Stacy Abrams, Condoleezza Rice, Coretta Scott King)</li> </ul>

	ELA	American Literature. Unit 6, Lesson 9. "Speech on the Vietnam War, 1967," Martin Luther King
	Math	Connection to Katherine Johnson and the movie <i>Hidden Figures</i>
	Chemistry	NOVA Percy Julian Forgotten Genius (video) - Percy Julian (see the title, watch the documentary and see why he should be more recognized, he did get a <a href="#">stamp</a> )
12	ELA	AP12 Their Eyes Were Watching God by Zora Neale Hurston AP12 "Girl" by Jamaica Kincaid AP12 "Sonnet" by Alice Moore Dunbar-Nelson
	Marine Biology	We have a lesson where we specifically research and discuss black marine scientists and their contributions to the field.
	Sports Medicine	Delaware Afro American Athletes <a href="http://www.daashof.org/">http://www.daashof.org/</a>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
January 3, 2023	Postlethwait MS- HB-198 & HB-318 PD –Culturally Responsive Education
January 23, 2023	McIlvaine ECC- HB198- Black History Education Bill: What is it? Where are We Now?
February 2, 2023	Postlethwait MS- African American History Education in K-12 Schools Law (HB 198): Perception vs Reality
February 6, 2023	Allen Frear ES- HB198- Black History Education Bill: What is it? Where are We Now?
February 27, 2023	Allen Frear ES- Digging Deeper into HB198
March 14, 2023	CRSD Administrators- Exploring the HB198 Report- Getting the Message Out
March 15, 2023	CRSD Black Student Union- Exploring the HB198 Report- Getting the Message Out
April 3, 2023	Nellie Stokes ES- HB198- Black History Education Bill: What is it? Where are We Now?
April 19, 2023	W. Reily Brown ES- HB198- Black History Education Bill: What is it? Where are We Now?

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Gretchen DiVietro

Position: Director of Curriculum and Instruction

Email:gretchen.divietro@ccs.k12.de.us

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

- a. Our 4th-8th grade relies heavily on the use of primary sources to teach differing perspectives of the Black experience. Middle School takes multiple trips to the Public Archives to look at primary sources and learn about Delaware History.
- b. The curriculum is a collaborative experience at our school. All teachers gave input on how and what they were teaching in regard to this bill. It was important for me to get their input because they are the experts in their grade level and they know what is appropriate for their age group.
- c. If there are sensitive subjects being taught, especially in the lower grades we send out information to parents so that they are in the know. We also encourage our students to go home and talk about what they have learned in the classroom so that parents are able to help their children process information. Our student support team is also made aware of the topics being taught at each grade level and they provide check-ins to students they believe may need someone to talk to.
- d. In K-1, students learn what it means to be a leader and a citizen. They learn about their general rights and responsibilities as a citizen in different types of communities. In 4th-8th, they learn more about their roles in

changing their communities for the better and how they have a voice. Students learn more about how to stand up for something they believe in and that there are ways for them to be leaders. They learn about recent protests and rallies for equality and how they are shaping our community and the communities that surround them.

- e. 4th - 8th-grade dive into current events through reading Scholastic News and watching different online news shows. During advisories and Morning Meetings sometimes students bring current events into the sharing portion of this routine. Teachers then weave these current events into what they are learning, primarily in ELA and Social Studies.
- f. We develop respect for differing cultures and traditions through Morning Meeting where students are able to share about their families and their cultures and traditions. We also have a culture day where all classes study one culture and then they present that culture to the school. Classes walk around and present their culture to other classes. Classes typically study food, clothes, geography, traditions, holidays, and other things about that culture.
- g. Students learn about the consequences of racism, segregation, and inequality in their social studies classes as well as in the novels they read in their ELA classes. Teachers are given the freedom to choose read-aloud books in their classrooms. Middle School has made sure that many different cultures are represented in their novels, including the Black experience as well as other cultures. Discussions that happen within these read-aloud allow students and teachers a space to talk about inequalities from the past and current. Students are also able to celebrate the Black experience through these novels as well. Students are able to see themselves represented in books that they read in class.
- h. Combined with g.
- i. Students in middle school go to the Public Archives to learn about Delaware History past and current. In first grade, students learn about Delaware leaders through their leader's past and present unit.
- j. Students learn about restorative justice firsthand in our school. We use problem-solving circles and restorative circles to discuss problems as whole groups and small groups. We discuss how these types of meetings help us to see other people's perspectives when facing a conflict.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.



## Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.				X	X				X				
b. The significance of enslavement in the development of the American economy.					X	X		X					
c. The relationship between white supremacy, racism, and American slavery.					X	X	X		X				
d. The central role racism played in the Civil War.				X					X				
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.			X		X		X	X	X				
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X		X	X	X	X					
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.					X	X	X	X					
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X					

*Currently, Campus Community Charter School does not serve students in grades 9 – 12*

### Minimum Content Requirement

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
3	ELA	Class reads <i>Mufaro's Beautiful Daughters</i> , an African folktale
4	Social Studies	The new model lessons for 4th grade - Unit 2 (The World before Columbus) Lessons 1-2 focus on West Africa and Black people prior to Christopher Columbus. Students create timelines of people prior to the "discovery" of America.
6-8	Social Studies	Black Americans after the Trans-Atlantic slave trade. Research projects; essays from people they have never heard economists, educators, scientists,

		mathematicians.
--	--	-----------------

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	The new model lessons for 4th grade - Unit 4 (Enslavement)  These lessons focus on the Middle Passage, solving the labor problem in the colonies, and enslavement through history.
5	Social Studies	Trimester 2 - Geography Unit.  Students will learn about migration and segregation based on communities and red-lining..
7	Social Studies	Delaware public archive, referenced The Green Book. Took colored people to where their money could be spent and how some of those towns are still impacted. How much money they would lose if they got rid of their slaves?

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	Discussions from Unit 4 (Enslavement) naturally lend themselves to discussions about racism, white supremacy and American slavery.
5	Social Studies	Trimester 2- Geography Unit  Students will explore the relationships between white supremacy, racism, American slavery and migration patterns.
8	Social Studies	Watch Crash Course in African American history. Talk about how much it really changed and compare that to the jobs, education, and why blacks are still the lowest minority

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
3	ELA	Class reads <i>A Patchwork Path: A Quilt Map to Freedom</i> . After reading, class discusses the purpose of the quilt and what it represents. Students together create a class quilt.
8	Social Studies	Was Abraham Lincoln really a good person? Who had the best deal for the Civil War?  Liberty Kids - Moses was free, and his brother wasn't

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
2	Social Studies/ELA	Through the Famous Americans project students are able to choose Black people who have contributed to society. Biographies of Famous Black People  Videos on Brain Pop.
4	ELA	In ELA students read the book Holes by Louis Sachar  Students read essays about Ruby Bridges to discuss segregation laws.  Students watch a CBS morning show segment on Emmett Till so that students have a better understanding of the book Holes and about what happens in the book.
6-8	Soc	Discussion about whether slavery has changed, or if there is still slavery  Talking about BLM  Equal Justice Calendar...On this day in History different injustices

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K	Science and Social Studies	In the Social Studies - Leaders unit students will be introduced to leaders such as MLK Jr., Ruby Bridges, Barrack Obama, Rosa Parks, Jimmy Allen, Margaret Henry.  Read Alouds: <i>Martin's Big Words, I am Martin Luther King Jr., The Story of Ruby Bridges, National Geographic - Barrack Obama, I am Rosa Parks</i>  In the Science Unit - Pushes and Pulls students will be introduced to Black inventors through the ABC's of Black History  Read Alouds: <i>I Want to be an Engineer, Jabari Tries, Hidden Figures, Whoosh!, Anna, Kid Engineer</i>
1	ELA/Social Studies	Unit - Leaders Past and Present Students learn about leaders in Delaware and US History. Examples of those leaders are Barack and Michelle Obama, Kamala Harris, MLK Jr., Rosa Parks, Thurgood Marshall, Barbara Jordan, Harriet Tubman, Lisa Blunt Rochester.  Unit - MLK Day Students learn about who Martin Luther King Jr. was, why we celebrate him, and his impact on the US  Unit - Read Across America Week Students read books by African American authors as part of a book study.

		<p>Unit - Past and Present</p> <p>Students learn about life long ago and today. Focusing on Famous African Americans such as Jackie Robinson, Arthur Ashe, Billie Holliday, Louis Armstrong, Misty Copeland, Simone Biles, Jimmie Allen, Ruby Bridges, Booker T. Washington, Dr. Julius Mullen, Bessie Coleman, Benjamin O. Davis, Guion Bluford, Matthew Henson, Mae Jameson.</p>
2	Social Studies/ELA	Through the Famous Americans project students are able to choose Black people who have contributed to society.
4	Social Studies	<p>The new model lessons for 4th grade - Unit 1</p> <p>Students look at change over time and when to put events chronologically. Students also learn about different perspectives in history. Students focus on Rosa Parks in the lesson “Why and Where Rosa Parks?”</p> <p>Students complete a research project, choosing an African American and studying their contributions to American culture, history, literature, economy, and/or politics.</p>
6-8	Social Studies	<p>Research projects; essays from people they have never heard, economists, educators, scientists, mathematicians.</p> <p>Black History Fact of the Day in Advisory.</p> <p>Divine 9 and the HBCUs</p>

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
4	ELA	ELA discussions about Ruy Bridges, Emmett Till and the book Holes lends itself to discussions about the socio-economic struggles of Black people and how they are represented in fictional stories.
5	Social Studies	<p>Economics Unit</p> <p>Students will have discussions about different socio-economic statuses and how they are decided based on neighborhoods or communities. Students will also explore fair treatment of Black people in terms of working conditions, availability of resources, education, jobs, and equal pay.</p>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies/Science	In the Social Studies - Leaders unit students will be introduced to leaders such as MLK Jr., Ruby Bridges, Barrack Obama, Rosa Parks, Jimmy Allen,

		<p>Margaret Henry.</p> <p>Read Alouds:  <i>Martin's Big Words, I am Martin Luther King Jr., The Story of Ruby Bridges, National Geographic - Barrack Obama, I am Rosa Parks</i></p> <p>In the Science Unit - Pushes and Pulls students will be introduced to Black inventors through the ABC's of Black History</p> <p>Read Alouds: <i>I Want to be an Engineer, Jabari Tries, Hidden Figures, Whoosh!, Anna, Kid Engineer</i></p>
1	Social Studies/ELA	<p>Unit - Leaders Past and Present  Students learn about leaders in Delaware and US History. Examples of those leaders are Barack and Michelle Obama, Kamala HARRIS, MLK Jr., Rosa Parks, Thurgood Marshall, Barbara Jordan, Harriet Tubman, Lisa Blunt Rochester.</p> <p>Unit - MLK Day  Students learn about who Martin Luther King Jr. was, why we celebrate him, and his impact on the US</p> <p>Unit - Read Across America Week  Students read books by African American authors as part of a book study.</p> <p>Unit - Past and Present  Students learn about life long ago and today. Focusing on Famous African Americans such as Jackie Robinson, Arthur Ashe, Billie Holiday, Louis Armstrong, Misty Copeland, Simone Biles, Jimmie Allen, Ruby Bridges, Booker T. Washington, Dr. Julius Mullen, Bessie Coleman, Benjamin O. Davis, Guion Bluford, Matthew Henson, Mae Jameson.</p>
2	Social Studies/ELA	<p>Through the Famous Americans project students are able to choose Black people who have contributed to society.</p> <p>"Guest Speaker - contributions, struggles, and things for Famous Americans"</p>
3	ELA	<p>ELA - Character Trait lesson focuses on Michelle Obama. Class reads, <i>I Look up to Michelle Obama.</i></p> <p>Sojourner Truth, George Washington Carver</p> <p>Something Beautiful</p> <p>White Socks Only.</p>
4	ELA	<p>In ELA students read essays about Ruby Bridges to discuss segregation laws.</p> <p>Students watch a CBS morning show segment on Emmett Till, discuss the relationships between his story and the story of Holes by Louis Sachar</p> <p>Students complete a research project, choosing an African American and</p>

		studying their contributions to American culture, history, literature, economy, and/or politics.
5	ELA	Throughout the year -  Students will be exposed to different Black people in history through reading short stories, biographies and essays.

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
Aug. Inservice	HB198 updates for new staff and presenting the HB198 chart for teachers to use to update their curriculum.  Discussion of having hard conversations with students around tough topics.
10/13	Statewide Inservice Offerings
12/21	New Early Literacy Curriculum and how it affects HB198

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Dr. Luis Cosme

**Position:** Supervisor of Student Services & Equity Initiatives

**Email:** [luis.cosme@cape.k12.de.us](mailto:luis.cosme@cape.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

- Identified the existing opportunities to expand/include the outlined stipulations of HB 198
- Highlighted the alignment to content anchor standards and assessed the role and presence of underrepresented voices (specifically black voice) in the content area as it relates to the identified standards and current curriculum materials
- Identifying resources and instructional practices to expand the scope of learning to include the outlined stipulations of HB 198
- Developed, tested and finalized a framework to adopt a pluralistic approach to content and instruction in order to teach any lesson or unit through multiple perspectives (acknowledging and exploring the contributions, ideas, impact and intersections of various communities of people - particularly black people and those often absent from the learning)
- Driving implementation through the developed framework, building-level initiatives and DTGSS Component 1.3 & 3.1

- Ongoing data collection (teacher and student feedback) and observations to build capacity and assess the impact of the instruction and content
- Ongoing assessment of teacher needs and capacity to cultivate equitable, inclusive classrooms and instructional practices in order to provide the necessary supports, resources and coaching
- Collaborated and scheduled professional learning for all staff with strategic partner (Equity & Beyond) with specific sessions for district leadership, instructional leadership and our DEI building team leads
- Developing a “Central Hub” inclusive of resources and supports

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X	X	X	X	X	X	X
b. The significance of enslavement in the development of the American economy.					X			X	X		X	X	X
c. The relationship between white supremacy, racism, and American slavery.								X	X	X	X	X	X
d. The central role racism played in the Civil War.								X	X	X	X	X	X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.					X	X		X	X	X	X	X	X



f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.					X	X		X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X	X	X

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

***OUR APPROACH:*** Below are **SAMPLES** of the lesson objectives (LO)/essential question(s) (EQ) and instructional materials being taught and/or planned. The overall framework developed for implementing the law’s requirements seeks to meet content standards by centering pluralistic perspectives (including the black community) through our “universal question” of “Whose perspective is missing?” (this question can also translate to “Who else has contributed to this concept?” And “How does this concept show up in various communities?”). The framework is applicable to ANY lesson/unit to explore the learning through various lenses and amplify the contributions, experiences and voice of black people and otherwise absent communities.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

Grade-level	Content Area(s)	Lessons/Resources
K-5	ELA, Math, Immersion (Science), Art, Music, Science	<p><b>ELA -</b> EQ: Who are poets around the world?</p> <p>Activating Question(s): <i>What is the central message, lesson, or moral? How did the author convey it? How is your point of view on the theme or conflict different or the same as the author?</i></p> <p>EQ: Mapping My State - point of view - How do author's point of view determine the story they tell?</p> <p>Activating Strategy: <i>Point of View - KWL chart notice and wonders about different features cartographers use when mapping maps</i></p> <p>EQ: Why do we read informational text? How does it affect our lives?</p> <p>EQ: How can we compare stories created by diverse authors?</p> <p><i>Instructional Materials:</i> ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBSkids, National Museum</p>

	<p>of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Math -</b>  Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p>LO: Students understand the history and can use the Rekenrek (number rack) to solve addition and subtraction problems to 20</p> <p><i>Instructional Materials:</i> Bridges Curriculum, Rekenrek (number rack), Teacher and Student Sourced/Generated Materials, Video History of Rekenrek (Abacus): <a href="https://youtu.be/uYRWlv0H5Vo">https://youtu.be/uYRWlv0H5Vo</a>, Abacus in Egypt/Africa: <a href="https://youtu.be/tobAzOekLFI">https://youtu.be/tobAzOekLFI</a></p> <p><b>Immersion -</b>  EQ: ¿Cómo los seres vivos obtienen lo que necesitan para sobrevivir?</p> <p>Activating Question: ¿En qué sentido pueden ser realmente diferentes dos hábitats -o lugares- donde viven animales?</p> <p>Instructional Materials: Student Research</p> <p><b>Science -</b>  Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Amplify Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBSkids</p> <p><b>Art -</b>  LO: Students will gain an understanding that physical environments affect a culture's art.</p> <p>Activating Strategy: <i>Video of Adrinka cloth making in Africa.</i></p> <p>LO: Students will gain an overview of the history of “Face Jugs” and storage containers made by black potters in the 19th century American South and in turn make their own clay face jug or storage container.</p> <p>EQ: How does this concept show up in various communities?</p> <p>Instructional Materials: Videos, Teacher &amp; Student Sourced Inspiration, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, Georgia Museum, PBS</p> <p><b>Music -</b></p>
--	---

		<p>LO: Students will gain an understanding of cultural influences on music and musical instruments</p> <p>Instructional Materials: Teacher &amp; Student Sourced Inspiration, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
6-8	<p>ELA, Social Studies, Math, Science</p>	<p><b>ELA -</b>  EQ: How does analyzing different authors help us understand their perspectives when writing? How does the author's background shape the way they write?</p> <p>Activating Question(s): <i>Unit 4, Ancient Civilizations Argumentative Unit: What were the most important events in the rise and fall of your civilization? What was life like in your civilization? How did advancements in science and technology change how people lived in your civilization? How did art, drama, and literature of your civilization reflect the lives, traditions, and beliefs of its people? How did your civilization interact with other civilizations?</i></p> <p><i>Instructional Materials:</i> ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBSkids, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Social Studies -</b>  Subject Scope: World Geography</p> <p>LO: Society adapts to and affects key environmental processes – e.g. river systems, rainshadow effect, natural resource distribution, hydrologic cycle, soil erosion and deposition, natural hazard (earthquakes, volcanoes, hurricanes, tsunamis) reasons for types of economic activity in a region</p> <p>Concepts of place: culture, cultural hearth, cultural diffusion, site and situation drivers of cultural change: colonization, migration, technological change, globalization</p> <p>Regions: North Africa &amp; Sub-Saharan Africa</p> <p><i>Instructional Materials:</i> DDOE Social Studies Coalition - Model Lessons, Videos, Teacher &amp; Student Sourced Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Math -</b>  Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p><i>Instructional Materials:</i> Math Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library</p>

		<p>(NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>Science -</b>          Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Science Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p>
9-12	ELA, Social Studies, CTE (Career Technical Education), Math, Science	<p><b>ELA -</b>          EQ: How do we engage with others while staying true to ourselves?</p> <p>Mentor Text: <i>By Any Other Name</i> - Santha Rama Rau          Supporting Text: <i>Everyday Use</i> - Alice Walker</p> <p>Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p><i>Instructional Materials:</i> HMH Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Social Studies -</b>          Courses: Civics/Geography, AP Human Geography, World History</p> <p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>CTE -</b>          EQ: Global Economy - What role does business play in government, ethics and social responsibility on a global scale?</p> <p><i>Instructional Materials:</i> Teacher &amp; Student Sourced Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Math Courses -</b>          Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p><i>Instructional Materials:</i> Math Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p>

		<p><b>Science Courses -</b>  Universal EQs: Who else has contributed to this concept? Where else can we see this concept? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Science Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p>
--	--	--

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4	ELA, Social Studies	<p><b>ELA/Social Studies -</b>  EQ: What and Whose perspectives built the new system called The United States of America?</p> <p><i>Activating Strategy: Group activity - developing an understanding of the Concept of Systems - small groups will create an illustration of a system of their choosing that include elements, interactions, boundaries, inputs, outputs.</i></p> <p><i>Instructional Materials:</i> Social Studies Coalition, Teacher &amp; Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>Social Studies -</b>  Subject Scope: History &amp; Civics</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
7-8	ELA, Social Studies	<p><b>ELA -</b>  Subject Scope: Civil War Era Unit</p> <p>Unit EQ's: <i>What were the most important events of the Civil War Era for this person? Why? How did geography shape this person's life? What was this person's relationship to the history of enslavement and resistance in the United States? Who were this person's allies and adversaries? Why? What was this person's experience during the war itself? Why? What was this person's experience during Reconstruction? Why? What is this person's legacy today?</i></p> <p>Subject Scope: African American Literature Unit</p> <p>Unit Lesson(s)/Activities: <i>Examine the themes across various texts noting themes that convey historical legacy, cultural commentary, and/or advocacy. Identify the theme of the text and support this interpretation with evidence from the text. Discuss underlying and recurring themes across various texts.</i></p>

		<p><i>Describe the author's primary goal and whether or not he/she accomplished it, using examples from the text.</i></p> <p><i>Instructional Materials:</i> ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBS, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Social Studies -</b> Subject Scope: Civics &amp; Economics / U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
9-12	ELA, Social Studies	<p><b>ELA -</b> Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p><i>Instructional Materials:</i> HMH Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p>Courses: African American Literature, Social Justice</p> <p><i>Instructional Materials:</i> Teacher and Student Selected Texts, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Social Studies -</b> Courses: American History, Enhanced Economics, AP U.S. History, AP Economics, Cultural Studies</p> <p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>

c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
7-8	ELA, Social Studies	<p><b>ELA -</b> Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p>Subject Scope: Civil War Era Argumentative Unit</p>

		<p>Unit EQ's: <i>What were the most important events of the Civil War Era for this person? Why? How did geography shape this person's life? What was this person's relationship to the history of enslavement and resistance in the United States? Who were this person's allies and adversaries? Why? What was this person's experience during the war itself? Why? What was this person's experience during Reconstruction? Why? What is this person's legacy today?</i></p> <p>Subject Scope: Civil Rights Unit</p> <p>EQ: What are the contributions of "ordinary" people during the Civil Rights era? Why were they important to the events and movement?</p> <p>Unit/Lesson Activities: <i>Explain why the person was important to the history of Civil Rights. Create a timeline of at least 10 key events in the person's life and explain the importance of each event. Explain how the person's geographic location shaped his/her life, work, and perspective(s). Describe two issues (racial, social, political, or economic) that were important to the person and explain their importance. Describe an organization that was important to the person and explain why it was important.</i></p> <p><i>Instructional Materials:</i> ARC Curriculum, Teacher &amp; Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBS, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Social Studies -</b> Subject Scope: U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
11-12	ELA, Social Studies, VPA	<p><b>ELA -</b> EQ: How do we engage with others while staying true to ourselves?</p> <p>Mentor Text: <i>By Any Other Name - Santha Rama Rau</i> Supporting Text: <i>Everyday Use - Alice Walker</i></p> <p>Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p><i>Instructional Materials:</i> HMH Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p>Courses: African American Literature, Social Justice</p> <p><i>Instructional Materials:</i> Teacher and Student Selected Texts, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp;</p>

		<p>Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Social Studies -</b> Courses: American History, AP U.S. History, Cultural Studies</p> <p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>VPA -</b> LO: Students will be able to utilize historical and cultural context to inform and justify their own design/concept of a production of Black Angels over Tuskegee.</p> <p>Universal EQs: Whose perspective is missing? Why? How does this concept show up in various communities?</p> <p><i>Instructional Materials:</i> <i>Black Angels over Tuskegee</i> Script, Graphic Organizer for Script/Performance Analysis, Design Expectations for a Costume Plot, Design Expectations for a Set Design, Sentence Starters for Feedback Model, Teacher and Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
--	--	---

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
7-8	ELA, Social Studies	<p><b>ELA -</b> Subject Scope: Civil War Era Unit</p> <p>Unit EQ's: <i>What were the most important events of the Civil War Era for this person? Why? How did geography shape this person's life? What was this person's relationship to the history of enslavement and resistance in the United States? Who were this person's allies and adversaries? Why? What was this person's experience during the war itself? Why? What was this person's experience during Reconstruction? Why? What is this person's legacy today?</i></p> <p><i>Instructional Materials:</i> ARC Curriculum, Teacher &amp; Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBS, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Social Studies -</b> Subject Scope: U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The</p>



		Freeman Arts Stage, New York Public Library (NYPL) Center for Educators & Schools, Smithsonian Institute, PBS
9-12	Social Studies	<p><b>Social Studies -</b> Courses: American History, AP U.S. History, Cultural Studies</p> <p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources
4-5	Social Studies	<p><b>Social Studies -</b> Subject Scope: History &amp; Civics, U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
7-8	ELA, Social Studies	<p><b>ELA -</b> Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p>Subject Scope: Civil War Era Unit</p> <p>Unit EQ's: <i>What were the most important events of the Civil War Era for this person? Why? How did geography shape this person's life? What was this person's relationship to the history of enslavement and resistance in the United States? Who were this person's allies and adversaries? Why? What was this person's experience during the war itself? Why? What was this person's experience during Reconstruction? Why? What is this person's legacy today?</i></p> <p>Subject Scope: Civil Rights Unit</p> <p>EQ: What are the contributions of "ordinary" people during the Civil Rights era? Why were they important to the events and movement?</p> <p>Unit/Lesson Activities: <i>Explain why the person was important to the history of Civil Rights. Create a timeline of at least 10 key events in the person's life and explain the importance of each event. Explain how the person's geographic location shaped his/her life, work, and perspective(s). Describe two issues (racial, social, political, or economic) that were important to the person and explain their importance. Describe an organization that was important to the person and explain why it was important.</i></p> <p>Subject Scope: African American Literature Unit</p>

		<p>Unit Lesson(s)/Activities: <i>Examine the themes across various texts noting themes that convey historical legacy, cultural commentary, and/or advocacy. Identify the theme of the text and support this interpretation with evidence from the text. Discuss underlying and recurring themes across various texts. Describe the author's primary goal and whether or not he/she accomplished it, using examples from the text.</i></p> <p><i>Instructional Materials:</i> ARC Curriculum, Teacher &amp; Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBS, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Social Studies -</b> Subject Scope: Civics &amp; Economics / U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
11-12	ELA, Social Studies, VPA (Visual & Performing Arts)	<p><b>ELA -</b> EQ: How do we engage with others while staying true to ourselves?</p> <p>Mentor Text: <i>By Any Other Name - Santha Rama Rau</i> Supporting Text: <i>Everyday Use - Alice Walker</i></p> <p>Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p><i>Instructional Materials:</i> HMH Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p>Courses: African American Literature, Social Justice</p> <p><i>Instructional Materials:</i> Teacher and Student Selected Texts, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Social Studies -</b> Courses: American History, AP U.S. History, Cultural Studies</p> <p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>VPA -</b> LO: Students will be able to utilize historical and cultural context to inform and justify their own design/concept of a production of Black Angels over</p>

		<p>Tuskegee.</p> <p><i>Instructional Materials: Black Angels over Tuskegee Script, Graphic Organizer for Script/Performance Analysis, Design Expectations for a Costume Plot, Design Expectations for a Set Design, Sentence Starters for Feedback Model</i></p>
--	--	--

f. **The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K-5	ELA, Social Studies, Math, Science, Immersion (Science), Art, Music	<p><b>ELA -</b> EQ: Who are poets around the world?</p> <p>Activating Question(s): <i>What is the central message, lesson, or moral? How did the author convey it? How is your point of view on the theme or conflict different or the same as the author?</i></p> <p>EQ: How can we compare stories created by diverse authors?</p> <p>Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p><i>Instructional Materials: ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBSkids, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</i></p> <p><b>ELA/Social Studies -</b> EQ: Mapping My State - point of view - How do author's point of view determine the story they tell?</p> <p>Activating Strategy: <i>Point of View - KWL chart notice and wonders about different features cartographers use when mapping maps</i></p> <p><i>Instructional Materials: Teacher Sourced Maps, KWL Chart, Student Research</i></p> <p><b>Social Studies -</b> Subject Scope: History &amp; Civics, U.S. History</p> <p><i>Instructional Materials: Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</i></p> <p><b>Math -</b> Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p>LO: Students understand the history and can use the Rekenrek (number rack) to solve addition and subtraction problems to 20</p>

		<p>LO: Students develop their math identity through the exploration of mathematicians and identifying their own strengths and use of math skills</p> <p><i>Instructional Materials:</i> Bridges Curriculum, Teacher and Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBSkids</p> <p><b>Science -</b>  Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Amplify Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>Immersion -</b>  EQ: ¿Cómo los seres vivos obtienen lo que necesitan para sobrevivir?</p> <p>Activating Question: <i>¿En qué sentido pueden ser realmente diferentes dos hábitats -o lugares- donde viven animales?</i></p> <p>Instructional Materials: Student Research</p> <p><b>Art -</b>  LO: Students will gain an understanding that physical environments affect a culture's art.</p> <p>Activating Strategy: <i>Video of Adrinka cloth making in Africa.</i></p> <p>LO: Students will gain an overview of the history of “Face Jugs” and storage containers made by black potters in the 19th century American South and in turn make their own clay face jug or storage container.</p> <p>EQ: How does this concept show up in various communities?</p> <p>Instructional Materials: Videos, Teacher &amp; Student Sourced Inspiration, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, Georgia Museum, PBS</p> <p><b>Music -</b>  LO: Students will gain an understanding of cultural influences on music and musical instruments</p> <p>Instructional Materials: Teacher &amp; Student Sourced Inspiration, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL)</p>
--	--	--

		Center for Educators & Schools, Smithsonian Institute, PBS
6-8	ELA, Science, Social Studies, Math,	<p><b>ELA -</b>          Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts? Why is it important to consider author bias?</p> <p>Subject Scope: Civil War Era Argumentative Unit</p> <p>Unit EQ's: <i>What were the most important events of the Civil War Era for this person? Why? How did geography shape this person's life? What was this person's relationship to the history of enslavement and resistance in the United States? Who were this person's allies and adversaries? Why? What was this person's experience during the war itself? Why? What was this person's experience during Reconstruction? Why? What is this person's legacy today?</i></p> <p>Subject Scope: Civil Rights Unit</p> <p>EQ: What are the contributions of "ordinary" people during the Civil Rights era? Why were they important to the events and movement?</p> <p>Unit/Lesson Activities: <i>Explain why the person was important to the history of Civil Rights. Create a timeline of at least 10 key events in the person's life and explain the importance of each event. Explain how the person's geographic location shaped his/her life, work, and perspective(s). Describe two issues (racial, social, political, or economic) that were important to the person and explain their importance. Describe an organization that was important to the person and explain why it was important.</i></p> <p>Subject Scope: African American Literature Unit</p> <p>Unit Lesson(s)/Activities: <i>Examine the themes across various texts noting themes that convey historical legacy, cultural commentary, and/or advocacy. Identify the theme of the text and support this interpretation with evidence from the text. Discuss underlying and recurring themes across various texts. Describe the author's primary goal and whether or not he/she accomplished it, using examples from the text.</i></p> <p><i>Instructional Materials:</i> ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBS, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Science -</b>          EQ: Why are cities in our country such as Atlanta more affected by rising global temperatures compared to rural areas such as Sussex County AND how does that adversely affect marginalized citizens in those cities?</p> <p>LO: Students will learn that urban areas suffer from the "heat island effect," which is caused by the excess amount of unnatural materials and dark surfaces that make up those cities, which absorb light at a higher rate than</p>

		<p>natural, more reflective surfaces. In addition, students will learn that this excessive absorption of infrared waves causes those who cannot escape the heat (those in poverty/homeless) to have higher rates of heat related complications/deaths.</p> <p>Extension LO: Students will debate actionable changes that can be made to cities such as Atlanta in order to reverse the heat island effect and/or help those most affected.</p> <p>EQ: How does the lack of available electricity and infrastructure affect “underdeveloped” nations such as those in Africa and what solutions can we propose?</p> <p>Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Amplify Curriculum, Teacher &amp; Student Sourced/Generated Material, <i>The Boy Who Harnessed the Wind</i>, Experimental/Project Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>Social Studies -</b> Subject Scope: Civics &amp; Economics / U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Math -</b> LO: Students will use their knowledge of exponents, squares, square roots, cubes, cube roots, and scientific notation to design a clock face to creatively connect what they learned about Benjamin Banneker’s contributions to mathematics.</p> <p>Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p>Instructional Materials: Math Curriculum, Benjamin Banneker biography and video (<a href="http://bbamath.org/index.php/benjamin-banneker/">http://bbamath.org/index.php/benjamin-banneker/</a> <a href="https://www.youtube.com/watch?v=DKnwyVR4P88">https://www.youtube.com/watch?v=DKnwyVR4P88</a>), Teacher and Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
9-12	ELA, Social Studies, CTE (Career Technical	<p><b>ELA -</b> EQ: How do we engage with others while staying true to ourselves?</p> <p>Mentor Text: <i>By Any Other Name - Santha Rama Rau</i></p>

	<p>Education), Math, Science, VPA (Visual &amp; Performing Arts)</p>	<p>Supporting Text: <i>Everyday Use - Alice Walker</i></p> <p>Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p><i>Instructional Materials:</i> HMH Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p>Courses: African American Literature, Social Justice</p> <p><i>Instructional Materials:</i> Teacher and Student Selected Texts, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Social Studies -</b> Courses: Civics/Geography, AP Human Geography, World History</p> <p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>CTE -</b> EQ: Global Economy - What role does business play in government, ethics and social responsibility on a global scale?</p> <p>Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Teacher &amp; Student Sourced Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Math Courses -</b> Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p><i>Instructional Materials:</i> Math Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>Science Courses -</b> Universal EQs: Who else has contributed to this concept? Where else can we see this concept? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Science Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp;</p>
--	--	--

		<p>Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>VPA -</b> EQ: How do artists use compressors to create their sound when mixing audio?</p> <p>Instructional Materials: Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources</p> <p>LO: Students will be able to utilize historical and cultural context to inform and justify their own design/concept of a production of Black Angels over Tuskegee.</p> <p><i>Instructional Materials: Black Angels over Tuskegee</i> Script, Graphic Organizer for Script/Performance Analysis, Design Expectations for a Costume Plot, Design Expectations for a Set Design, Sentence Starters for Feedback Model</p>
--	--	---

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
4-5	ELA, Social Studies	<p><b>ELA -</b> EQs: What inequities (or inequalities) can we identify when we study other Cultures? What perspectives (points of view) can we identify? What limits our own perspective (point of view)?</p> <p><i>Instructional Materials:</i> ARC Curriculum, Teacher &amp; Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBSkids, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Social Studies -</b> Subject Scope: U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
7-8	ELA, Science, Social Studies, Math	<p><b>ELA -</b> Subject Scope: Civil Rights Unit</p> <p>EQ: What are the contributions of “ordinary” people during the Civil Rights era? Why were they important to the events and movement?</p> <p>Unit/Lesson Activities: <i>Explain why the person was important to the history of Civil Rights. Create a timeline of at least 10 key events in the person’s life</i></p>



*and explain the importance of each event. Explain how the person's geographic location shaped his/her life, work, and perspective(s). Describe two issues (racial, social, political, or economic) that were important to the person and explain their importance. Describe an organization that was important to the person and explain why it was important.*

Subject Scope: African American Literature Unit

Unit Lesson(s)/Activities: *Examine the themes across various texts noting themes that convey historical legacy, cultural commentary, and/or advocacy. Identify the theme of the text and support this interpretation with evidence from the text. Discuss underlying and recurring themes across various texts. Describe the author's primary goal and whether or not he/she accomplished it, using examples from the text.*

*Instructional Materials:* ARC Curriculum, Student Selected Text(s), Teacher & Student Sourced/Generated Material, NewsELA, PBS, National Museum of African American History & Culture (NMAAHC) Learning Labs & Resources, New York Public Library (NYPL) Center for Educators & Schools

**Science -**

EQ: Why are cities in our country such as Atlanta more affected by rising global temperatures compared to rural areas such as Sussex County AND how does that adversely affect marginalized citizens in those cities?

LO: Students will learn that urban areas suffer from the "heat island effect," which is caused by the excess amount of unnatural materials and dark surfaces that make up those cities, which absorb light at a higher rate than natural, more reflective surfaces. In addition, students will learn that this excessive absorption of infrared waves causes those who cannot escape the heat (those in poverty/homeless) to have higher rates of heat related complications/deaths.

Extension LO: Students will debate actionable changes that can be made to cities such as Atlanta in order to reverse the heat island effect and/or help those most affected.

EQ: How does the lack of available electricity and infrastructure affect "underdeveloped" nations such as those in Africa and what solutions can we propose?

*Instructional Materials:* Amplify Curriculum, Teacher & Student Sourced/Generated Material, *The Boy Who Harnessed the Wind*, Experimental/Project Materials, National Museum of African American History & Culture (NMAAHC) Learning Labs & Resources, New York Public Library (NYPL) Center for Educators & Schools, PBSes energy access vary within our community?

**Social Studies -**

Subject Scope: Civics & Economics / U.S. History

*Instructional Materials:* Social Studies Coalition, National Museum of African American History & Culture (NMAAHC) Learning Labs & Resources, The

		<p>Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Math -</b> LO: Students will use their knowledge of exponents, squares, square roots, cubes, cube roots, and scientific notation to design a clock face to creatively connect what they learned about Benjamin Banneker's contributions to mathematics.</p> <p>Instructional Materials: Math Curriculum, Benjamin Banneker biography and video (<a href="http://bbamath.org/index.php/benjamin-banneker/">http://bbamath.org/index.php/benjamin-banneker/</a> / <a href="https://www.youtube.com/watch?v=DKnwyVR4P88">https://www.youtube.com/watch?v=DKnwyVR4P88</a>), Teacher and Student Sourced/Generated Materials,</p>
9-12	ELA, Social Studies	<p><b>ELA -</b> Courses: African American Literature, Social Justice</p> <p><i>Instructional Materials:</i> Teacher and Student Selected Texts, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Social Studies -</b> EQ: How does achieving certain economic goals of society interfere with other economic goals? How do these decisions affect the individual?</p> <p>Activating Question: <i>What goals have you set for yourself? How would they compare to goals that societies set for themselves, considering government or businesses?</i></p> <p>Instructional Materials: Teacher Sourced Materials, Student Research</p> <p>Courses: American History, Enhanced Economics, AP U.S. History, AP Economics, Cultural Studies</p> <p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K-5	ELA, Math, Science, Social Studies, Art, Music	<p><b>ELA -</b> EQ: Who are poets around the world?</p> <p>Activating Question(s): <i>What is the central message, lesson, or moral? How did the author convey it? How is your point of view on the theme or conflict different or the same as the author?</i></p> <p>EQ: Mapping My State - point of view - How do author's point of view</p>

		<p>determine the story they tell?</p> <p><i>Activating Strategy: Point of View - KWL chart notice and wonders about different features cartographers use when mapping maps</i></p> <p>EQ: How can we compare stories created by diverse authors?</p> <p><i>Instructional Materials: ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBSkids, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</i></p> <p><b>Math -</b>          Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p>LO: Students develop their math identity through the exploration of mathematicians and identifying their own strengths and use of math skills</p> <p><i>Activating Strategy:</i></p> <p><i>Instructional Materials: Bridges Curriculum, Teacher &amp; Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBSkids</i></p> <p><b>Science -</b>          Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p><i>Instructional Materials: Science Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBSkids</i></p> <p><b>Social Studies -</b>          Subject Scope: History &amp; Civics, U.S. History</p> <p><i>Instructional Materials: Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</i></p> <p><b>Art -</b>          EQ: How does this concept show up in multiple communities?</p> <p><i>Instructional Materials: Videos, Teacher &amp; Student Sourced Inspiration, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, Georgia</i></p>
--	--	--

		<p>Museum, PBS</p> <p><b>Music -</b> LO: Students will gain an understanding of cultural influences on music and musical instruments</p> <p>Instructional Materials: Teacher &amp; Student Sourced Inspiration, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
6-8	<p>ELA, Science, Social Studies, Math,</p>	<p><b>ELA -</b> EQ: What voices are missing from texts? Why is it important to consider author bias?</p> <p>Subject Scope: Civil War Era Argumentative Unit</p> <p>Unit EQ's: <i>What were the most important events of the Civil War Era for this person? Why? How did geography shape this person's life? What was this person's relationship to the history of enslavement and resistance in the United States? Who were this person's allies and adversaries? Why? What was this person's experience during the war itself? Why? What was this person's experience during Reconstruction? Why? What is this person's legacy today?</i></p> <p>Subject Scope: Civil Rights Unit</p> <p>EQ: What are the contributions of "ordinary" people during the Civil Rights era? Why were they important to the events and movement?</p> <p>Unit/Lesson Activities: <i>Explain why the person was important to the history of Civil Rights. Create a timeline of at least 10 key events in the person's life and explain the importance of each event. Explain how the person's geographic location shaped his/her life, work, and perspective(s). Describe two issues (racial, social, political, or economic) that were important to the person and explain their importance. Describe an organization that was important to the person and explain why it was important.</i></p> <p>Subject Scope: African American Literature Unit</p> <p>Unit Lesson(s)/Activities: <i>Examine the themes across various texts noting themes that convey historical legacy, cultural commentary, and/or advocacy. Identify the theme of the text and support this interpretation with evidence from the text. Discuss underlying and recurring themes across various texts. Describe the author's primary goal and whether or not he/she accomplished it, using examples from the text.</i></p> <p>Instructional Materials: ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBS, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Science -</b></p>

	<p>EQ: Why are cities in our country such as Atlanta more affected by rising global temperatures compared to rural areas such as Sussex County AND how does that adversely affect marginalized citizens in those cities?</p> <p>LO: Students will learn that urban areas suffer from the “heat island effect,” which is caused by the excess amount of unnatural materials and dark surfaces that make up those cities, which absorb light at a higher rate than natural, more reflective surfaces. In addition, students will learn that this excessive absorption of infrared waves causes those who cannot escape the heat (those in poverty/homeless) to have higher rates of heat related complications/deaths.</p> <p>Extension LO: Students will debate actionable changes that can be made to cities such as Atlanta in order to reverse the heat island effect and/or help those most affected.</p> <p>EQ: How does the lack of available electricity and infrastructure affect “underdeveloped” nations such as those in Africa and what solutions can we propose?</p> <p>Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Amplify Curriculum, Teacher &amp; Student Sourced/Generated Material, <i>The Boy Who Harnessed the Wind</i>, Experimental/Project Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>Social Studies -</b> Subject Scope: Civics &amp; Economics / U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Math -</b> LO: Students will use their knowledge of exponents, squares, square roots, cubes, cube roots, and scientific notation to design a clock face to creatively connect what they learned about Benjamin Banneker’s contributions to mathematics.</p> <p>Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p>Instructional Materials: Math Curriculum, Benjamin Banneker biography and video (<a href="http://bbamath.org/index.php/benjamin-banneker/">http://bbamath.org/index.php/benjamin-banneker/</a> / <a href="https://www.youtube.com/watch?v=DKnwyVR4P88">https://www.youtube.com/watch?v=DKnwyVR4P88</a>), Teacher and Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage,</p>
--	--

		New York Public Library (NYPL) Center for Educators & Schools, Smithsonian Institute, PBS
9-12	ELA, Social Studies, CTE (Career Technical Education), Math, Science, , VPA (Visual & Performing Arts)	<p><b>ELA -</b> EQ: How do we engage with others while staying true to ourselves?</p> <p>Mentor Text: <i>By Any Other Name - Santha Rama Rau</i> Supporting Text: <i>Everyday Use - Alice Walker</i></p> <p>Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p><i>Instructional Materials:</i> HMH Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p>Courses: African American Literature, Social Justice</p> <p><i>Instructional Materials:</i> Teacher and Student Selected Texts, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Social Studies -</b> Courses: Civics/Geography, AP Human Geography, World History, American History, Enhanced Economics, AP U.S. History, AP Economics, Cultural Studies</p> <p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>CTE -</b> EQ: Global Economy - What role does business play in government, ethics and social responsibility on a global scale?</p> <p>Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Teacher &amp; Student Sourced Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Math Courses -</b> Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p><i>Instructional Materials:</i> Math Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp;</p>

		<p>Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>Science Courses -</b>          Universal EQs: Who else has contributed to this concept? Where else can we see this concept? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Science Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>VPA -</b>          EQ: How do artists use compressors to create their sound when mixing audio?</p> <p>LO: Students will be able to utilize historical and cultural context to inform and justify their own design/concept of a production of Black Angels over Tuskegee.</p> <p>Universal EQs: Whose perspective is missing? Why? How does this concept show up in various communities?</p> <p><i>Instructional Materials:</i> <i>Black Angels over Tuskegee</i> Script, Graphic Organizer for Script/Performance Analysis, Design Expectations for a Costume Plot, Design Expectations for a Set Design, Sentence Starters for Feedback Model, Teacher and Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
--	--	---

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
8/16/23	Equity & Beyond/HB 198 Extension Training - Building Administration
8/24/23	New Teacher Equity Orientation
8/30/23	CHSD Justice League - Equity & Beyond Training
9/5/23	Equity & Beyond Training - All Staff
9/26/23	Equity & Beyond/HB 198 Extension Training - Instructional Leads & Admin

10/9/23	Equity & Beyond Training - District Leadership
10/13/23	CHSD Justice League - Equity & Beyond Training
10/13/23	Statewide Professional Learning Day - Equity Summit
10/13/23	Building-level Curriculum Sessions
12/12/23	Equity & Beyond/HB 198 Extension Training - Instructional Leads & Admin
1/26/24	Equity & Beyond Training - All Staff
2/5/24	Equity & Beyond Training - District Leadership
2/16/24	C3
3/15/24	Equity & Beyond/HB 198 Extension Training - Instructional Leads & Admin
4/15/24	Equity & Beyond Training - District Leadership
4/29/24	Equity & Beyond Training - All Staff
6/12/23	CHSD Justice League - Equity & Beyond Training
Ongoing	PLCs - Professional Learning Communities, Department and Staff Meetings



## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

<b>HB 198 Lead:</b>	Cathy Schreiber	Eugene Montano
<b>Position:</b>	Director of Elementary Curriculum	Director of Secondary Curriculum
<b>Email:</b>	<a href="mailto:cathy.schreiber@capital.k12.de.us">cathy.schreiber@capital.k12.de.us</a>	<a href="mailto:eugene.montano@capital.k12.de.us">eugene.montano@capital.k12.de.us</a>

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

As a district, as we continue to review our processes for implementing HB 198, we began engaging in a curriculum audit process across other content areas besides History to determine where and how these topics are currently being addressed across all content areas in grades K-12. In the secondary grades, several science classrooms were able to infuse the curriculum with the importance of significant Black figures in the fields of Science. We have been looking at more detail in our related arts programming to determine our current implementation of content around HB 198 and looking at options for additional natural fit to support the on-going review of student's respect for cultural and racial diversity.

With current processes within content areas we use Primary Source Documents in grades 6-12 such as, but not limited to DBQ, TCI, NewsELA, Discovery Education, Edmentum, The Gilder Lehrman Institute of American History, Khan Academy and various Court Cases.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.		X	X	X	X	X	X				X		X
b. The significance of enslavement in the development of the American economy.					X	X			X	X	X	X	X
c. The relationship between white supremacy, racism, and American slavery.				X	X	X	X		X		X	X	X
d. The central role racism played in the Civil War.						X			X	X	X	X	X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	X	X		X	X	X	X	X	X	X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.			X	X		X	X	X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X	X	X

### Minimum Content Requirement

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the*

specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

Grade-level	Content Area(s)	Lessons/Resources
K-5	Music	Instruments Etymology - Cultural Impacts on Music across history
K	ELA	Wonders Unit 4 - Cultural Festivals
1st	ELA	Wonders Unit 5: <u>Why the Sun and Moon Are in the Sky</u> and <u>Anansi’s Sons</u> (African Folktales)
2nd	ELA	Wonders Unit 4: <u>Sharing Cultures</u> Unit 4: <u>Why Spider Has Eight Thin Legs</u> <u>Why There Are Stars</u> <u>Why Turtles Live in Water</u> <u>April Rain Song</u>
3rd	ELA	Unit 3: <u>Anansi Learns A Lesson</u> Unit 3: <u>Why Mosquitoes Buzz in People’s Ears</u> Unit 6: <u>How Leopard Got His Spots</u>
4th	ELA	Unit 1: <u>Anansi and the Birds</u>
	Social Studies	History - Unit 2 Lesson 1: Ways of Thinking About People and Places in the Past - The concept of deficit past is introduced. The lesson clarifies misconceptions about Africa and includes a text entitled <i>West Africa Before Columbus (1492)</i> . History Unit 4 Lesson 2: Enslavement in History
5th	ELA	<u>Wordsmiths</u> <u>Dreams</u>
6th	Social Studies	<u>State Model Lessons</u> <ul style="list-style-type: none"> <li>● Lesson 4: The Geography of North Africa. <ul style="list-style-type: none"> <li>○ Main human/cultural features of North Africa</li> <li>○ How physical geography impact daily life in North Africa</li> </ul> </li> <li>● Lesson 5: Introduction to Southeast Asia</li> <li>● Lesson 6: Tectonic Plates and the Ring of Fire</li> <li>● Lesson 7: Introduction to Sub-Saharan Africa <ul style="list-style-type: none"> <li>○ Egyptian Empire</li> <li>○ Contributions of Ancient Egypt Innovations that spread to other parts of the world.</li> </ul> </li> <li>● Lesson 8 :Political Borders and Conflict in Sub-Saharan Africa</li> </ul> Daily Warm-ups on current influential black trail blazers.

	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>The People Could Fly</u> by Virginia Hamilton</li> </ul>
6-8	Health/PE	Famous Black Athletes Ex. The Williams Sisters - their history and rise to success Self-Selected black athletes <ul style="list-style-type: none"> <li>● Biography</li> <li>● Contributions to the sport and community</li> </ul>
	Music	The Justice Songbook by Rollo Dillworth
	Dance	African American Dance and its ties to Blues and Hip Hop
10th	ELA	<ul style="list-style-type: none"> <li>● <u>The Moor's Account</u> by Laila Lalami</li> </ul>
	World History	<ul style="list-style-type: none"> <li>● African Empires</li> <li>● Economics and trade in African Empires</li> <li>● Intellectual life in ancient kingdoms <ul style="list-style-type: none"> <li>○ Ghana, Mali, Songhai, Mansa Musa; Egypt;</li> <li>○ Aksum (Axum); Kush; Nubia</li> </ul> </li> <li>● African Achievements (literature, mathematics, art, etc.)</li> </ul>
Electives 9-12	Psychology	<ul style="list-style-type: none"> <li>● Social psychology <ul style="list-style-type: none"> <li>○ Asch Conformity,</li> <li>○ Bobo doll</li> <li>○ Stanford prison experiment</li> <li>○ Milgrim</li> </ul> </li> </ul>
	Health/PE	Prominent African American Athletes - their impact on their sport and community

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4th	Social Studies	Unit 4: Enslavement <ul style="list-style-type: none"> <li>● Lesson 1: Seeking Solutions to the labor Problems in the Colonies</li> <li>● Lesson 3: Servants on Trial - The Case of John Punch, et al</li> <li>● Lesson 7: Enslavement in Delaware - Origins and Growth</li> </ul>
5th	ELA	<u>A Window Into History</u>
	Social Studies	Geography Lesson 4, Ch 2 - York, Clark's manservant, on the Lewis and Clark expedition (book: Seaman: The Dog Who Explored the West With Lewis and Clark)
8th	Social Studies	<ul style="list-style-type: none"> <li>● TCI Ch. 19: The Worlds of North and South</li> <li>● The Economy of the North and South (TCI 19)</li> </ul>

		<p>Society in the South and Society in the North (TCI 19)</p> <ul style="list-style-type: none"> <li>● TCI Ch. 20: African Americans in the Mid-1800s</li> <li>The Economics of Slavery (TCI 20)</li> </ul>
6-8	Music	The Justice Songbook by Rollo Dillworth
	Dance	Themes: Walking in Jerusalem
9th	World History	<ul style="list-style-type: none"> <li>● The middle passage, colonialism, and imperialism <ul style="list-style-type: none"> <li>○ The Gilder Lehrman Institute of American History</li> <li>○ Khan Academy-The slave economy</li> </ul> </li> </ul>
10th	Economics	<ul style="list-style-type: none"> <li>● Economics Analysis of the Civil War (Cost/Benefit, Economic National Council on Economic Education <ul style="list-style-type: none"> <li>○ Growth, Inflation, Opportunity Cost)</li> <li>○ Historical Context: Was Slavery the Engine of American Economic Growth? <ul style="list-style-type: none"> <li>■ <a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a></li> </ul> </li> </ul> </li> <li>● Why did the South Secede (Cost/Benefit)</li> <li>● Working WW2 <ul style="list-style-type: none"> <li>○ Newsela “Black Rosies”</li> </ul> </li> </ul>
11th	Political Science	3/4 Compromise
12th Elective	Civil War	<ul style="list-style-type: none"> <li>● What caused the Civil War? <ul style="list-style-type: none"> <li>○ Compromise of 1850</li> <li>○ Fugitive Slave Act of 1850</li> <li>○ Dred Scott</li> <li>○ Uncle Tom’s Cabin</li> <li>○ Ordinances of Secession <ul style="list-style-type: none"> <li>■ American Battlefield Trust</li> </ul> </li> <li>○ Missouri Compromise</li> </ul> </li> <li>● Slave life in the cotton South discussions <ul style="list-style-type: none"> <li>○ Slave readings from Digital History</li> </ul> </li> </ul>

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
3rd	Social Studies	The First Americans Unit (Geography 3a, Economics 2a/3a) Citizens in a Global World Unit (Civics 3a, Geography 1a)
4th	Social Studies	History 1, 2a/b, 3, 4: Unit 4 Lesson 1, 2, 4, 5, 6, 7 Unit 4: Enslavement <ul style="list-style-type: none"> <li>● Lesson 1: Seeking Solutions to the labor Problems in the Colonies</li> <li>● Lesson 3: Servants on Trial - The Case of John Punch, et al</li> <li>● Lesson 4: the Middle passage</li> </ul>

		<ul style="list-style-type: none"> <li>● Lesson 5: Hidden History - Olaudah Equiano</li> <li>● Lesson 6: Resistance to Slavery</li> <li>● Lesson 7: Enslavement in Delaware - Origins and Growth</li> </ul> <p>Unit 5: English Colonies</p> <ul style="list-style-type: none"> <li>● Lesson 7 Hidden History - Elizabeth Keys Sues for Freedom <ul style="list-style-type: none"> <li>○ Elizabeth Keys was the first African woman in the colonies to sue for her freedom and win.</li> </ul> </li> </ul> <p>Unit 8: Creating a Nation</p> <ul style="list-style-type: none"> <li>● Lesson 3: A “Bett” On Freedom - The Story of Mum Bett <ul style="list-style-type: none"> <li>○ Mum Bett sued for her freedom and that of others. Cases like hers contributed to the abolition of enslavement in Massachusetts and other northern states</li> </ul> </li> <li>● Lesson 5: History Mystery - Ona Judge <ul style="list-style-type: none"> <li>○ Ona Judge was the enslaved of George Washington and escaped.</li> </ul> </li> </ul>
5th	ELA	Unit 4 Text Set 1: Frederick Douglass Freedoms’ Voice (biography)
	Social Studies	Geography Lesson 10: the Underground Railroad
6th	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>Freedom's Daughters</u> by Lynne Olson</li> </ul>
8th	Social Studies	<ul style="list-style-type: none"> <li>● 3/5 Compromise (TCI Ch 8: Creating the Constitution) <ul style="list-style-type: none"> <li>○ Issue: How Should Slaves Be Counted?</li> <li>○ Resolution: The Three-Fifths Compromise (TCI 8)</li> </ul> </li> <li>● The Movement to End Slavery (TCI Ch 18: An Era of Reform)</li> <li>● Working Conditions of Slaves (TCI 20) <ul style="list-style-type: none"> <li>○ African Americans in the Mid-1800s(TCI 20)</li> <li>○ Living Conditions of Slaves (TCI 20)</li> </ul> </li> <li>● TCI Chapter 23 The Reconstruction Era</li> </ul>
	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>Narrative of the Life of Frederick Douglass</u> by Frederick Douglass</li> </ul>
10th	Political Science	<ul style="list-style-type: none"> <li>● Reconstruction Amendments</li> <li>● Jim Crow Laws</li> <li>● Plessy V. Ferguson</li> <li>● Civil Rights Movement</li> <li>● Voting restrictions and laws.</li> </ul>
11th	AP U.S. Government	<ul style="list-style-type: none"> <li>● 13th, 14th, 15th Amendments</li> <li>● Voting Rights</li> <li>● Civil Rights</li> </ul>
11th	US History	<ul style="list-style-type: none"> <li>● Reconstruction Amendments/Supreme Court Case</li> <li>● Text of 13th, 14th, 15th Amendment</li> <li>● Civil Rights Act 1875</li> <li>● Plessy v Ferguson</li> <li>● Local Black Codes and First Hand Accounts from Freedmen</li> </ul>

		<ul style="list-style-type: none"> <li>● Political Cartoons and Pictures</li> </ul>
Electives 9-12	Civil War	<ul style="list-style-type: none"> <li>● Why did the momentum of the Civil War change and what is its impact? We discuss why even southern white non-slave owners supported the Confederate States</li> <li>● American Battlefield Trust</li> </ul>
	World War II	<ul style="list-style-type: none"> <li>● Double V Campaign</li> <li>● Executive Order 8802</li> <li>● Voices of War: Delaware Goes to War</li> </ul>
	Criminal Justice	<ul style="list-style-type: none"> <li>● Mass Incarceration</li> <li>● 13th Amendment</li> <li>● History of Policing</li> <li>● Slavery by Another Name (PBS doc)</li> </ul>
	Psychology	<ul style="list-style-type: none"> <li>● Confirmation Bias, Blue eyes- brown eyes: Jane Elliot</li> </ul>
	AP U.S. Government	<ul style="list-style-type: none"> <li>● 13th, 14th, 15th Amendments</li> <li>● Voting Rights and Civil Rights</li> </ul>
	Music	Repertoire: <ul style="list-style-type: none"> <li>● Ain't Got Time to Die</li> <li>● Down By The River</li> </ul>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
6-8	Music	The Civil War Band
5th	Social Studies and ELA	<ul style="list-style-type: none"> <li>● What Was Harriet Tubman's Greatest Achievement? (Mini-Q)</li> </ul>

8th	Social Studies	<ul style="list-style-type: none"> <li>● TCI Chapter 21 A Dividing Nation               <ul style="list-style-type: none"> <li>○ Confronting the Issue of Slavery (TCI 21)</li> <li>○ The Missouri Compromise (TCI 21)</li> <li>○ The Compromise of 1850 (TCI 21)</li> <li>○ The Compromise of 1850 Fails (TCI 21)</li> <li>○ The Dred Scott Decision (TCI 21)</li> <li>○ From Compromise to Crisis (TCI 21)</li> <li>○ The Election of 1860 and Secession (TCI 21)</li> </ul> </li> <li>● TCI Ch. 22: The Civil War               <ul style="list-style-type: none"> <li>○ North vs South (TCI 22)</li> <li>○ Bull Run Awakening (TCI 22)</li> <li>○ Antietam (TCI 22)</li> <li>○ Gettysburg: A Turning Point (TCI 22)</li> <li>○ Vicksburg: A Besieged City (TCI 22)</li> <li>○ Fort Wagner: African Americans and The War (TCI 22)</li> <li>○ Appomattox : Total War Brings an End (TCI 22)</li> </ul> </li> <li>● Mini Q (DBQ): What Caused the Civil War</li> </ul>
-----	----------------	--

		<ul style="list-style-type: none"> <li>● John Brown State Lesson <ul style="list-style-type: none"> <li>○ DWP5a: John Brown (H2ab)</li> </ul> </li> </ul>
	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>Narrative of the Life of Frederick Douglass</u> by Frederick Douglass</li> </ul>
9th	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>Ain't I A Woman?</u> by Sojourner Truth</li> </ul>
10th	Political Science	<ul style="list-style-type: none"> <li>● 3/5 Compromise</li> <li>● Ratification of Constitution <ul style="list-style-type: none"> <li>○ Constitution</li> </ul> </li> </ul>
Electives	Civil War	<ul style="list-style-type: none"> <li>● EQ: What caused the Civil War? The answer is Slavery. We talk about the reliance on Slavery both from an economic and social perspective. <ul style="list-style-type: none"> <li>● Abolition of Slavery and Abraham Lincoln's role.</li> <li>● Pro-Slavery arguments</li> <li>● Lost Cause arguments and Civil War memories</li> <li>● American Battlefield Trust</li> <li>● Missouri Compromise</li> <li>● Compromise of 1850</li> <li>● Fugitive Slave Act of 1850</li> <li>● Dred Scott</li> <li>● Uncle Tom's Cabin</li> <li>● Ordinances of Secession</li> <li>● Statistics on slave ownership</li> <li>● Book Why the South was Right</li> <li>● Writings of Abe Lincoln</li> <li>● John C. Calhoun writings</li> </ul> </li> </ul>
	Constitutional Law CP	<ul style="list-style-type: none"> <li>● Dred Scott v. Sandford (1857)</li> </ul>

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
K-5	Music	Black Voices: <ul style="list-style-type: none"> <li>● Talking Without Credit</li> <li>● The Jacksons</li> <li>● Who is Given</li> </ul>
k	ELA	Unit 1- <u>How Can We Get Along With New Friends?</u> Unit 4 - <u>I Can, You Can</u>
	Social Studies	Civics 4a- Good Citizens Unit School and Community Helpers
1st	ELA	Unit 2: <u>The Story of Martin Luther King, Jr.</u>
3rd	ELA	Unit 5: <u>Martin Luther King, Jr. and the March On Washington</u>



4th	ELA	Unit 3: <u>Delivering Justice: WW Law and the Fight for Civil Rights</u> Unit 3: <u>Keeping Freedom in the Family</u>
	Social Studies	Unit 1 Lesson 4 - Rosa Parks - The importance of organizing events chronologically using Rosa Parks Unit 1 Lesson 11-Rosa Parks: Why and Where Was Rosa Parks? <ul style="list-style-type: none"> <li>● 2 sources: <i>Was "Separate but Equal" Ever Legal in Our Country</i> and <i>What About Buses?</i></li> <li>● read two accounts of that day and identify where Rosa was sitting on the bus</li> </ul>
5th	ELA	Unit 4 Text Set 1: Rosa (biography) how Rosa Parks took a stand to bring about change in Montgomery, Alabama.
	Social Studies	"Our Voice, Our Votes" Macroeconomics Lesson 5: Banks Don't Serve Everyone Equally Ruby Bridges Walk to School Day (November 14, 2023) - Ruby Bridges Goes to School: My Story by Ruby Bridges

6th	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>Roll of Thunder, Hear My Cry</u> by Mildred D. Taylor</li> <li>● <u>A Poem for My Librarian, Mrs. Long</u> by Nikki Giovanni</li> <li>● <u>Freedom Walkers</u> by Russell Freedman</li> <li>● <u>Freedom's Daughters</u> by Lynne Olson</li> </ul>
7th	Social Studies	<u>State Model Lessons-Unit 2</u> <ul style="list-style-type: none"> <li>● Lesson 6- The Constitution and Enslavement</li> <li>● Lesson 7-Our Nation's Report Card</li> </ul> <u>State Model Lessons-Unit 3</u> <ul style="list-style-type: none"> <li>● Lesson 1-No Room at the Inn</li> <li>● Lesson 2-Mendez and "the greatest civil rights issue of our time"</li> <li>● Lesson 3-From Runaround to Remedy</li> <li>● Lesson 6 - At the Hands of Persons Unknown: The Case of George White</li> <li>● Lesson 7-Jury Duty</li> </ul>
8th	Social Studies	<ul style="list-style-type: none"> <li>● TCI Chapter 23 The Reconstruction Era <ul style="list-style-type: none"> <li>○ Presidential Reconstruction (TCI 23)</li> <li>○ Congressional Reconstruction (TCI 23)</li> <li>○ Southern Reconstruction (TCI 23)</li> <li>○ The End of Reconstruction (TCI 23)</li> <li>○ Reconstruction Reversed (TCI 23)</li> <li>○ Responding to Segregation (TCI 23)</li> <li>○ The Long Road to Equal Rights (TCI 23)</li> </ul> </li> </ul>
	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>Narrative of the Life of Frederick Douglass</u> by Frederick Douglass</li> </ul>
6-8	Music	The Justice Songbook by Rollo Dillworth

9th	World History	<ul style="list-style-type: none"> <li>● Compare and contrast religious wars and reformation with the perpetual cultural enslavement of Africans <ul style="list-style-type: none"> <li>○ Stanford History Education Group</li> </ul> </li> </ul>
10th	Political Science	<ul style="list-style-type: none"> <li>● Civil Rights Movement, Jim Crow Laws, 13-15th amendment</li> <li>● Newsela (Civil Rights Protesters Past v Present)</li> <li>● Tell Them We are Rising: The History of HBCUs in America</li> <li>● A Legacy of Opportunity: The History of Delaware State University</li> </ul>
11th	AP U.S. History	<ul style="list-style-type: none"> <li>● State/Local responses to reconstruction amendments/court cases</li> <li>● Black Codes</li> <li>● Sharecropping Contracts</li> <li>● Political Cartoons</li> <li>● Compromise of 1877 primary sources</li> </ul>
11th	US History	<ul style="list-style-type: none"> <li>● State/Local responses to reconstruction,amendments/court cases</li> <li>● Black Codes</li> <li>● Sharecropping Contracts</li> <li>● Political Cartoons</li> <li>● Compromise of 1877 primary sources</li> </ul>
Electives 9-12	Civil War	<ul style="list-style-type: none"> <li>● Dred Scott</li> </ul>
	Psychology	<ul style="list-style-type: none"> <li>● Socratic Seminar- "13th"</li> </ul>
	AP U.S. Government	<ul style="list-style-type: none"> <li>● Plessy v. Ferguson (1896)</li> <li>● Brown v. Board of Education (1954)</li> <li>● Civil Rights Movement</li> <li>● Civil Rights Act and Voting Rights Act</li> </ul>
	Sociology	<ul style="list-style-type: none"> <li>● Plessy vs Ferguson</li> <li>● Gebhart vs Belton</li> <li>● Brown vs Board</li> <li>● Gentrification</li> <li>● Redlining</li> <li>● School Zones</li> <li>● Pierre S. DuPont</li> </ul>
	Music	<p>Repertoire:</p> <ul style="list-style-type: none"> <li>● Didn't My Lord Deliver Daniel - Moses Hogan</li> </ul>

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K-5	Art	<p>Famous Black Figures who impacted Art</p> <ul style="list-style-type: none"> <li>● Jean Michel Basquiat Dinosaur Drawings</li> <li>● Alma Thomas</li> <li>● Benny Andrews, Gordon Parks</li> <li>● Kehinde Wilde</li> <li>● Kara Walker</li> <li>● Neo Expressionism</li> </ul>

		<ul style="list-style-type: none"> <li>● Romare Bearden - Collages</li> <li>● Aaron Douglas - Silhouettes</li> <li>● Jacob Lawrence - Drawings</li> </ul>
	Music	<p>Contributions to Musical and Dance Style</p> <ul style="list-style-type: none"> <li>● Jazz</li> <li>● Hip Hop</li> <li>● Dance</li> <li>● R&amp;B</li> <li>● Gospel</li> <li>● Rock</li> </ul>
	Health/PE	<p>Harlem Renaissance connections to Black American Athletes Celebration of Black American Athletes in History</p>
	ELA	<p>Unit 1- Donald Crews Author Study Unit 6- Nikki Giovanni Author Study</p>
K	Social Studies	Geography 1a - Where We Live
1st	ELA	<p>Unit 1: <u>School Around the World</u> <u>Bread For Words: A Frederick Douglass Story</u> Unit 3: <u>Time to Plant!</u> <u>In the Garden With Dr. Carver</u></p>
	Social Studies	<p>Civics 1a - I Am A Leader Unit What Makes a Good Citizen? Unit Voting Unit History 1a - Our Changing World Unit We Love Our Country Unit</p>
2nd	Science	Plant and Animal Relationships: George Washington Carver
3rd	ELA	<p>Unit 1 Text Set 1: <u>Faith Ringgold: Telling Stories Through Art</u> Faith Ringgold shares her culture through her quilts. The quilts are images that tell a story. Unit 1: <u>Sharing Cultures</u> Unit 1: <u>All Aboard! Elijah McDoy's Steam Engine</u> - inventor</p>
4th	ELA	<p>Unit 4: <u>The Moon Over Star</u> Unit 5: <u>The Inventive Lewis Latimer</u> Unit 5: <u>The Tale of John Henry</u></p>
	Social Studies	<p>Unit 5: English Colonies</p> <ul style="list-style-type: none"> <li>● Lesson 12: Onesimus and Smallpox <ul style="list-style-type: none"> <li>○ An enslaved man who introduced the idea of inoculation into the English colonies</li> </ul> </li> </ul>

5th	ELA	“Frederick Douglas: Freedom’s Voice”
	Science	Patterns of Earth and Sky book “Star Scientist”: Nonfiction book profiles astrophysicist Gibor Basri, discussion his work with the Kepler mission identifying stars with exoplanets orbiting them

6th	Social Studies	State Model Lesson 7: Introduction to Sub-Saharan Africa <ul style="list-style-type: none"> <li>● Contributions of Ancient Egypt Innovations that spread to other parts of the world</li> </ul>
	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>Roll of Thunder, Hear My Cry</u> by Mildred D. Taylor</li> <li>● <u>A Poem for My Librarian, Mrs. Long</u> by Nikki Giovanni</li> <li>● <u>Freedom Walkers</u> by by Russell Freedman</li> <li>● <u>Freedom's Daughters</u> by Lynne Olson</li> </ul>
	Science	<u>Black STEM Achievers</u> <ul style="list-style-type: none"> <li>● George Washington Cover</li> <li>● Alexa Canady</li> <li>● Garrett Morgan</li> <li>● MArie Van Brittan Brown</li> <li>● Elijah McCoy</li> <li>● Ben Carson</li> <li>● Patricia Bath</li> <li>● James West</li> <li>● Janet Bashen</li> <li>● Otis Boykin</li> <li>● Shirley Ann Jackson</li> <li>● Grace O’Connell</li> </ul>
7th	Social Studies	<u>Economic Units</u> <ul style="list-style-type: none"> <li>● Dr. Sadie T. M. Alexander, born 1898</li> <li>● Dr. Raphael William Bostic, born 1966</li> <li>● Dr. Belinda Archibong</li> </ul>
	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>The Skin I'm In</u> by Sharon G. Flake</li> <li>● <u>Thank You, Ma'am</u> by Langston Hughes</li> <li>● <u>No Dream Too High</u>: Simone Biles</li> <li>● <u>Harriet Tubman: Conductor on the Underground Railroad</u> by Ann Petry</li> <li>● <u>We Beat the Street</u> by Rameck Hunt, George Jenkins, Sampson Davis, Sharon M. Draper</li> <li>● <u>The People Could Fly Book</u> by Virginia Hamilton</li> <li>● <u>The Boy Who Harnessed the Wind</u> by Bryan Mealer and William Kamkwamba</li> </ul>
	Science	“Meet an Engineer” <ul style="list-style-type: none"> <li>● Steven Henderson</li> </ul>
8th	Social Studies	<ul style="list-style-type: none"> <li>● TCI Ch. 20: African Americans in the Mid-1800s</li> </ul>

		<ul style="list-style-type: none"> <li>○ Slave Families and Communities (TCI 20)</li> <li>○ Leisure Time (TCI 20)</li> <li>○ Slave Churches</li> <li>● TCI Ch. 22: The Civil War</li> <li>● Harriet Tubman Mini Q (DBQ)</li> </ul>
	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>Monster</u> by Walter Dean Myers</li> <li>● <u>Narrative of the Life of Frederick Douglass</u> by Frederick Douglass</li> <li>● <u>Mother to Son</u> by Langston Hughes</li> <li>● <u>Learning to Read</u> by Frances Ellen Watkins Harper</li> <li>● <u>Long Walk to Freedom</u> by Nelson Mandela</li> <li>● <u>America</u> by Claude McKay</li> </ul>
	Science	Warren Henry-Magnetism <ul style="list-style-type: none"> <li>● “Meet a Scientist Who Studies Magnets”</li> </ul>
6-8	Health/PE	Famous Black Athletes Ex. The Williams Sisters - their history and rise to success Self-Selected black athletes <ul style="list-style-type: none"> <li>● Biography</li> <li>● Contributions to the sport and community</li> </ul>
	Music	Monologues from Prominent Black Artists The Justice Songbook by Rollo Dillworth
9th	World History	<ul style="list-style-type: none"> <li>● Harlem Renaissance</li> <li>● Great Depression (Inflation)</li> <li>● History of African American literature, mathematics, art</li> </ul>
	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● “Bessie Coleman: Woman who 'dared to dream'”</li> <li>● <u>I Have a Dream</u> by D. Martin Luther King Jr.</li> <li>● <u>Just Mercy</u> by Bryan Stevenson</li> <li>● <u>We Beat the Street</u> by Rameck Hunt, George Jenkins, Sampson Davis, Sharon M. Draper</li> <li>● <u>Letter from Birmingham Jail</u> by Dr. Martin Luther King Jr.</li> <li>● <u>Ain't I A Woman?</u> by Sojourner Truth:</li> <li>● <u>A Small Needful Fact</u> by Ross Gay</li> </ul>
	Physical Science	Science Innovator Project <ul style="list-style-type: none"> <li>● <u>100 inspiring Black scientists in America</u> by Antenor O. Hinton Jr.</li> <li>● Neil deGrasse Tyson</li> </ul>
10th	Political Science	<ul style="list-style-type: none"> <li>● Civil Rights Movement</li> <li>● Plessy v Ferguson</li> <li>● Brown v Board of Education</li> <li>● University of California V Bakk</li> </ul>
	Economics	<ul style="list-style-type: none"> <li>● Obama fixing a broken economy             <ul style="list-style-type: none"> <li>○ (Fiscal Policy, Expansionary or Contractionary Policy, Inflation, Recession)</li> </ul> </li> </ul>

	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>Letter from Birmingham Jail</u> by Dr. Martin Luther King Jr</li> </ul>
11th	US History	<ul style="list-style-type: none"> <li>● Harlem Renaissance</li> <li>● Early efforts to end segregation</li> <li>● Civil Rights Movement/Political struggles during 1950s/60s</li> <li>● Langston Hughes Poems</li> <li>● 1920s Pictures and Music</li> <li>● Booker T Washington and WEB DuBois quotes/speeches/articles</li> <li>● WWII Double V Documents</li> <li>● 1950s Civil Rights Leader</li> </ul>
	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>The Negro Motorist Green Book</u> by Victor Hugo Green</li> <li>● <u>A Raisin in the Sun</u> by Lorraine Hansberry</li> <li>● <u>How it Feels to Be Colored Me</u> by Zora Neal Hurston</li> <li>● <u>I've Been to the Mountaintop</u> by Dr. Martin Luther King Jr.</li> <li>● <u>Color of an Awkward Conversation</u> by Chimamanda Ngozi Adichie</li> </ul>
Electives 9-12	AP U.S. Government	<ul style="list-style-type: none"> <li>● Barack Obama,</li> <li>● Martin Luther King Jr.</li> </ul>
	Psychology	<ul style="list-style-type: none"> <li>● Marcus Bancroff Clark,</li> <li>● Francis Cecil Sumner,</li> <li>● Mamie Phipps Clark <ul style="list-style-type: none"> <li>○ Founders of Psychology trading cards</li> </ul> </li> </ul>
	Civil War	<ul style="list-style-type: none"> <li>● Frederick Douglass</li> <li>● 54th Massachusetts,</li> <li>● Harriett Tubman,</li> <li>● 13th, 14th, and 15th Amendments</li> <li>● USCT</li> </ul>
	Art	Drawing & Painting: Lesson 7: Soft Pastel Portraits/Landscapes Studio In Art: Lesson 7: Portraits
	Music	Repertoire: <ul style="list-style-type: none"> <li>● Performing Piece by Stacey V. Gibbs and Hall Johnson</li> </ul>
	PE/Health	Black Americans who made Advances in Health & Science

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
2nd	Social Studies	Economics 1a, 1b, 4a: Consumers and Producers Unit
3rd	Social Studies	Financial Literacy Lesson: Uncle Jed's Barbershop

5th	ELA	<p><u>One Hen</u> (Unit 1 Text Set 2): A child in Ghana takes a chance to help his community. (realistic fiction)</p> <p><u>Bud, Not Buddy</u> (Unit 5 Text Set 2)</p>
	Social Studies: Economics	<p>Financial Literacy Lesson: <u>Sweet Potato Pie</u></p> <p>Macroeconomics Lesson 5: Banks Don't Serve Everyone Equally</p>
	Science	<p>Reference Book: Who Thinks About Scale (page 15): quote from a sciences: I want to make sure children of every sex, gender, sexual orientation, race, ethnicity, country of origin, religion, or (dis)ability feel like they do not have to look or act a certain way to become a scientist."</p>

6th	ELA	<p>Books, Readings or Excerpts from StudySync</p> <ul style="list-style-type: none"> <li>● <u>Roll of Thunder, Hear My Cry</u> by Mildred D. Taylor</li> <li>● <u>Freedom Walkers</u> by by Russell Freedman</li> <li>● <u>Freedom's Daughters</u> by Lynne Olson</li> </ul>
7th	Social Studies	<p><u>State Model Lessons-Unit 2</u></p> <ul style="list-style-type: none"> <li>● Lesson 6- The Constitution and Enslavement</li> <li>● Lesson 7-Our Nation's Report Card</li> </ul> <p><u>State Model Lessons-Unit 3</u></p> <ul style="list-style-type: none"> <li>● Lesson 1-No Room at the Inn</li> <li>● Lesson 2-Mendez and "the greatest civil rights issue of our time</li> <li>● Lesson 3-From Runaround to Remedy</li> <li>● Lesson 6 - At the Hands of Persons Unknown: The Case of George White</li> <li>● Lesson 7-Jury Duty</li> </ul> <p><u>Model Lessons -Economics Unit</u></p> <ul style="list-style-type: none"> <li>● Lesson 14-Not All Unemployment is Created Equal</li> <li>● Lesson 20-How Does Where You Live Influence How You Live?</li> <li>● Lesson 21-The Geography of Opportunity: The Opportunity Atlas</li> <li>● Lesson 22 Twenty-Two Cents and Pennies a Day</li> </ul>
	ELA	<p>Books, Readings or Excerpts from StudySync</p> <ul style="list-style-type: none"> <li>● <u>The Skin I'm In</u> by Sharon G. Flake</li> <li>● <u>Thank You, Ma'am</u> by Langston Hughes)</li> <li>● <u>No Dream Too High</u>: Simone Biles</li> <li>● <u>Harriet Tubman: Conductor on the Underground Railroad</u> by Ann Petry</li> <li>● <u>We Beat the Street</u> by Rameck Hunt, George Jenkins, Sampson Davis, Sharon M. Draper</li> <li>● <u>The People Could Fly</u> by Virginia Hamilton</li> <li>● <u>The Boy Who Harnessed the Wind</u> by Bryan Mealer and William Kamkwamba</li> </ul>
8th	Social Studies	<ul style="list-style-type: none"> <li>● TCI Ch 23: The Reconstruction Era <ul style="list-style-type: none"> <li>○ Presidential Reconstruction (TCI 23)</li> <li>○ Congressional Reconstruction (TCI 23)</li> <li>○ Southern Reconstruction (TCI 23)</li> <li>○ The End of Reconstruction (TCI 23)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Reconstruction Reversed (TCI 23)</li> <li>○ Responding to Segregation (TCI 23)</li> <li>○ The Long Road to Equal Rights (TCI 23)</li> <li>● Reconstruction State Lesson</li> <li>● Mini Q: How Free were Free Blacks in the North?</li> <li>● Mini Q: Who Killed Reconstruction?</li> <li>● DE State Resources: Emancipation in the North</li> <li>● Emancipation Proclamation</li> <li>● Changes in Lincoln's views on Slavery State Model Lesson</li> <li>● Changes in African Americans Freedom State Model Lesson</li> </ul>
	ELA	<p>Books, Readings or Excerpts from StudySync</p> <ul style="list-style-type: none"> <li>● <u>Monster</u> by Walter Dean Myers</li> <li>● <u>Narrative of the Life of Frederick Douglass</u> by Frederick Douglass</li> <li>● <u>Mother to Son</u> by Langston Hughes</li> <li>● <u>Long Walk to Freedom</u> by Nelson Mandela</li> <li>● <u>America</u> by Claude McKay</li> </ul>
6-8	Health/PE	<p>Famous Black Athletes</p> <p>Ex. The Williams Sisters - their history and rise to success</p> <p>Self-Selected black athletes</p> <ul style="list-style-type: none"> <li>● Biography</li> <li>● Contributions to the sport and community</li> </ul>
	Music	Russell Robinson & Rollo Dillworth: historical relevance of black history and spiritualism
9th	ELA	<p>Books, Readings or Excerpts from StudySync</p> <ul style="list-style-type: none"> <li>● "Bessie Coleman: Woman who 'dared to dream'"</li> <li>● <u>I Have a Dream</u> by D. Martin Luther King Jr.</li> <li>● <u>To Kill a Mockingbird</u> by Harper Lee</li> <li>● <u>Just Mercy</u> by Bryan Stevenson</li> <li>● <u>We Beat the Street</u> by Rameck Hunt, George Jenkins, Sampson Davis, Sharon M. Draper</li> <li>● <u>Letter from Birmingham Jail</u> by Dr. Martin Luther King Jr.</li> <li>● <u>Ain't I A Woman?</u> by Sojourner Truth</li> <li>● <u>A Small Needful Fact</u> by Ross Gay</li> </ul>
10th	Economics	<ul style="list-style-type: none"> <li>● The Economics of Racial Segregation (Segregation, Boycott, Jim Crow, Average Income)</li> <li>● Impact of Globalization on state and local communities.</li> <li>● Impact of Fiscal and Monetary Policies.</li> <li>● National Council on Economic Education</li> </ul>
	Political Science	<ul style="list-style-type: none"> <li>● Political party platform on socio-economic issues discussion</li> <li>● Equal rights Amendment</li> <li>● Increases in Diversity in Government</li> </ul>
	ELA	<p>Books, Readings or Excerpts from StudySync</p> <ul style="list-style-type: none"> <li>● <u>Letter from Birmingham Jail</u> by Dr. Martin Luther King Jr.</li> </ul>



11th	US History	<ul style="list-style-type: none"> <li>● Industrialization</li> <li>● Progressive Era</li> <li>● WWI</li> <li>● Harlem Renaissance</li> <li>● Great Depression</li> <li>● WWII</li> <li>● Civil Rights Movement</li> <li>● Cold War</li> </ul>
	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>The Negro Motorist Green Book</u> by Victor Hugo Green</li> <li>● <u>A Raisin in the Sun</u> by Lorraine Hansberry</li> <li>● <u>How it Feels to Be Colored Me</u> by Zora Neal Hurston</li> <li>● <u>I've Been to the Mountaintop</u> by Dr. Martin Luther King Jr.</li> <li>● <u>Color of an Awkward Conversation</u> by Chimamanda Ngozi Adichie</li> <li>● <u>Brown vs. the Board of Education</u></li> </ul>
12th	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <u>The Moor's Account</u> by Laila Lalami</li> </ul>
Electives 9-12	Psychology	<ul style="list-style-type: none"> <li>● Learned helplessness</li> <li>● History of perceived pain tolerance</li> </ul>
	Art	Studio In Art: Lesson 7: Portraits MLK Day: Standard 8.1 The Embrace
	Health/PE	Trailblazers: Black Americans who have made a path for equality in sports
	Music	Repertoire: <ul style="list-style-type: none"> <li>● Ain't Got Time to Die</li> <li>● Down By The River</li> </ul> Repertoire: <ul style="list-style-type: none"> <li>● Performing Piece by Stacey V. Gibbs and Hall Johnson</li> </ul>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K-5	Art	Famous Black Figures who impacted Art Ex. Jean Michel Basquiat Dinosaur Drawings, Alma Thomas, Benny Andrews, Gordon Parks, Kehinde Wilde, Kara Walker Faith Ringgold: Quilts Collage Alma Thomas: Abstract Watercolors
	Music	Delaware Musicians: Bob Marley & Clifford Brown Civil Rights - JFK & MLK and the music of the time
	Health/PE	Celebration of Black Excellence in American History Black Athletes who positively impacted their sport

		Delaware African American athletic contributions to professional sports
K	Social Studies	Civics 4a - Good Citizens Unit
1st	Social Studies	Civics 1a - Voting Unit What Makes a Good Citizen Unit
2nd	ELA	Unit 1: <u>One Plastic Bag</u> Unit 5: <u>Brave Bessie</u> Unit 6: <u>The Story of Ruby Bridges</u>
	Social Studies	Civics 2a: Citizenship Unit
3rd	ELA	Unit 5: <u>Martin Luther King Jr. and the March on Washington</u> Unit 6: <u>Mae Jemison, Astronaut</u>
	Social Studies	Financial Literacy Lesson: Beatrice's Goat
4th	ELA	Unit1: <u>The Fastest Boy in the World</u> Unit 3: <u>Nelson Mandela: Working For Freedom</u> Unit 3: <u>Who Was Jackie Robinson?</u> Unit 6: <u>My People</u> Langston Hughes Author Study, <u>The Drum</u> Nikki Giovanni Author Study
	Social Studies	Unit 1 Lesson 1 - Garrett Morgan (History 2a) Unit 1 Lessons 5, 7 (History 1, 2a/b, 3, 4)
5th	ELA	Unit 4 Text Set 1: Rosa (biography) how Rosa Parks took a stand to bring about change in Montgomery, Alabama. Ruby Bridges Walk to School Day (November 14, 2023) - Ruby Bridges Goes to School: My Story by Ruby Bridges

6th	Social Studies	Connections to Delaware (Delmarva Peninsula)  Contributions to the formation of counties in Delaware
	ELA	Books, Readings or Excerpts from StudySync ● <u>Freedom's Daughters</u> by Lynne Olson
	Science	<u>Black STEM Achievers</u> ● George Washington Cover ● Alexa Canady ● Garrett Morgan ● MArie Van Brittan Brown ● Elijah McCoy ● Ben Carson ● Patricia Bath ● James West ● Janet Bashen ● Otis Boykin ● Shirley Ann Jackson

		<u>Leader in Me Program</u>
7th	Social Studies	<u>Economic Units</u> Dr. Sadie T. M. Alexander, born 1898 Dr. Raphael William Bostic, born 1966 Dr. Belinda Archibong
8th	Social Studies	<ul style="list-style-type: none"> <li>● African Americans in the Mid 1800s</li> <li>● Harriet Tubman Mini Q</li> <li>● Nat Turner</li> <li>● Underground Railroad. William and Nathaniel Brinkley, and the Brinkley Hill Community.</li> <li>● Connection with Harriet Tubman.</li> <li>● “The Dover 8”</li> <li>● Nat Turner Rebellion State Model Lesson</li> <li>● Teacher Created Videos: <ul style="list-style-type: none"> <li>○ <a href="#">How did the UGGR Work?</a></li> <li>○ <a href="#">Harriet Tubman’s Secret Allies in the South/Brinkley Hill</a></li> <li>○ <a href="#">The Dover 8</a></li> <li>○ <a href="#">302 Stories</a> - Michael Oates</li> <li>○ YouTube versions <ul style="list-style-type: none"> <li>■ Voices of Delaware Black History: <a href="#">Reba Ross Hollingsworth</a></li> <li>■ Voices of Delaware Black History: <a href="#">George &amp; Henry Evans</a></li> <li>■ Voices of Delaware Black History: <a href="#">Bishop Aretha Morton</a></li> <li>■ Voices of Delaware Black History: <a href="#">Doug Gibson</a></li> <li>■ Voices of Delaware Black History: <a href="#">Susan Young Browne</a></li> <li>■ Voices of Delaware Black History: <a href="#">Doris E. Lambert</a></li> </ul> </li> </ul> </li> </ul>
	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <a href="#">Narrative of the Life of Frederick Douglass</a> by Frederick Douglass</li> </ul>
6-8	Health/PE	Famous Black Athletes Ex. The Williams Sisters - their history and rise to success Self-Selected black athletes <ul style="list-style-type: none"> <li>● Biography</li> <li>● Contributions to the sport and community</li> </ul>
	Music	The Civil War Band
9th	World History	<ul style="list-style-type: none"> <li>● Mansa Musa</li> <li>● Marcus Garvey</li> <li>● Nat Turner</li> <li>● Haitians</li> </ul>
	ELA	Books, Readings or Excerpts from StudySync <ul style="list-style-type: none"> <li>● <a href="#">Just Mercy</a> by by Bryan Stevenson</li> <li>● <a href="#">“I Have a Dream”</a> by D. Martin Luther King Jr.</li> </ul>

		<ul style="list-style-type: none"> <li>● <u>Letter from Birmingham Jail</u> by Dr.Martin Luther King Jr.</li> </ul>
10th	Political Science	<ul style="list-style-type: none"> <li>● Martin Luther King Jr.</li> <li>● Barack Obama</li> <li>● Thurgood Marshall</li> <li>● Ketanji Brown Jackson</li> <li>● Lisa Blunt Rochester</li> </ul>
11th	US History	<ul style="list-style-type: none"> <li>● Langston Hughes</li> <li>● Booker T Washington</li> <li>● WEB DuBois <ul style="list-style-type: none"> <li>○ Quotes/Speeches/Articles</li> </ul> </li> </ul>
Elective 9-12	AP U.S. Government	<ul style="list-style-type: none"> <li>● Black figures in world history, cross cultures and time, that impacted the course of history in politics, culture and economy around the world. <ul style="list-style-type: none"> <li>○ I.e. Mansa Musa, the richest man in history,</li> <li>○ Nzinga Mbande, a warrior queen of Angola,</li> <li>○ Alessandro de'Medici, "the Black Prince of Florence,"</li> <li>○ Abram Petrovich Gannibal, Russia's African Imperia</li> </ul> </li> <li>● Martin Luther King</li> <li>● Jr., Thurgood Marshall</li> <li>● Rosa Parks</li> <li>● Barack Obama,</li> <li>● Kamala Harris</li> <li>● Clarence Thomas</li> <li>● Ketanji Brown Jackson.</li> </ul>
	Civil War	<ul style="list-style-type: none"> <li>● Frederick Douglass</li> <li>● William Carney</li> <li>● Harriett Tubman</li> <li>● Robert Smalls</li> </ul>
	World War II	<ul style="list-style-type: none"> <li>● A Phillip Randolf</li> <li>● Dorie Miller</li> <li>● Tuskegee Airmen</li> <li>● Red Ball Express <ul style="list-style-type: none"> <li>○ National World War II Museum</li> <li>○ Dogfights from History Channel</li> </ul> </li> </ul>
	Music	Repertoire: <ul style="list-style-type: none"> <li>● Performing Piece by Stacey V. Gibbs and Hall Johnson</li> </ul>
	Health/PE	Indi-Dual Sports Project: The history of athletes and sports

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
November 16, 2022 December 14, 2022 January 11, 2023 February 8, 2023 March 1, 2023	NY Metro Center- Equity Work for Elementary and Secondary District Coaches
January 17, 2023	Newsela In-Person Training-Rethinking History and Tackling Complex Topics focus around HB 198
January - May 2022	Book Study: Social Studies for a Better World by by Noreen Naseem Rodriguez and Katy Swalwell - K-5 Teachers
February 24, 2023	Mid States Conference In Wilmington-Discussed Complex Topics/Contentious Topics in History- Middle School and High School Leads attended the conference and provided resources to departments around lessons that would help support HB 198.
March 3, 2023	I-5 Teaching and Learning Conference (Sessions including - using primary sources to teach social studies, engaging digital resources to support implementation of HB 198, etc.)- K-12 staff
August 22,2023	Discovery Education- Focused on HB 198 Resource for New Teachers
October 13, 2023	<p><u>Delaware Social Studies Coalition offerings</u></p> <ul style="list-style-type: none"> <li>● SSCD Keynote: What's In Your Black History Toolbox? Presenter: Dawnavyn M. James</li> <li>● African Empires in Geography: Presenter Barbara Brown</li> <li>● Start with Story: Driving Inquiry Through Film with Retro Report: Presenter David Olson</li> <li>● Difficult Conversations: Building a Civic Culture Through Civil Discourse in the Classroom: Presenters John Snoad and Allan Carey</li> <li>● Economics For All: A Culturally Responsive Approach: Presenters Scott Bacon and Amy Krzyzanowski</li> <li>● Teaching the Southern Front: Centering African, Arab, and Indian Voices in the First World War presenter Bram Hubbell</li> <li>● Picture Books with HB 198 - How picture books can be used to meet the elementary requirements of HB 198. presenter: Dawnavyn M. James</li> <li>● Do You Know Your Black History? presenter: Dawnavyn M. James</li> <li>● The Negro Leagues: Behind the Curve: Presenter Gigi Wolf</li> <li>● To Preserve Slavery? Debating the Causes of the American Revolution: Presenter Dr. Richard Bell</li> </ul> <p><u>Delaware Equity Summit</u></p> <ul style="list-style-type: none"> <li>● Ensuring Equity in your Classroom using the OpenSciEd Chemical Reactions &amp; Energy (7.2 OpenSciEd Science Kits)</li> <li>● Equity in the classroom using OpenSciEd Sound Waves (8.2 OpenSciEd Science Kits)</li> <li>● Equity Science Using the OpenSciEd Thermal Energy curricular resource (6.2 OpenSciEd Science Kits)</li> </ul>

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Eunique Lawrence

**Position:** Director of Teaching and Learning

**Email:** [eunique.lawrence@christina.k12.de.us](mailto:eunique.lawrence@christina.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Christina School District approaches education through an equity lens. We encourage reflections of ALL of our students in our curriculum. This could be race, gender, religion, and various other ways in which our students identify. Christina School District honors Title 14, and our students, by working to include Black history in as many grades and subjects as possible. We cover pre-diaspora history, slavery's economic impact, racism's connection to slavery and the Civil War, segregation, Black contributions, socio-economic challenges, and notable Black figures in national and Delaware history.

Christina School District encourages reflections of ALL of our students in our curriculum. Our Content Specialists and Instructional Coaches for those areas regularly collaborate to share lessons, across grade-bands, reflective of the Minimum Content Requirements of HB 198. These include units and lessons in ELA, Math, Science, Social Studies, CTE, and Visual & Performing Arts.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X	X	X	X	X	X	X
b. The significance of enslavement in the development of the American economy.	X	X	X	X	X	X	X	X	X	X	X	X	X
c. The relationship between white supremacy, racism, and American slavery.	X					X		X	X	X	X	X	X
d. The central role racism played in the Civil War.	X							X	X	X	X	X	X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	X		X	X	X			X	X	X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	X	X	X	X	X	X	X	X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X	X	X

### Minimum Content Requirement

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.		
Grade-level	Content Area(s)	Lessons/Resources
K-5	<a href="#">ELA</a>	<ul style="list-style-type: none"> <li>● Benchmark Advance has cross content connections with social studies that most closely align in the following units:</li> <li>● Unit 3: Government and Citizenship; Technology and Society; History, Culture, and Geography; and Economics. See Building Knowledge Year Long Plans for each grade level’s background knowledge incorporated.</li> <li>● Various readings within curricula for EACH grade / Diversifying school library with titles written by and with perspectives of marginalized people groups / Events planned for coming year to celebrate cultures of families that make up CSD Elementary School communities</li> </ul>
K-5	Science	<ul style="list-style-type: none"> <li>● <a href="#">Amplify Elementary Science and Black History</a></li> </ul>
6-8	<a href="#">ELA</a>	<ul style="list-style-type: none"> <li>● 6th-<a href="#">American Reading Company: Ancient Civilizations</a></li> <li>● 7th-<a href="#">American Reading Company: African American Literature</a></li> <li>● 7th-<a href="#">American Reading Company: Westward Expansion</a></li> <li>● 8th-<a href="#">American Reading Company: Civil Rights Era</a></li> </ul>
9-12	<a href="#">ELA</a>	<ul style="list-style-type: none"> <li>● 9th Grade ELA <ul style="list-style-type: none"> <li>○ Unit 1-Lit lab-Students will Analyze Text “The Uglies “ to analyze themes of identity, self and culture</li> <li>○ <a href="#">Argumentative unit-sports and society</a></li> </ul> </li> <li>● 10th grade ELA <ul style="list-style-type: none"> <li>○ Unit 1-Lit lab-Students will Analyze Text “Killer of Enemies “ to analyze multicultural themes</li> <li>○ <a href="#">Argument Unit-Civics</a> Students will utilize the Learning for Justice Website • Topics: • Immigration Reform • Why local Elections matter • Truth about voting</li> <li>○ <a href="#">Genre unit-Latino literature</a></li> </ul> </li> <li>● 11th Grade ELA Literature Lab Unit 1: <ul style="list-style-type: none"> <li>○ <a href="#">Genre unit-Memoir</a>:-Students will read the memoirs of Maya Angelou</li> <li>○ <a href="#">Argument unit-Civil war era</a></li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>● 12th Grade ELA <ul style="list-style-type: none"> <li>○ <a href="#">Argument unit-Contemporary issues</a></li> <li>○ <a href="#">Genre unit-English Dystopian Literature-</a></li> </ul> </li> </ul>
K-12	Social Studies <a href="#">Civics: K-12</a> <a href="#">Economics: K-12</a> <a href="#">Geography: K-12</a> <a href="#">History: K-12</a>	Activities pertaining to The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature include: <ul style="list-style-type: none"> <li>● Work in progress with continued use of Learning for Justice lessons from the <a href="#">Learning for Justice Website</a> to lessons for Nearpod to help meet HB 198 Requirements with potential for this MCR to be met.</li> <li>● Twelfth Grade: One or more of a variety of electives are offered that can meet MCRs: African American Studies; Human Behavior; Psychology; Street Law; World History</li> <li>● Ninth Grade: The use of Pearson’s The Cultural Landscape by James M. Rubenstein ebook and materials: <ul style="list-style-type: none"> <li>○ Subsistence Agriculture and forced migration content</li> </ul> </li> <li>● Sixth Grade: Use of Grade 6 Model Lessons found in the State / SSCD Schoology Group “Grade 6 World Geography Model Lessons”</li> <li>● Fourth Grade: Use of Grade 4 Model Lessons found in the State / SSCD Schoology Group “Grade 4 US History and Civics Model Lessons”</li> <li>● <a href="#">Economics: K-12</a></li> <li>● <a href="#">Geography: K-12</a></li> <li>● <a href="#">History: K-12</a></li> </ul>
K-12	Visual and Performing Arts	<ul style="list-style-type: none"> <li>● <a href="#">VPA HB198 Projects 2023-24 Slides Presentation Here</a> (this is comprehensive sharing of lessons across grade-levels and minimum content requirements)</li> </ul>
9-12	Science	The following resources have been identified and made available to support science teachers in incorporating black history in their classroom instruction throughout the year. These resources contain curated content including video, text and lesson plans on the contributions of black and African scientists to society and their impact in shaping science and medicine in history. These collections can be searched and utilized to incorporate in most science units. <p>Newela.com: Extensive searchable collection of articles, resources and lesson plans</p> <p>Discoveryeducation.com: Extensive searchable collection of articles, resources and lesson plans</p> <p>PBS Education: Curated collection of prominent black scientists, their contributions, struggles and history.</p> <p><a href="https://www.pbs.org/education/blog/ten-black-scientists-that-science-teachers-should-know-about-and-free-resources">https://www.pbs.org/education/blog/ten-black-scientists-that-science-teachers-should-know-about-and-free-resources</a></p> <p>Discovery Education: Curated collection of prominent black scientists, their contributions, struggles and history as well as present day contributions of prominent figures and impact on modern day science</p>

		<p>Science News: <a href="http://www.sciencenews.org">www.sciencenews.org</a> Extensive collection of articles with supporting materials covering prominent black scientists both past and present including societal struggles blacks have faced in science and education</p> <p>.</p> <p>Students will explore the contributions to science and medicine by ancient African cultures with a concentration on the following topics:</p> <ul style="list-style-type: none"> <li>● Ecology/Parasitism Development of anti-malarials by ancient African peoples</li> <li>● Homeostasis/Feedback: Use of Salicylic acid (aspirin ) by ancient African cultures and effect on pain pathways</li> <li>● Immunity: Vaccination as a tool to prevent smallpox originally used by ancient African peoples and taught to Americans. <a href="https://www.pbs.org/wgbh/nova/article/smallpox-epidemic-boston-onesimus-african-indigenous/">https://www.pbs.org/wgbh/nova/article/smallpox-epidemic-boston-onesimus-african-indigenous/</a></li> <li>●</li> </ul>
--	--	--

**b. The significance of enslavement in the development of the American economy.**

The significance of enslavement in the development of the American economy.		
Grade-level	Content Area(s)	Lessons/Resources
K-3	Social Studies/ ELA	<ul style="list-style-type: none"> <li>● <a href="#">CSD K-3 Lesson/ Artifact</a></li> </ul>
K-12	Visual and Performing Arts	<ul style="list-style-type: none"> <li>● <a href="#">VPA HB198 Projects 2023-24 Slides Presentation Here</a> (this is comprehensive sharing of lessons across grade-levels and minimum content requirements)</li> </ul>
6-8	Social Studies/ ELA	<ul style="list-style-type: none"> <li>● Early American History (from the Revolutionary War..to Reconstruction)</li> <li>● Past and Present Important People of Color In SSt class</li> <li>● Posters of Inventors and Important people of color <ul style="list-style-type: none"> <li>○ slavery and the constitution, underground railroad, slave laws, abolition movement, Civil War and emancipation of slaves</li> </ul> </li> </ul>
6-8	<a href="#">ELA</a>	<ul style="list-style-type: none"> <li>● <a href="#">American Reading Company: Ancient Civilizations</a></li> <li>● <a href="#">American Reading Company: African American Literature</a></li> </ul>
K-12	Social Studies	<ul style="list-style-type: none"> <li>● Work in progress with continued use of Learning for Justice lessons from the <a href="#">Learning for Justice Website</a> to lessons for Nearpod to help meet HB 198 Requirements with potential for this MCR to be met.</li> <li>● Twelfth Grade: One or more of a variety of electives are offered that can meet MCRs: African American Studies; Human Behavior; Psychology; Street Law; World History</li> <li>● Eleventh Grade: Students learn United States History from 1877</li> </ul>

		<p>through present day. Topics that meet the MCRs include (but are not limited to):</p> <ul style="list-style-type: none"> <li>○ Jim Crow</li> <li>○ Industrial Revolution and Immigration</li> <li>○ Plessy v. Ferguson</li> <li>○ Washington, Carver, DuBois and Race Riots</li> <li>○ Founding of NAACP</li> <li>○ Harlem Renaissance</li> <li>○ Involvement in World War I and World War II</li> <li>○ Civil Rights Movement</li> </ul> <ul style="list-style-type: none"> <li>● Tenth Grade: Teacher created lessons to meet HB 198 Requirements: <ul style="list-style-type: none"> <li>○ <i>Civics 13th Amendment Purposes and Effects</i></li> <li>○ <i>Civics The 14th Amendment: America’s Second Founding</i></li> <li>○ <i>Economics The 13th Amendment &amp; convict Labor</i></li> <li>○ <i>Economics Black Entrepreneurship and Black Excellence</i></li> </ul> </li> <li>● Eighth Grade: Use of Grade 8 Model Lessons found in the State / SSCD Schoology Group “Grade 8 United States History Model Lessons”</li> <li>● Fourth Grade: Use of Grade 4 Model Lessons found in the State / SSCD Schoology Group “Grade 4 US History and Civics Model Lessons”</li> </ul>

c. **The relationship between white supremacy, racism, and American slavery.**

The relationship between white supremacy, racism, and American slavery		
Grade-level	Content Area(s)	Lessons/Resources
6-8	<a href="#">ELA</a>	<ul style="list-style-type: none"> <li>● <a href="#">American Reading Company: African American Literature</a></li> </ul>
K-12	Social Studies	<ul style="list-style-type: none"> <li>● Work in progress with continued use of Learning for Justice lessons from the <a href="#">Learning for Justice Website</a> to lessons for Nearpod to help meet HB 198 Requirements with potential for this MCR to be met.</li> <li>● Twelfth Grade: One or more of a variety of electives are offered that can meet MCRs: African American Studies; Human Behavior; Psychology; Street Law; World History</li> <li>● Eleventh Grade: Students learn United States History from 1877 through present day. Topics that meet the MCRs include (but are not limited to): <ul style="list-style-type: none"> <li>○ Jim Crow</li> <li>○ Industrial Revolution and Immigration</li> <li>○ Plessy v. Ferguson</li> <li>○ Washington, Carver, DuBois and Race Riots</li> <li>○ Founding of NAACP</li> <li>○ Harlem Renaissance</li> <li>○ Involvement in World War I and World War II</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Civil Rights Movement</li> <li>● Tenth Grade: Teacher created lessons to meet HB 198 Requirements: <ul style="list-style-type: none"> <li>○ Civics <i>13th Amendment Purposes and Effects</i></li> <li>○ Civics <i>The 14th Amendment: America's Second Founding</i></li> <li>○ Economics <i>The 13th Amendment &amp; convict Labor</i></li> <li>○ Economics <i>Black Entrepreneurship and Black Excellence</i></li> </ul> </li> <li>● Eighth Grade: Use of Grade 8 Model Lessons found in the State / SSCD Schoology Group "Grade 8 United States History Model Lessons"</li> <li>● Seventh Grade: Use of Grade 7 Model Lessons found in the State / SSCD Schoology Group "Grade 7 Civics and Economics Model Lessons"</li> <li>● Fifth Grade: Use of Grade 5 Model Lessons found in the State / SSCD Schoology Group "Grade 5 Economics and Geography Model Lessons"</li> </ul>
K-12	Visual and Performing Arts	<ul style="list-style-type: none"> <li>● <a href="#">VPA HB198 Projects 2023-24 Slides Presentation Here</a> (this is comprehensive sharing of lessons across grade-levels and minimum content requirements)</li> </ul>

d. The central role racism played in the Civil War.

The central role racism played in the Civil War.		
Grade-level	Content Area(s)	Lessons/Resources
6-8	<a href="#">ELA</a>	<ul style="list-style-type: none"> <li>● <a href="#">American Reading Company: African American Literature</a></li> </ul>
K-12	Social Studies	<ul style="list-style-type: none"> <li>● Work in progress with continued use of Learning for Justice lessons from the <a href="#">Learning for Justice Website</a> to lessons for Nearpod to help meet HB 198 Requirements with potential for this MCR to be met.</li> <li>● Twelfth Grade: One or more of a variety of electives are offered that can meet MCRs: African American Studies; Human Behavior; Psychology; Street Law; World History</li> <li>● Eighth Grade: Use of Grade 8 Model Lessons found in the State / SSCD Schoology Group "Grade 8 United States History Model Lessons"</li> </ul>
K-12	Visual and Performing Arts	<ul style="list-style-type: none"> <li>● <a href="#">VPA HB198 Projects 2023-24 Slides Presentation Here</a> (this is comprehensive sharing of lessons across grade-levels and minimum content requirements)</li> </ul>

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.		
Grade-level	Content Area(s)	Lessons/Resources
6-8	<a href="#">ELA</a>	<ul style="list-style-type: none"> <li>• <a href="#">American Reading Company: African American Literature</a></li> </ul>
K-12	Social Studies	<ul style="list-style-type: none"> <li>• Work in progress with continued use of Learning for Justice lessons from the <a href="#">Learning for Justice Website</a> to lessons for Nearpod to help meet HB 198 Requirements with potential for this MCR to be met.</li> <li>• Twelfth Grade: One or more of a variety of electives are offered that can meet MCRs: African American Studies; Human Behavior; Psychology; Street Law; World History</li> <li>• Eleventh Grade: Students learn United States History from 1877 through present day. Topics that meet the MCRs include (but are not limited to):               <ul style="list-style-type: none"> <li>○ Jim Crow</li> <li>○ Industrial Revolution and Immigration</li> <li>○ Plessy v. Ferguson</li> <li>○ Washington, Carver, DuBois and Race Riots</li> <li>○ Founding of NAACP</li> <li>○ Harlem Renaissance</li> <li>○ Involvement in World War I and World War II</li> <li>○ Civil Rights Movement</li> </ul> </li> <li>• Tenth Grade: Teacher created lessons to meet HB 198 Requirements:               <ul style="list-style-type: none"> <li>○ <i>Civics 13th Amendment Purposes and Effects</i></li> <li>○ <i>Civics The 14th Amendment: America's Second Founding</i></li> <li>○ <i>Economics The 13th Amendment &amp; convict Labor</i></li> <li>○ <i>Economics Black Entrepreneurship and Black Excellence</i></li> </ul> </li> <li>• Ninth Grade: The use of Pearson's The Cultural Landscape by James M. Rubenstein ebook and materials:               <ul style="list-style-type: none"> <li>○ Urban settlement issues and patterns &amp; redlining content</li> </ul> </li> <li>• Eighth Grade: Use of Grade 8 Model Lessons found in the State / SSCD Schoology Group "Grade 8 United States History Model Lessons"</li> <li>• Seventh Grade: Use of Grade 7 Model Lessons found in the State / SSCD Schoology Group "Grade 7 Civics and Economics Model Lessons"</li> <li>• Fourth Grade: Use of Grade 4 Model Lessons found in the State / SSCD Schoology Group "Grade 4 US History and Civics Model Lessons"</li> <li>• Christina School District revised K-3 units to include a multicultural lens.</li> </ul>
K-12	Visual and Performing Arts	<ul style="list-style-type: none"> <li>• <a href="#">VPA HB198 Projects 2023-24 Slides Presentation Here</a> (this is comprehensive sharing of lessons across grade-levels and minimum content requirements)</li> </ul>

f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

The contributions of Black people to American life, history, literature, economy, politics, and culture.		
Grade-level	Content Area(s)	Lessons/Resources
K-5	Science	<ul style="list-style-type: none"> <li>• <a href="#">Amplify Elementary Science and Black History</a></li> </ul>
K-2	Science	<ul style="list-style-type: none"> <li>• Every elementary unit includes a guide for Eliciting and Leveraging Students’ Prior Knowledge, Personal Experiences, and Background Knowledge.               <ul style="list-style-type: none"> <li>○ These guides provide entry points for teachers to draw out students’ lived experiences and cultural funds of knowledge, often circling back to their family and cultural lives.</li> </ul> </li> <li>• Individual units in different grades contain articles or reading, many of which focus on the contributions of Black people in science. These articles and books include:               <ul style="list-style-type: none"> <li>○ Kindergarten, <b>Sunlight and Weather Book</b> “Tornado! Predicting Severe Weather” Nonfiction book tells the story of how Lynn Burse, a forecaster for the National Weather Service, helped predict a tornado, sending a warning that saved lives.</li> </ul> </li> </ul>
3-5	Science	<ul style="list-style-type: none"> <li>• Every elementary unit includes a guide for Eliciting and Leveraging Students’ Prior Knowledge, Personal Experiences, and Background Knowledge.               <ul style="list-style-type: none"> <li>○ These guides provide entry points for teachers to draw out students’ lived experiences and cultural funds of knowledge, often circling back to their family and cultural lives.</li> </ul> </li> <li>• Individual units in different grades contain articles or reading, many of which focus on the contributions of Black people in science. These articles and books include:               <ul style="list-style-type: none"> <li>○ <b>Grade 3 Environment and Survival</b> 4.1, Lesson Guide: “It’s important for students to know that people from all demographic groups have made important contributions to society through science and technology. This diversity includes people of different ethnicities. Because of pervasive representations of scientists as older, male, and largely white, students may assume that all scientists fall into those categories. In our curriculum we strive to present students with an array of diverse scientists so that they can see that the important ingredients for being a scientist are hard work, curiosity, and collaboration, and not age, skin color, gender, physical ability, or sexual orientation. You may want to have a conversation with your students about diversity in scientists. Noticing and discussing differences among people can help combat stereotypes more than ignoring these differences.</li> <li>○ 5th Grade, <b>Ecosystem Restoration Book</b> “Walk in the Woods”: Nonfiction</li> </ul> </li> </ul>

		book profiles Eritrean-born scientist Asmeret Asefaw Berhe, who studies soil to better understand this complex system that underlies many of Earth's ecosystems.
6-8	<a href="#">ELA</a>	<ul style="list-style-type: none"> <li>• <a href="#">American Reading Company: African American Literature</a></li> </ul>
K-12	Social Studies	<ul style="list-style-type: none"> <li>• Work in progress with continued use of Learning for Justice lessons from the <a href="#">Learning for Justice Website</a> to lessons for Nearpod to help meet HB 198 Requirements with potential for this MCR to be met.</li> <li>• Twelfth Grade: One or more of a variety of electives are offered that can meet MCRs: African American Studies; Human Behavior; Psychology; Street Law; World History</li> <li>• Eleventh Grade: Students learn United States History from 1877 through present day. Topics that meet the MCRs include (but are not limited to): <ul style="list-style-type: none"> <li>○ Jim Crow</li> <li>○ Industrial Revolution and Immigration</li> <li>○ Plessy v. Ferguson</li> <li>○ Washington, Carver, DuBois and Race Riots</li> <li>○ Founding of NAACP</li> <li>○ Harlem Renaissance</li> <li>○ Involvement in World War I and World War II</li> <li>○ Civil Rights Movement</li> </ul> </li> <li>• Tenth Grade: Teacher created lessons to meet HB 198 Requirements: <ul style="list-style-type: none"> <li>○ <i>Civics 13th Amendment Purposes and Effects</i></li> <li>○ <i>Civics The 14th Amendment: America's Second Founding</i></li> <li>○ <i>Economics The 13th Amendment &amp; convict Labor</i></li> <li>○ <i>Economics Black Entrepreneurship and Black Excellence</i></li> </ul> </li> <li>• Eighth Grade: Use of Grade 8 Model Lessons found in the State / SSCD Schoology Group "Grade 8 United States History Model Lessons"</li> <li>• Seventh Grade: Use of Grade 7 Model Lessons found in the State / SSCD Schoology Group "Grade 7 Civics and Economics Model Lessons"</li> <li>• Sixth Grade: Use of Grade 6 Model Lessons found in the State / SSCD Schoology Group "Grade 6 World Geography Model Lessons"</li> <li>• Fifth Grade: Use of Grade 5 Model Lessons found in the State / SSCD Schoology Group "Grade 5 Economics and Geography Model Lessons"</li> <li>• Fourth Grade: Use of Grade 4 Model Lessons found in the State / SSCD Schoology Group "Grade 4 US History and Civics Model Lessons"</li> <li>• Christina School District revised K-3 units to include a multicultural lens.</li> <li>• K-3: Teachers created lessons and resources "Black History Figures"</li> </ul>
K-12	Visual and Performing Arts	<ul style="list-style-type: none"> <li>• <a href="#">VPA HB198 Projects 2023-24 Slides Presentation Here</a> (this is comprehensive sharing of lessons across grade-levels and minimum content requirements)</li> </ul>


- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.		
Grade-level	Content Area(s)	Lessons/Resources
6-8	<a href="#">ELA</a>	<ul style="list-style-type: none"> <li>• <a href="#">American Reading Company: African American Literature</a></li> </ul>
K-12	Visual and Performing Arts	<ul style="list-style-type: none"> <li>• <a href="#">VPA HB198 Projects 2023-24 Slides Presentation Here</a> (this is comprehensive sharing of lessons across grade-levels and minimum content requirements)</li> </ul>
K-12	Social Studies	<ul style="list-style-type: none"> <li>• Work in progress with continued use of Learning for Justice lessons from the <a href="#">Learning for Justice Website</a> to lessons for Nearpod to help meet HB 198 Requirements with potential for this MCR to be met.</li> <li>• Twelfth Grade: One or more of a variety of electives are offered that can meet MCRs: African American Studies; Human Behavior; Psychology; Street Law; World History</li> <li>• Eleventh Grade: Students learn United States History from 1877 through present day. Topics that meet the MCRs include (but are not limited to): <ul style="list-style-type: none"> <li>○ Jim Crow</li> <li>○ Industrial Revolution and Immigration</li> <li>○ Plessy v. Ferguson</li> <li>○ Washington, Carver, DuBois and Race Riots</li> <li>○ Founding of NAACP</li> <li>○ Harlem Renaissance</li> <li>○ Involvement in World War I and World War II</li> <li>○ Civil Rights Movement</li> </ul> </li> <li>• Tenth Grade: Teacher created lessons to meet HB 198 Requirements: <ul style="list-style-type: none"> <li>○ <i>Civics 13th Amendment Purposes and Effects</i></li> <li>○ <i>Civics The 14th Amendment: America's Second Founding</i></li> <li>○ <i>Economics The 13th Amendment &amp; convict Labor</i></li> <li>○ <i>Economics Black Entrepreneurship and Black Excellence</i></li> </ul> </li> <li>• Eighth Grade: Use of Grade 8 Model Lessons found in the State / SSCD Schoology Group "Grade 8 United States History Model Lessons"</li> <li>• Seventh Grade: Use of Grade 7 Model Lessons found in the State / SSCD Schoology Group "Grade 7 Civics and Economics Model Lessons"</li> <li>• Fifth Grade: Use of Grade 5 Model Lessons found in the State / SSCD Schoology Group "Grade 5 Economics and Geography Model Lessons"</li> </ul>



		<p>Lessons”</p> <ul style="list-style-type: none"> <li>● Fourth Grade: Use of Grade 4 Model Lessons found in the State / SSCD Schoology Group “Grade 4 US History and Civics Model Lessons”</li> <li>● Christina School District revised K-3 units to include a multicultural lens.</li> </ul>
9-12	science	<p>Biology: Cells, cell division, cancer, ethics. Henrietta Lacks  <a href="https://www.nsta.org/lesson-plan/who-was-henrietta-lacks">https://www.nsta.org/lesson-plan/who-was-henrietta-lacks</a></p> <p>Chemistry: Contributions of Percy Julian Barriers  <a href="https://mpt.pbslearningmedia.org/resource/arct14.sci.nvbarrier/barriers-for-black-scientists/#.WnCloPM-dE4">https://mpt.pbslearningmedia.org/resource/arct14.sci.nvbarrier/barriers-for-black-scientists/#.WnCloPM-dE4</a></p> <p>Physics: Edward Bouchet  <a href="https://www.aip.org/sites/default/files/history/teaching-guides/historical-detective-edward-bouchet/Historical%20Detective%20Edward%20Bouchet_Lesson%20Plan.pdf">https://www.aip.org/sites/default/files/history/teaching-guides/historical-detective-edward-bouchet/Historical%20Detective%20Edward%20Bouchet_Lesson%20Plan.pdf</a></p>

**h. Black figures in national history and in Delaware history.**

Black figures in national history and in Delaware history.		
Grade-level	Content Area(s)	Lessons/Resources
K-5	Science	<ul style="list-style-type: none"> <li>● <a href="#">Amplify Elementary Science and Black History</a></li> </ul>
3-5	Science	<ul style="list-style-type: none"> <li>● <b>Individual units in different grades contain articles or reading, many of which focus on the contributions of Black people in science. These articles and books include:</b> <ul style="list-style-type: none"> <li>○ 5th Grade, <b>Patterns of Earth and Sky Book</b> “Star Scientist”: Nonfiction book profiles astrophysicist Gibor Basri, discussing his work with the Kepler mission identifying stars with exoplanets orbiting them</li> </ul> </li> </ul>
6-8	<a href="#">ELA</a>	<ul style="list-style-type: none"> <li>● <a href="#">American Reading Company: African American Literature</a></li> </ul>
K-12	Social Studies	<ul style="list-style-type: none"> <li>● Work in progress with continued use of Learning for Justice lessons from the <a href="#">Learning for Justice Website</a> to lessons for Nearpod to help meet HB 198 Requirements with potential for this MCR to be met.</li> <li>● Twelfth Grade: One or more of a variety of electives are offered that can meet MCRs: African American Studies; Human Behavior; Psychology; Street Law; World History</li> <li>● Eleventh Grade: Students learn United States History from 1877 through present day. Topics that meet the MCRs include (but are not limited to): <ul style="list-style-type: none"> <li>○ Jim Crow</li> <li>○ Industrial Revolution and Immigration</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Plessy v. Ferguson</li> <li>○ Washington, Carver, DuBois and Race Riots</li> <li>○ Founding of NAACP</li> <li>○ Harlem Renaissance</li> <li>○ Involvement in World War I and World War II</li> <li>○ Civil Rights Movement</li> <li>● Tenth Grade: Teacher created lessons to meet HB 198 Requirements: <ul style="list-style-type: none"> <li>○ <i>Civics 13th Amendment Purposes and Effects</i></li> <li>○ <i>Civics The 14th Amendment: America's Second Founding</i></li> <li>○ <i>Economics The 13th Amendment &amp; convict Labor</i></li> <li>○ <i>Economics Black Entrepreneurship and Black Excellence</i></li> </ul> </li> <li>● Eighth Grade: Use of Grade 8 Model Lessons found in the State / SSCD Schoology Group "Grade 8 United States History Model Lessons"</li> <li>● Seventh Grade: Use of Grade 7 Model Lessons found in the State / SSCD Schoology Group "Grade 7 Civics and Economics Model Lessons"</li> <li>● Sixth Grade: Use of Grade 6 Model Lessons found in the State / SSCD Schoology Group "Grade 6 World Geography Model Lessons"</li> <li>● Fifth Grade: Use of Grade 5 Model Lessons found in the State / SSCD Schoology Group "Grade 5 Economics and Geography Model Lessons"</li> <li>● Fourth Grade: Use of Grade 4 Model Lessons found in the State / SSCD Schoology Group "Grade 4 US History and Civics Model Lessons"</li> <li>● Christina School District revised K-3 units to include a multicultural lens.</li> <li>● K-3: Teachers created lessons and resources "Black History Figures"</li> </ul>
K-12	Visual and Performing Arts	<ul style="list-style-type: none"> <li>● <a href="#">VPA HB198 Projects 2023-24 Slides Presentation Here</a> (this is comprehensive sharing of lessons across grade-levels and minimum content requirements)</li> </ul>
6-8	Science	<ul style="list-style-type: none"> <li>● Human Impact unit: George Washington Carver Impacts on Human impact put in standard not unit grade 6-8 includes lesson plan <a href="https://mpt.pbslearningmedia.org/resource/american-vid-george-w-carver/video/#.Wo2oERPwbSc">https://mpt.pbslearningmedia.org/resource/american-vid-george-w-carver/video/#.Wo2oERPwbSc</a></li> <li>● Sound Unit: James West. Invention of the microphone, translation of sound to electrical impulses</li> <li>● Light Unit: Patricia Bath: Invention of laser probe for cataract surgery.</li> <li>● Earth and Space: Neil deGrasse Tyson for multiple contributions and demoting Pluto</li> </ul>
9-12	Science	<ul style="list-style-type: none"> <li>● Chemistry/Physiology/Biology Marie Maynard Daly Food and Nutrition. Effects of cholesterol and sugar on the heart. <a href="https://www.sciencehistory.org/education/scientific-biographies/marie-maynard-daly/">https://www.sciencehistory.org/education/scientific-biographies/marie-maynard-daly/</a></li> </ul>

		<ul style="list-style-type: none"> <li>● Astronomy. Neil deGrasse Tyson</li> <li>● Earth Science. Gladys West</li> </ul>
--	--	--

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
Summer 2023	<ul style="list-style-type: none"> <li>● Teachers continued to create lessons for each grade level, K-12 to meet HB 198 MCRs</li> </ul>
Summer 2023	<ul style="list-style-type: none"> <li>● Meetings with teachers to support HB 198 Requirements lesson development</li> <li>● Teacher Professional Development for a deeper understanding of HB 198 Requirements and for teachers to compare and contrast a lesson that meets HB 198 Requirements versus another lesson</li> <li>● Newsela is an instructional content tool that allows teachers to find articles with appropriate reading levels for their students. <a href="#">Newsela</a> has a lot of resources for grades 3-12. Newsela worked with Christina School District to design a curriculum to support HB 198 across content areas: <ul style="list-style-type: none"> <li>○ <a href="#">Include Diverse Perspectives</a></li> <li>○ <a href="#">C3 Teachers Inquiries</a></li> <li>○ <a href="#">Black U.S. History Collection</a></li> </ul> </li> </ul>
September 2023	<ul style="list-style-type: none"> <li>● 6-12: September 22, 2023 PD with presenter Matthew Kay, author of <i>Not Light But Fire, How to Lead Meaningful Race Conversations in the Classroom</i> (MCR: G)</li> </ul>
October 2023	<ul style="list-style-type: none"> <li>● Participation of CSD PreK- Grade 12 Teachers in State of Delaware October 13, 2023 Equity Summit</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>● In the process of a collaborative discussion with K-12 teachers to assign specific HB 198 Content Requirements for each grade level to ensure all requirements are taught in Elementary, then again in Middle School, and again in High School.</li> <li>● Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future. Along with this collaboration, there is potential for this MCR to be met.</li> <li>● Work in progress with collaboration of K-5 Elementary Teachers to tweak Perfection Learning's <i>Essential Voices</i> multicultural book lists for CSD use in SORA. This will be ongoing as we continue to move forward with the changes in Social Studies and has potential for all MCRs to be met.</li> </ul>
Fall 2024	<p>Secondary Math is interested in these two books, for a book study as the team works to incorporate the minimum requirements of HB198:</p> <ul style="list-style-type: none"> <li>● <a href="#">Middle School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice</a></li> </ul>



## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Dr. Nicholas Baker

**Position:** Supervisor of Curriculum and Instruction

**Email:** [nicholas.baker@colonial.k12.de.us](mailto:nicholas.baker@colonial.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

The HB198 Instructional Approach provides the foundation for the standards to be implemented. Colonial's equity work over the past few years has also laid a foundation for our staff and students to engage in the Instructional Approach as well as the content deliverables across various content areas. It has become a part of our vision and mission and strategic planning goals. In Part 3, Below you will read about the processes we used and are using this year to meet the framework requirements in multiple curricular areas.

### **Social Studies:**

Colonial's social studies program utilizes the Delaware Recommended Curriculum and aligned instructional resources to support the Delaware standards. Statewide, social studies programs that utilize the Delaware Recommended Curriculum have embarked on a multi-year plan to revise and update materials to meet adjusted standard configurations. Currently, there are a combination of lessons and model units that are implemented at each elementary grade level that continue to be enhanced to authentically incorporate content components of HB198 . Critical to this is intentionality to authentically be more inclusive with culturally relevant materials.

Colonial is an active member of the Social Studies Coalition of Delaware, a statewide collaborative network of school

districts, university and organizational partners, and the Delaware Department of Education who are embarking on this curriculum work with partner organizations. Such groups include the University of Delaware's Center for Economic Education at the University of Delaware, Delaware Center for Geography Education, Delaware Center for Civic Education. Additional groups involved in this work include the Delaware Historical Society, Delaware State University, and the Delaware Archives. Driving this effort is an intentionality that our diverse populations are exposed to materials and content that reflect their communities. As there is ongoing work in social studies statewide, Colonial ensures that, in identified grades, we have teacher representation on lesson and unit writing committees, and opportunities to field test and pilot lessons prior to broader use. Certain grades are implementing new lessons and units, utilizing the services of the Delaware Department of Education and the New York Metro Center to ensure professional learning and consultation around culturally relevant topics within these units. As curriculum work continues, various affiliate groups consult on these lesson plans as a result of their expertise in the standards pedagogy.

A foundation of our state standards (and the resulting curriculum work) includes opportunities to address the curriculum and content requirements of HB198. Initially, within the social studies department, we reviewed the legislation among teacher leaders and the entire teaching team. Over the past year, we spent professional learning days and afterschool workshops inventorying and enhancing how to authentically include the content deliverables in our grade level programs and within our state standards, while at the same time anticipated curriculum development statewide with the Delaware Recommended Curriculum. Teams of teachers have continued to update their existing lessons and activities to align their course of study with the curriculum requirements within HB198. Teachers have examined a combination of resources to identify what material was missing, and what material can help enhance our standards-driven lessons. Summer professional learning was offered to interested teachers who sought to continue this work.

The examples in Part 2 illustrate that materials not only incorporate contemporary events into discussions of Black history, but develop our students' respect for cultural diversity as reflected in Colonial's community. Social studies materials provide students with a foundation for examining the Black History, increase awareness of the Black experience, and incorporate opportunities to identify the connections locally in Delaware. Lessons also rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons. Through curriculum work with teachers, specialists, and partner organizations as members of the Social Studies Coalition, it is ensured that the material is presented in an age appropriate manner.

Professional learning described in Part 3 has been offered to teachers to not only enhance their pedagogical approach to teaching culturally relevant material, but also to increase their own content expertise in the areas of HB198. As members of the Social Studies Coalition of Delaware, districts collaborate and share different professional learning opportunities with our respective teachers. Each year, we also administer a Title 2 Professional Learning Survey where we provide all teachers with an opportunity for feedback and suggestions for professional learning needs. In social studies, we ensured that deliverables within HB198 were included. All professional learning offered recognizes the impact of racial and historical trauma on students.

Encouraging opportunities for student voice and agency are integral to Colonial's Strategic Plan. Social Studies provides a vehicle for this through our Civics standards and the emphasis on civic engagement and participation. As such, opportunities present to stimulate reflection and discourse about racism, inequality, and discrimination. An example discussed in Part 2 includes Colonial's implementation of Project Soapbox and Issues to Action in Grades 7 and 9 to learn more about the civic engagement process.

The work is ongoing. We're committed to our social studies program continuing to support Colonial's importance in culturally relevant instruction and materials, as well as its linkage to HB198. A variety of resources have been shared by the Delaware Department of Education and are foundational for that curriculum work. As we continue to support our social studies program, we have or plan to continue to investigate resources from the following:

- UDLibsearch Collection for HB198 materials
- Delaware Historical Society and the Mitchell Center for African-American Heritage

- Constitution Center of Philadelphia
- National Museum of African American History and Culture
- Library of Congress National Archives
- PBS Learning Media
- Discovery Education
- 302 Stories
- Bill of Rights Institute
- Newsela African American History Collection
- Ancillary resources from the African American Odyssey by Hines, Hines, and Harrold.
- Facing History and Ourselves
- Teaching Hard History (Learning for Justice)
- Delaware Archives
- Stanford History Education Project , Stanford Civic Reasoning Project
- Center for Civic Education
- Girl Rising
- ICivics
- Next Gen Personal Finance
- Federal Reserve Bank of St. Louis, Philadelphia, and New York

### **English Language Arts**

Our district’s specific vision for quality English/Language Arts is that we read to be empowered in an ever changing world. We build and foster strong literacy foundations in our students, so they are able to access texts across multiple genres to be the change we wish to see in the world. This foundation will allow students to be informed and productive members of our global society.

We communicate to share our ideas and to learn about others and the world around us. To develop our communication skills, we focus instruction on speaking, listening, and writing. Through productive conversations, we encourage students and staff to provide and consider unique thoughts, ideas, and perspectives.

We value our students, staff, and community and their right to read, learn, and grow. We aim to foster student voice and choice, allowing students to read widely and to become lifelong, passionate readers.

The district adopted Amplify CKLA in grades K-5 and continues to utilize standards based units in grades 6-12 in order to help meet this vision. Through curating our units of instruction, we’ve ensured that students have several opportunities to read and view materials and assessments that depict individuals of different genders, races, and other physical characteristics. The curriculum works to maintain a balance of positive portrayals in representation to prevent the prevalence of negative stereotypes harmful to students. Because the curriculum includes a multitude of voices and perspectives, students have the opportunity to see themselves succeed based on the representation of characters in the text they read throughout the units.

CKLA provides a companion equity guide that we are leveraging as we implement this program. The guide for each grade details how the domains (K-2) or units (3-5) align to outcomes identified in the Teaching Tolerance Social Justice Standards. This tool enables teachers to understand how students work toward these outcomes through the Amplify CKLA program. It also includes a DEI question for each domain or unit that teachers may use to further develop students’ understanding of how the content area connects to these issues. While the Amplify CKLA program is not intended to be students’ only opportunity to grapple with the ideas embedded in the Teaching Tolerance standards, it does offer substantial support for progressing toward the standards’ outcomes. The guide for each unit and the alignment charts for each grade band detail which standards are supported in Amplify CKLA, enabling teachers to coordinate this with curricula in other subjects to ensure that students address all standards throughout the course of the school day.

To support our multilingual learners, K-5 MLL teachers use Language Studio, which is the English Language Development companion for CKLA. Language Studio was analyzed by Prime V2, which is a WIDA tool designed to

assist educators in analyzing instructional materials in accordance with WIDA Standards. The WIDA Standards Framework is rooted in an asset-based view of students and their diverse cultures, backgrounds and experiences they bring to our classrooms. WIDA values social justice, promotes equity and challenges discriminatory actions.

Our secondary curriculum addresses issues pertinent to bias and sensitivity in the following ways: provides students opportunities to build knowledge from a suite of rich units containing a variety of texts and topics provides students opportunities to engage with texts written by diverse authors; units include texts written by authors diverse in gender, race, ethnicity, and religion.

We utilize texts that operate as “mirrors, windows, and sliding glass doors” (Bishop) whereby students see themselves within the pages of texts as they learn about the lived experiences of people from various cultures provides student tasks that support and foster dialogue, critique, and analysis about a variety of texts and topics provides student tasks that deconstruct language to build language skills while creating space for students to learn about and develop an understanding of the cultural dynamics of language provides teachers with tools to promote discussions that allow students to explore, examine, and critique ideas, content, language, and their own thinking and understanding.”

### **Science**

Colonial’s vision for science education is reinforced by Bryan Brown’s work, *Science in the City* (guest presenter, Science Coalition/DDOE, 2022). As stated in an overview of his examination of how language and culture matter for effective science teaching, “... this illustrates how science education can flourish if it is connected to students’ backgrounds, identities, language, and culture. In this empowered—and inclusive—form of science classroom, the role of narrative is key: educators use stories and anecdotes to induct students into the realm of scientific thinking; introduce big ideas in easy, familiar terms; and prioritize explanation over mastery of symbolic systems. The result is a classroom that showcases how the use of more familiar, culturally relevant modes of communication can pave the way for improved science learning.” (Harvard Education Press, 2021).

Colonial has researched, piloted, analyzed data, adopted and implemented instructional materials that support culturally responsive and equitable K-12 science instruction. When implementing the curriculum and providing Professional Development we asked ourselves to think about how we would know equitable learning was happening. Observers would see that all students are in the driver’s seat to build on their prior knowledge, bridge related phenomenon and experiences, and give students a voice to identify where we need to go next to figure out the why behind the phenomenon. Observers would see that students are seen and heard as their experiences and previous knowledge base is used to drive instruction. All ways of knowing are elevated.

As members of the Delaware Science Coalition, we implement the Amplify Science program in Grades 2-5, and the OpenSciEd program in grades 6-8. At the elementary level, every unit includes a guide for eliciting and leveraging student’s prior knowledge, personal experiences, and background knowledge. These guides provide entry points to draw out students’ lived experiences and cultural funds of knowledge, often circling back to their family and cultural experiences. Individual units in different grades contain articles or readings that support the contributions of Black people in science. Several are listed in Part 2.

To expand on this concept of eliciting prior knowledge and experiences, students create an understanding of the phenomenon through gathering evidence in investigations. An example of this is in the OpenSciEd Grade 8 Sound Unit, where all students engage in observing and questioning a phenomenon of a loud sound coming from a speaker making a window move far away. All students observe and question a model of a real speaker moving a bowl with plastic wrap. All students share related experiences and these experiences are used to compare and contrast to the unit phenomenon and build understanding throughout the unit. Students develop an initial model to try and explain their observations. As the students work with the teacher to create the classroom norms and use the norms to think about what they as a group need to work on to have a productive class discussion. They work with their classmates in a scientists’ circle to share and discuss using talk moves. They build the classroom model of the speaker, the window, and the air between the window, from which the whole class diagrams what they know about the causes



and effects of this phenomenon and where they need to go next. The group places question marks on any parts of disagreement or confusion. Students use their words to describe the phenomenon. When all students agree to what they are describing and explaining, a science vocab word may then be introduced. This is one example; and, all units in OpensciEd 6-8 Curriculum were created with the same 4 questions in mind, ultimately creating a student centered approach to learning where all students are seen, heard, and supported to develop understanding to figure out the why behind the phenomena developed in class.

In addition, the curriculum was designed to support equity valuing student interest through surveys of at least 5 phenomena per unit, where students chose the one of most interest. The scope and sequence prioritizes coherence and connections and builds over K-12 as the students are using the disciplinary core ideas, science and engineering practices, and crosscutting concepts developed to figure out new phenomena that also build on each other.

At the high school level, as students receive instruction in Biology, Chemistry, Physics, and Integrated Earth and Environmental Sustainability courses, opportunities continue to be linked to identify relevant phenomena to connect scientific concepts addressed in those courses. As shown in Part 2 of this report, some courses have begun to incorporate local issues and data when exploring various phenomena and concepts. Additionally, there is an intentional effort to showcase noted black pioneers in the field of science, as well as those who are trailblazing the sciences in modern times (*I Am A Scientist* resource). This is essential to link the importance of STEM education among our students of color.

### **Mathematics**

We implement Rights and Responsibilities as Learners in our math classrooms, and every math classroom has them posted for reference. We embrace the Five Equity-based Practices in Mathematics Classrooms adapted from *The Impact of Identity in K – 8 Mathematics Rethinking Equity-Based Practices* (NCTM, Aguirre, Mayfield-Ingram, & Martin 2013). Last school year, we piloted and provided feedback on national math social justice lessons. This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

### **Health and Physical Education**

Colonial recognizes the important role that Health and Physical Education can play in supporting HB198. Through the Delaware Health and PE Teacher Leader Workgroup, interested teachers across the state assemble to investigate state standards within health education and identify resources and connections that support health and physical education standards when addressing HB198. For health education, for example, there are topics and issues within our communities and in Delaware that pertain to the experiences of our students. Other states have begun similar work and we intend to review their statewide resources to adapt to the topics addressed within our curriculum materials. Colonial maintains representation on this statewide workgroup and looks forward to expanding this within the district for the remainder of the school year.

### **Library Collections**

To help address the above in our school libraries, Colonial is taking steps to create library spaces that are both inclusive and responsive while encouraging students to explore in our spaces the Black experience that include:

- Curating a diverse library collection of materials.
  - We are acquiring a wide range of materials that includes: books, article, videos, and other resources that include difference aspects of the Black experience, including history, culture, literature and contemporary issues
  - Ensuring our collection reflects the diversity within the Black community
  - Collaborating with librarians, teachers, and community member to identify important resources
  
- Celebrating Cultural and Racial Diversity

- Feature Black authors, artists, and creators in our library spaces, displays, programs, and events
- Promote the appreciation of Black culture, contributions, and achievements
- Foster Discussions and Uplift Voices
  - We are creating spaces for open dialogue about the Black experience, where students can share their thoughts, feelings, and questions
  - Inviting guest speakers, authors, or community members to engage in book talks
- Collaboration
  - Collaborate with curriculum supervisors, coaches and teachers to add library resources to support the curriculum
  - Partner with local library organization to enhance our library offerings

### **Visual and Performing Arts**

For VPA programs, our goal is to engage students in all subjects by using the arts to foster a love of learning while promoting cultural awareness and respect as well as enhancing creativity and critical thinking skills. Our models of aesthetic, hands-on learning through the arts offers students of all ages to experience the creative decision making and critical thinking necessary to see beyond their circumstances and make connections to others and the world around them.

Colonial School District will continue to participate in state-wide leadership workshops on how to promote and insert appropriate music and art activities into our K - 12 classrooms that support HB198. Colonial has teacher leaders that represent our Art teachers and Music teachers in these capacities. Colonial teachers and administrators will work with other statewide entities on collecting and organizing resources that teachers can use in the classroom. We will continue to promote the idea that Music and Arts has an impact on identity development, cultural awareness and emotional competencies. Colonial has a very diverse student population and we will ensure that we include studies of artists that reflect the race and ideas of our student population. In particular, we do not want our African American students to shy away from opportunities to be creative, but rather we want them to have an appreciation for the arts, take pride in their cultural identities and embrace a diverse repertoire of the arts. Colonial teachers will work throughout this school year to develop and share an implementation plan and a bank of resources for our VPA teachers.

## **K-12 Black History Content Implementations**

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment

in the United States; as well as the agency they employ in this work for equal treatment.

h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X	X	X	X			
b. The significance of enslavement in the development of the American economy.					X				X			X	
c. The relationship between white supremacy, racism, and American slavery.				X	X		X		X		X	X	X
d. The central role racism played in the Civil War.			X						X				
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.					X			X	X	X		X	
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.		X	X	X	X	X	X	X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X	X	X

### Minimum Content Requirement

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
KN-5	Visual and Performing Arts	In our elementary Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures.

		Beginning in 4th grade, students may participate in the performing arts through band. Band instructors include pieces representing black/brown artists, as well as genre across time through modern examples.
KN	ELA and Social Studies	Reading about the lives of African Kings and Queens from a diverse set of nations, countries, and time periods, making sure to represent royal families from around the world and throughout human history.
1	ELA	Reading stories from different African cultures and specifically discussing features and traditions of the people who may have first told these stories.
2	Social Studies	In the unit, <i>Past &amp; Present</i> , students will rely on artifacts to learn about ancient civilizations of Egypt and Zimbabwe to gather information about the people of the past and look at how those communities changed over time.
4	Social Studies	Model lessons created in partnership between the Social Studies Coalition of Delaware, its' supporting affiliate groups, Delaware State University, Delaware DOE, and in consultation with the New York University Metro Center. Lessons addressing this content expectation include: <ul style="list-style-type: none"> <li>● Columbian Exchange</li> <li>● Using Timelines to Analyze Change over Time</li> <li>● Ways of Thinking About People and Places In the Past</li> </ul>
6-8	Visual and Performing Arts	In our middle school Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Within our specialized music and art opportunities, students connect the history of Jazz music and how it intertwines with the Civil Rights Movement. Students study black musicians and artists that have impacted American History and American Arts Culture. Within the art program, students are exposed to African-inspired fashion, art, and sculpture within the various standards that are addressed. <p>Students may participate in the performing arts through participation in Band. Band instructors include pieces representing black/brown artists, as well as genre across time through modern examples.</p>
6	Social Studies	Model lessons created in partnership between the Soc.Studies Coalition of Delaware, its supporting affiliate groups, and Delaware DOE. These were created to meet new requirements for geography education. <ul style="list-style-type: none"> <li>● The Importance of Water in Southwest Asia/North Africa</li> <li>● Political Borders and Conflict in Sub-Saharan Africa</li> <li>● Cultural Hearths in SW Asia/North Africa</li> </ul>

8	Social Studies	<p>Colonial uses the Newsela platform to enhance the students' experiences through delivery of the history standards. Specific articles are identified for alignment to the content components of HB198.</p> <p>Course: Black U.S. History</p> <p>Text Set:</p> <ul style="list-style-type: none"> <li>● Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820)</li> </ul>
9	Social Studies	<p>As a component of Colonial’s geography program, the following activities are implemented in support of this content expectation:</p> <ul style="list-style-type: none"> <li>● Examining the diffusion of African people and culture from the African Diaspora (Choices Program-Colonization in Africa resource)</li> <li>● Incorporating African empires and states when examining relationships between groups and how they interact through trade and religion.</li> </ul>

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	<p>-Colonial implements model lessons that were developed in partnership between the Social Studies Coalition, its affiliate groups at the University of Delaware, Delaware DOE, Delaware State University Dept of History, and the New York University Metro Center.</p> <ul style="list-style-type: none"> <li>● Lessons addressing this content expectation include:: Using Timelines to Analyze Change Over Time, Ways of Thinking About People and Places in the Past, Columbian Exchange, The Middle Passage, Hidden History: Olaudah Equiano, Forms of Resistance to Enslavement, Enslavement in Delaware, Hidden History: Elizabeth Key Sues for Freedom, Exploring the Delaware Colony, Scripted Mock Trial - Boston “Massacre”, Freedom Over Me, History Mystery Ona Judge</li> </ul> <p>-Colonial uses the Newsela platform to enhance the students' experiences through delivery of the history standards in the 4th grade curriculum. Specific articles are identified for alignment to the content components of HB198.</p> <p>Course: Black U.S. History</p> <p>Text Set:</p> <ul style="list-style-type: none"> <li>● Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820)</li> <li>● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)</li> </ul>
8	Social Studies	<p>Colonial implements model lessons that were developed in partnership between the Social Studies Coalition, its affiliate groups at the University of Delaware and Delaware DOE.</p>

		<ul style="list-style-type: none"> <li>● Lessons include the following topics pertaining to the content of HB 198: Enslavement and the American Economy</li> </ul> <p>Colonial uses the Newsela platform to enhance the students' experiences through delivery of the history standards in the 8th grade curriculum. Specific articles are identified for alignment to the content components of HB198.</p> <p>Course: Black U.S. History</p> <p>Text Set:</p> <ul style="list-style-type: none"> <li>● Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820)</li> <li>● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)</li> <li>● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920)</li> <li>● Black History, Our History</li> <li>● Black History Month Quotes: Antebellum Period</li> <li>● Abbreviated Black U.S. History: Black Stories from Antebellum America</li> </ul> <p>Text Set: "Did you Know?" A Series of Influential Black Americans</p> <p>Instructional Set: Black History is U.S. History</p> <p>Project: Black History WeWow</p>
11	Social Studies	<p>Colonial uses the Newsela platform to enhance the students' experiences through delivery of the history standards in the US History curriculum. Specific articles are identified for alignment to the content components of HB198.</p> <p>Course: Black U.S. History</p> <p>Topic: Re-examining Themes of American History</p> <p>Text Set:</p> <ul style="list-style-type: none"> <li>● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)</li> <li>● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920)</li> <li>● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950)</li> <li>● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970)</li> <li>● A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present)</li> <li>● Black History, Our History</li> <li>● Black History Month Quotes: Progressive Era</li> <li>● Black History Month Quotes: Modern Era</li> <li>● Abbreviated Black U.S. History: Sustaining Black Cultures in Colonial America</li> <li>● Abbreviated Black U.S. History: Black Cultural Renaissance of the 1920s and 30s</li> <li>● Black History Month Quotes: Great Depression-Civil Rights Movement</li> </ul> <p>Text Set: "Did you Know?" A Series of Influential Black Americans</p>

		<p>Instructional Set:</p> <ul style="list-style-type: none"> <li>● Black History is U.S. History</li> <li>● Black Athletes in the 1920s and 30s</li> <li>● Black Power</li> <li>● Black Nationalist</li> </ul> <p>Project: Black History WeWow</p>
--	--	--

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
3	ELA	<ul style="list-style-type: none"> <li>● As students explore Colonial America, students discuss the unfairness of Europeans claiming for themselves land on which people were already living and students discuss the enslavement of Africans and Native American people.</li> </ul>
4	ELA	<ul style="list-style-type: none"> <li>● Optional Lesson modification that helps build educator background around how race and racism has played a role in certain domains of study such as Geology and the lack of diversity in that field. Students read and respond to Nyanhongo’s artistic work in sculpture.</li> </ul>
4	Social Studies	<p>-Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment with our current lessons.</p> <p>Course: Black U.S. History</p> <p>Text Set:</p> <ul style="list-style-type: none"> <li>● Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820)</li> <li>● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)</li> </ul>
6	ELA	<p>We utilize texts, both novels and informational texts to support topics relating to the history of racism.</p>
8	Social Studies	<p>-Colonial implements model lessons created in partnership between the Social Studies Coalition of Delaware, its affiliates at the University of Delaware, and the Delaware Department of Education. In regards to this content expectation, the following lessons are currently implemented:</p> <ul style="list-style-type: none"> <li>● Unit 1 - Emancipation in the North, Slavery in the Constitution</li> <li>● Unit 2 - In Pursuit of Freedom in Delaware, Nat Turner, Historical Interpretations of the Battle of the Alamo, John Brown</li> <li>● Unit 3 - Fort Sumter, Emancipation Proclamation, Memphis Riot, Women’s Suffrage, sharecropping, Reconstruction, Changes in Lincoln’s Views on Slavery, Changes in African American Freedom, Juneteenth, Defining Freedom, The Devastation on War and Healing and Justice, Equality for All, Backlash and the KKK</li> </ul> <p>-Colonial implements model lessons that were developed in partnership between the Social Studies Coalition, its affiliate groups at the University of</p>

		<p>Delaware and Delaware DOE.</p> <ul style="list-style-type: none"> <li>Lessons include the following topics pertaining to the content of HB 198: The Words We Use</li> </ul> <p>-Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment.</p> <p>Course: Black U.S. History</p> <p>Text Set:</p> <ul style="list-style-type: none"> <li>Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820)</li> <li>Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)</li> <li>Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920)</li> <li>Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950)</li> <li>Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970)</li> <li>A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present)</li> <li>Black History, Our History</li> <li>Black History Month Quotes: Antebellum Period</li> <li>Abbreviated Black U.S. History: Black Stories from Antebellum America</li> </ul> <p>Text Set: "Did you Know?" A Series of Influential Black Americans</p> <p>Instructional Set: Black History is U.S. History</p> <p>Project: Black History WeWow</p>
10	ELA	<ul style="list-style-type: none"> <li>"A Letter from a Birmingham Jail" is included in the Argue for Change Unit. Students will engage in a variety of texts to build background on the Civil Rights Movement and tie in current struggles today such as racism, equality and the socio-economic struggle. Text sets are used to teach about social justice and will connect to King's letter.</li> </ul>
11	ELA	<ul style="list-style-type: none"> <li>Explore the Civil Rights Era in conjunction with the novel A Lesson Before Dying. Students look closely at different events from the time period and how state and federal laws impacted African Americans rights in this country. Using the novel, students analyze parallels from the legislation and fictional novel.</li> <li>Demographic disparities in the US prison system; connection to the 13th amendment</li> <li>Housing segregation and discrimination in the 1950s (red lining), Cicero Race Riot of 1951 and its connection to the unit text.</li> </ul>
11-12	Social Studies	<p>-Colonial implements an elective course for Sociology. In that course, teachers address the following:</p> <ul style="list-style-type: none"> <li>We currently delve into the topics of prejudice, privilege, and discrimination of marginalized and oppressed groups, focusing on how white supremacy and systemic racism are perpetuated in our society.</li> </ul>



		<p>-Colonial implements an elective course for Psychology. In that course, teachers address the following:</p> <ul style="list-style-type: none"> <li>Variables that contribute to Bias, Prejudice, and Discrimination: What experiences do we see in our community? The world? Why is it still around? What can we do at William Penn to educate other students?</li> </ul>
11	Social Studies	<p>Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment with the U.S. History Curriculum This content deliverable has articles embedded within the following collection:</p> <p>Course: Black U.S. History Topic: Re-examining Themes of American History Text Set:</p> <ul style="list-style-type: none"> <li>Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)</li> <li>Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920)</li> <li>Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950)</li> <li>Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970)</li> <li>A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present)</li> <li>Black History, Our History</li> <li>Black History Month Quotes: Progressive Era</li> <li>Black History Month Quotes: Modern Era</li> <li>Abbreviated Black U.S. History: Sustaining Black Cultures in Colonial America</li> <li>Abbreviated Black U.S. History: Black Cultural Renaissance of the 1920s and 30s</li> <li>Black History Month Quotes: Great Depression-Civil Rights Movement</li> </ul> <p>Text Set: "Did you Know?" A Series of Influential Black Americans Instructional Set:</p> <ul style="list-style-type: none"> <li>Black History is U.S. History</li> <li>Black Athletes in the 1920s and 30s</li> <li>Black Power</li> <li>Black Nationalist</li> </ul> <p>Project: Black History WeWow</p>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	A domain that studies the US Civil War where students learn about the controversy of slavery, as well as historical figures like Harriet Tubman.
8	Social Studies	-Colonial implements model lessons created in partnership between the Social Studies Coalition of Delaware, its affiliates at the University of

		<p>Delaware, and the Delaware Department of Education. In regards to this content expectation, the following lessons are currently implemented:</p> <ul style="list-style-type: none"> <li>● Unit 1 - Emancipation in the North, Slavery in the Constitution</li> <li>● Unit 2 - In Pursuit of Freedom in Delaware, Nat Turner, Historical Interpretations of the Battle of the Alamo, John Brown</li> <li>● Unit 3 - Fort Sumter, Emancipation Proclamation, Memphis Riot, Women’s Suffrage, sharecropping, Reconstruction, Changes in Lincoln’s Views on Slavery, Changes in African American Freedom, Juneteenth, Defining Freedom, The Devastation on War and Healing and Justice, Equality for All, Backlash and the KKK</li> </ul> <p>-Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment to this content deliverable: Course: Black U.S. History Text Set:</p> <ul style="list-style-type: none"> <li>● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)</li> <li>● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920)</li> <li>● Black History, Our History</li> <li>● Black History Month Quotes: Antebellum Period</li> <li>● Abbreviated Black U.S. History: Black Stories from Antebellum America</li> </ul> <p>Text Set: “Did you Know?” A Series of Influential Black Americans Instructional Set: Black History is U.S. History Project: Black History WeWow</p> <p>-A cohort of teachers have utilized the “Black History in Two Minutes” as a supplemental resource. This channel delivers short stories accessible to students in the form of podcast recordings describing major historical events and less well-known experiences involving Black Americans. The podcasts range from recent events to the founding of the United States, through the Civil rights movement. These have been produced by historian Dr. Henry Louis Gates, Jr. Among the 92 currently recorded podcasts include pertaining to the 8th grade curriculum: Reconstruction, Free Black Americans before the Civil War, Transatlantic Slave Trade, Blacks and the Civil War, 19th century Black Discoveries.</p>
--	--	---

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
4, 8	Social Studies	<p>Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment to respective grade level lessons to support this content deliverable. Grade 4 addresses the chronological time span through the Revolutionary Era, while Grade 8 address the chronological time span through Reconstruction Era: Course: Black U.S. History Text Set:</p> <ul style="list-style-type: none"> <li>● Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820)</li> </ul>

		<ul style="list-style-type: none"> <li>● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)</li> <li>● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920)</li> <li>● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950)</li> <li>● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970)</li> <li>● A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present)</li> <li>● Black History, Our History</li> <li>● Black History Month Quotes: Antebellum Period</li> <li>● Abbreviated Black U.S. History: Black Stories from Antebellum America</li> </ul> <p>Text Set: “Did you Know?” A Series of Influential Black Americans  Instructional Set: Black History is U.S. History  Project: Black History WeWow</p>
7	Social Studies	<p>Model lessons created in partnership between the Soc.Studies Coalition of Delaware, its supporting affiliate groups, and Delaware DOE, and in consultation with the New York University Metro Center. These were created to meet new requirements for civics education.</p> <p>Lesson topics include the following which connect with this content deliverable:</p> <ul style="list-style-type: none"> <li>● Preambles Paideia, The Constitution and Enslavement, Our Nation’s Report Card, No Room at the Inn, Mendez and “the greatest civil rights issue of our time”, From Runaround to Remedy, At the Hands of Persons Unknown: The Case of George White, Jury Duty, Equity for the Taking, Not for Sale</li> </ul>
7 and 9	Social Studies	<p>Integral to our civics program is empowering our students to embrace citizenship and civic participation. We implement the <i>Mikva Challenge</i> and <i>Issues to Action program</i> in middle and high school , respectively, to empower our students to investigate issues of interest and passion for them in the community. Student topics are self-selected; and past speeches that support this bill have included topics and discussion around racism, equity, movements such as Black Lives Matter, violence in the local community, economic development in the Wilmington/New Castle area, equal rights, health and wellness. The resources as part of these programs are aimed to provide youth with authentic investigative experiences, develop agency and a future commitment to civic action, provide youth with skills and knowledge to be effective citizens, and provide students with the tools to engage in citizenship in the democratic process. As part of these activities, teachers and students are encouraged to have courageous conversations around issues that affect their community, and learn how to navigate through the political process to encourage student voice and, ideally, create change. A culminating experience among the districts is <i>Project Soapbox</i>, where students learn to develop and deliver a speech on a community issue they feel passionately about. Elected officials and community leaders are invited to the showcase.</p>

		To support the standards and content deliverable in HB198, students participate in the Issues to Action program where students examine their communities, identify issues of importance to them, conduct intensive primary research about those issues, analyze power, develop strategies, and take action to impact policy and reflect throughout the entire process.
9	Social Studies	<p>As part of our Civics experience in relation to HB198, our students investigate the following topics utilizing resources from the Center for Civic Education, Constitution Center, We the People, National Archives, and/or Delaware History Museum and Archives, National African American History Museum. For example, the following topics are explored and/or in development:</p> <ul style="list-style-type: none"> <li>● Review of African political structures and colonization through case studies and connections to current events.</li> <li>● Examining the evolution of political parties and specific analysis of voting rights, access to voting, and demographic impact</li> <li>● Case studies in voting rights and impact on Delaware local history.</li> <li>● Identifying the impact and experiences of black local and national leaders on local, state, and federal legislation.</li> </ul>
11	Social Studies	<p>-Eleventh grade students complete a United States History survey course which spans chronologically between 1877 (Reconstruction Era) through the present. Resources to teach this include primary and secondary source materials accessible via locations such as, but not limited to, the Delaware Historical Society, Delaware Archives, Library of Congress, National Archives, Stanford History Education Project, Newsela, etc. U.S History teachers incorporate the following topics pertaining to this content expectation:</p> <ul style="list-style-type: none"> <li>● Cold War, Social and Demographic Change: Freedom movements, Brown vs. Board of Education, Youth movements, Civil and Voting Rights</li> </ul> <p>-Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment to respective grade level lessons to support this content deliverable:  Course: Black U.S. History  Topic: Re-examining Themes of American History  Text Set:</p> <ul style="list-style-type: none"> <li>●</li> <li>● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)</li> <li>● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920)</li> <li>● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950)</li> <li>● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970)</li> <li>● A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present)</li> <li>● Black History, Our History</li> </ul>

		<ul style="list-style-type: none"> <li>● Black History Month Quotes: Progressive Era</li> <li>● Black History Month Quotes: Modern Era</li> <li>● Black History Month Quotes: Great Depression-Civil Rights Movement</li> </ul> <p>Text Set: "Did you Know?" A Series of Influential Black Americans</p> <p>Instructional Set:</p> <ul style="list-style-type: none"> <li>● Black History is U.S. History</li> <li>● Black Athletes in the 1920s and 30s</li> <li>● Black Power</li> <li>● Black Nationalist</li> </ul> <p>Project: Black History WeWow</p>
--	--	---

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
1-3	Social Studies	<p>Colonial uses the Newsela platform to enhance lessons and resources available to teachers to help address this content deliverable. Additions are ongoing depending on availability. Depending on the specific grade level expectations, the following articles are available for teacher use:</p> <ul style="list-style-type: none"> <li>● "Black Panther" toy sales fierce as film opens big</li> <li>● There are many black history stories to be shared in a new show</li> <li>● Short cartoons teach kids about important African-Americans from the past</li> <li>● Teenager runs a bakery that hands out cupcakes to the hungry</li> <li>● Military pilot Robert Lawrence Jr. honored as first black astronaut</li> <li>● Justice for all: The story of Ida B. Wells</li> <li>● Journalist Ida B. Wells wrote articles to help African-Americans, women</li> <li>● Ida B. Wells, journalist and activist, honored with new Barbie doll</li> <li>● Thurgood Marshall was the Supreme Court's first African American justice</li> <li>● Ann Lowe: She dreamed of dresses</li> </ul>
PreK-12	Math	<ul style="list-style-type: none"> <li>● We have a Monthly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.</li> <li>● We purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.</li> </ul>
1st Grade	ELA	<ul style="list-style-type: none"> <li>● Reading about African-American people who have made significant contributions to our society; specifically Dr. Corbert who helped to develop the COVID 19 vaccine and Mae Jemison who was the first African American woman to travel in space.</li> <li>● A domain that covers groups who were living in America at the</li> </ul>

		<p>same time: enslaved Africans, Native Americans, and women focusing on the two words - liberty and justice. Students will learn and focus on the roles of women, Native Americans, and African Americans during this time period.</p>
2nd grade	ELA	<ul style="list-style-type: none"> <li>• A research unit that studies the Age of Aviation where students will research key figures from the world of aviation such as the Tuskegee Airman.</li> </ul>
3rd grade	ELA	<ul style="list-style-type: none"> <li>• Trade books and stories are read that are part of the various domains that build background knowledge and provide diverse perspectives and voice.</li> <li>• Within the Human Body domain, learning about Chicago native Anita Cameron, who has worked and advocated to make public transportation more accessible for people with disabilities.</li> <li>• As students explore Light and Sound and learn about Thomas Edison and his team's contributions, CKLA highlights black American inventor, Lewis Howard Latimer. He is often forgotten or not credited for his contributions to the light bulb and the telephone. Not many Black inventors were given the opportunity or resources to create and expand on their inventions and ideas at this time. Due to many racist and discriminatory practices, institutional and active violence against Black people often made it difficult or impossible for Black students to pursue higher education or professional careers, especially in science and technology industries.</li> <li>• As students explore the Astronomy unit, explain how a team of Black women worked as mathematicians on NASA's first missions to send an astronaut into space, but racist practices and cultures led to them receiving no credit or awards for their work. Whether it was keeping track of test data or computing complex equations to ensure the astronaut's safety, these women played essential roles in ensuring that astronauts were able to exit and re-enter Earth's atmosphere. Among these women, Mary Jackson, Katherine Johnson, and Dorothy Vaughan played instrumental roles in NASA's Mercury missions, and they are highlighted in the movie <i>Hidden Figures</i> as examples of the vital role that Black scientists and mathematicians play throughout our nation's history both in space and throughout society. Read aloud the trade book, <i>Hidden Figures</i>.</li> <li>• As students explore the Ecology domain, students will be exposed to the following environmentalists and discuss their contributions to this work: MaVynee Betsch, George Washington Carver, etc.</li> </ul>
4	Social Studies	<p>Teachers can access the <i>Untold Stories</i> from Teacher Created Materials program so that students can explore perspectives from Black Americans within the context of their new units and make parallels to the themes discussed in the lessons. Examples of resources include:</p> <ul style="list-style-type: none"> <li>• Students explore the perspective of Black Americans during enslavement. In one lesson, there is a focus on Frances Watkins Harper who was a free Black woman to help people along the Underground Railroad.</li> <li>• Alice Augusta Ball who was a black chemist who taught science at her college and researched a cure for leprosy.</li> <li>• Dorothy Height who was a leader for civil rights and women's rights</li> </ul>

4	ELA	<ul style="list-style-type: none"> <li>● Personal narratives domain: As students reflect on the stories in this unit, they discuss why it is important to hear first-person narratives—that they learn about a variety of people’s experiences, and that they hear those experiences from the people themselves. The narratives students draft reflect on how their individual heritages, traditions, and experiences have helped shape who they are. Some of the various personal narratives read in this unit include those of Condoleeza Rice and Ruby Bridges.</li> <li>● Reading poetry that represents a wide variety of time periods and the contributions of Black people to poetry, including the work of Langston Hughes.</li> <li>● Exploration of various inventors and their contributions to history and life, including reading about black American inventors, Lewis Howard Latimer, George Washington Carver, etc.</li> </ul>
5	Science	<p>Through implementation of the Amplify Science Curriculum, the following text are incorporated to support the content expectation at this grade level:</p> <ul style="list-style-type: none"> <li>● Ecosystem Restoration Book “Walk in the Woods”: Nonfiction book profiles Eritrean-born scientist Asmeret Asefaw Berhe, who studies soil to better understand this complex system that underlies many of Earth's ecosystems.</li> <li>● Patterns of Earth and Sky Book “Star Scientist”: Nonfiction book profiles astrophysicist Gibor Basri, discussing his work with the Kepler mission identifying stars with exoplanets orbiting them.</li> </ul>
5	ELA	<ul style="list-style-type: none"> <li>● Personal narratives domain: Students compare and contrast different ways African Americans grappled with life in a segregated society through various personal narratives, describing how historical figures such as Rosa Parks challenged injustices during the Civil Rights movement.</li> <li>● Reading poetry that represents a wide variety of time periods and the contributions of Black people to poetry, including the work of Langston Hughes, Amanda Gorman, Carrie Allen McCray, etc.</li> <li>● A research unit: Juneteenth, 1865 to Present. This unit will take students on a journey beyond Juneteenth, as they study specific contributions of African Americans from 1865 to present day.</li> </ul>
5	Social Studies	<p>Model lessons created in partnership between the Soc.Studies Coalition of Delaware, its supporting affiliate groups, and Delaware DOE, and in consultation with the New York University Metro Center. These were created to meet new requirements for geography education. Lesson topics include the following which connect with this content deliverable:</p> <ul style="list-style-type: none"> <li>● Lessons also have recommended children’s literature that can be used by the teacher to supplement the lesson.</li> <li>● Students will learn about York, William Clark’s enslaved person, who accompanied the explorers on the expedition. Two books are provided to the teachers along with image analysis skills and</li> </ul>

		<p>readings to understand more about York the person. Teachers are also provided with information and skills on why our words matter and how to use people's first language when speaking about York and his enslavement.</p>
6	ELA	<ul style="list-style-type: none"> <li>• Students will engage in texts written by Black authors and engage in discussions on the contributions these authors have made to American life.</li> <li>• Famous Black leaders, explorers, athletes, and writers will be celebrated through reading and writing across units of study.</li> </ul>
6-8	Math	<p>We have adopted a new math curriculum with culturally relevant contexts and highlights diverse mathematicians.</p>
6-8	Visual and Performing Arts	<p>In our middle school Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Within our specialized music and art opportunities, students connect the history of Jazz music and how it intertwines with the Civil Rights Movement. Students study black musicians and artists that have impacted American History and American Arts Culture. Within the art program, students are exposed to African-inspired fashion, art, and sculpture within the various standards that are addressed.</p> <p>Students may participate in the performing arts through participation in Band. Band instructors include pieces representing black/brown artists, as well as genre across time through modern examples.</p>
6	Science	<ul style="list-style-type: none"> <li>• Colonial implements the OpenScied program as members of the Science Coalition. Colonial supplements our science curriculum and scientific literacy in classrooms through our partnership with Newsela to incorporate grades 6-8 science readings that are culturally diverse. Through that partnership, we have collaborated to identify articles that are culturally diverse and enhance content deliverables within HB198.</li> <li>• These texts engage the students in culturally diverse perspectives through past and present scientists and engineers contributions with relation to the phenomenon and content addressed in the curriculum. One example is a grade 6 reading called, "NASA Star Katherine Johnson blazed a path for #blackgirlmagic". In an effort to encourage all students to see themselves as scientists and engineers and to elevate careers that all students can pursue in the future , we included readings that highlight diverse groups of students solving real world problems. We have begun to analyze the equity resource guide that accompanies the OpenScied program to identify ways to make scientific phenomena culturally relevant to our students and their communities.</li> </ul>



		<ul style="list-style-type: none"> <li>● Another example is titled, “Teenage Girl Who Wanted to Help Friend Builds Cheap Engine for Electricity.” The article is about a 15-year-old high school student from Boca Raton, Florida, who has developed an alternative energy source to help generate power in developing countries such as Ethiopia. Students learn about the country in Africa and the culture of the friend living there. Another article, titled, “Dream Jobs: Meteorologist in Charge,” is about William "Bill" Parker, a black scientist, the meteorologist-in-charge (MIC) at the Jackson, Mississippi office of the National Weather Service, and his career path and advice for those interested in a similar career.</li> <li>● In addition, another text, “Kids Turn on the Lights for People in Need,” students learn about the culture of Uganda an East African Country as they learn about a project at Tildenville Elementary School where fourth and fifth-grade students, with the help of Valencia College students and professor Deb Hall, are building solar generators to send to an orphanage in Uganda. Another example of an article “Dream Jobs: Thermal systems engineer,” highlights a black female scientist who specializes in a type of science learned through the 6th grade curriculum, thermal energy.</li> </ul>
7	ELA	<ul style="list-style-type: none"> <li>● Students will engage in texts from famous Black writers such as Walter Dean Myers and Langston Hughes.</li> <li>● The “Agents of Change” Unit will highlight the contributions of Richard Turere, a 13 year old inventor and speaker. Students will research and write about young people and their contributions to society.</li> <li>● The “Argument” Unit showcases Congressman Elijah Cummings as a U.S. Congressman and his statement on adopting a Zero-Tolerance Drug Policy.</li> </ul>
7	Science	<ul style="list-style-type: none"> <li>● Colonial implements the OpenScied program as members of the Science Coalition. Colonial supplements our science curriculum and scientific literacy in classrooms through our partnership with Newsela to incorporate grades 6-8 science readings that are culturally diverse. Through that partnership, we have collaborated to identify articles that are culturally diverse and enhance content deliverables within HB198.</li> <li>● These texts engage the students in culturally diverse perspectives through past and present scientists and engineers contributions with relation to the phenomenon and content addressed in the curriculum. One example in 7th grade is titled “How Black Scientists and Nature Lovers are using social media to elevate their voices.” In addition, another text, titled, “Dream Jobs: Particle Physicist,” is about Jessica Esquivel, a black and Mexican woman particle physicist who works at Fermilab in Batavia, Illinois, and her passion for discovering. Another article, “Dream Jobs: Doctor and researcher” highlights a black scientist who has his PhD and is studying to become a doctor so that he can help cure cancers that</li> </ul>

		<p>are highly prevalent within his family and black americans.</p> <ul style="list-style-type: none"> <li>• We have begun to investigate the equity resource guide that accompanies the OpenScied program to identify ways to make scientific phenomena culturally relevant to our students and their communities.</li> </ul>
8	ELA	Using CommonLit 2.0 students will read poetry by well-known poets like Audre Lorde, Maya Angelou, and Amanda Gorman
8	Social Studies	A cohort of Colonial teachers have utilized the “Black History in Two Minutes” as a supplemental resource. This channel delivers short stories accessible to students in the form of podcast recordings describing major historical events and less well-known experiences involving Black Americans. The podcasts range from recent events to the founding of the United States, through the Civil rights movement. These have been produced by historian Dr. Henry Louis Gates, Jr. Among the 92 currently recorded podcasts include pertaining to the 8th grade curriculum: Reconstruction, Free Black Americans before the Civil War, Transatlantic Slave Trade, Blacks and the Civil War, 19th century Black Discoveries.
8	Science	<ul style="list-style-type: none"> <li>• Colonial implements the OpenScied program as members of the Science Coalition. Colonial supplements our science curriculum and scientific literacy in classrooms through our partnership with Newsela to incorporate grades 6-8 science readings that are culturally diverse. Through that partnership, we have collaborated to identify articles that are culturally diverse and enhance content deliverables within HB198.</li> <li>• These texts engage the students in culturally diverse perspectives through past and present scientists and engineers contributions with relation to the phenomenon and content addressed in the curriculum. One example in 8th grade is an article titled, “Students Search for Space Rocks, Turned up Different Kind of Alien” highlights a group of diverse middle school scientists, who when working with a team of researchers and scientists search and find meteorites that lead to a discovery. Another article, “First Black Astronaut Honored on 50th Anniversary of Death,” students learn about the 50th anniversary of the death of America's first black astronaut, Air Force Major Robert Lawrence Jr.. Another article focuses on the Ecosystem in East Africa. This article is titled, “Hippos Do a Lot of Pooping in the River....A lot. But It’s Good for Nature.”. Students learn about the ecosystem and geography of East Africa. Another example of a contribution of a black scientist can be understood through reading, “The Explorers: Dr. Mae C. Jemison.”</li> <li>• Within the OpenSciEd Curriculum, one example of integrating this content deliverable would be within the anchoring phenomenon routine of the 8.4 Earth in Space Unit. Students investigate the question, How could we find out more about what phenomena and patterns people across the world have observed in the sky over thousands of years?, through listening to podcasts from around the world. One podcast is from Thebe Medupe, a black professor of astronomy and the Deputy Dean of Faculty in Natural and</li> </ul>

		<p>Agricultural Sciences at North-West University in South Africa. Students answer the following after listening: How did the people you learned about: 1) observe the sky and keep track of what they saw?, and 2) use their observations of the sky? 3. What patterns in the sky did you hear about in the podcast? 4. Why did the people you learned about observe those patterns? How can observing the sky help us better understand our own planet and our own lives.</p>
9-12	Visual and Performing Arts	<p>In our high school Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Within our specialized music and art opportunities, students connect the history of Jazz music and how it intertwines with the Civil Rights Movement. Students study black musicians and artists that have impacted American History and American Arts Culture. Within the art program, students are exposed to African-inspired fashion, art, and sculpture within the various standards that are addressed.</p> <p>Students may participate in the performing arts through orchestra, band, or other specialized programs. Band instructors include pieces representing black/brown artists, as well as genre across time through modern examples. We continue to incorporate literature into these courses as well to connect music and arts activities that promote black/brown culture.</p>
10-12	Science	<p>Students in Chemistry, Biology, Physics, and Integrated Earth and Environmental Studies learn how Black Americans contributed and continue to contribute to advancements in science, including the role of Black women. Examples include identified scientists and instructional resources shared from <i>I Am A Scientist</i>, which provides educator materials to lesson activities that reinforce the importance of STEM within communities of color. For example:</p> <ul style="list-style-type: none"> <li>● Students in Chemistry read excerpts from Neil de Grasse Tyson to learn about the origins of elements on Earth, making connections to concepts of atomic structure and nuclear chemistry (this is created from a unit inspired by the Delaware Teacher Institute).</li> <li>● Students in Biology learn about the achievements of Dr. Georgia Dunston, Dr. Ernest Everett Just, James E. Bowman, MD; and Alice Ball and their influence on the study of human genetics.</li> <li>● In Physics, students learn about engineer and physicist Mae Jemison who became the first African American woman in orbit.</li> </ul>

9	ELA	<ul style="list-style-type: none"> <li>• Students will participate in novel studies or excerpts of novels such as <i>The Narrative of the Life of Frederick Douglass</i> and <i>Kindred</i>.</li> <li>• Speeches, Ted Talks, and Poetry by Black authors will be analyzed for rhetoric, perspective, and meaning.</li> </ul>
10	ELA	<ul style="list-style-type: none"> <li>• Outside reading project includes student choice from the NNSTOY Social Justice Book List.</li> </ul>
11	Social Studies	<p>-Eleventh grade students complete a United States History survey course which spans chronologically between 1877 (Reconstruction Era) through the present. Resources to teach this include primary and secondary source materials accessible via locations such as, but not limited to, the Delaware Historical Society, Delaware Archives, Library of Congress, National Archives, Stanford History Education Project, Newsela, etc. U.S History teachers incorporate the following topics pertaining to this content expectation:</p> <ul style="list-style-type: none"> <li>• Social change:political activism, black politics of the 80s-today</li> </ul> <p>-U.S. History teachers regularly incorporate the <i>Stanford History Education Project</i> materials to support and develop lessons and assessments. To address the HB198 content connections noted within this section, sample lessons include topics such as Biddy Mason, The Liberator and the Black Press, Booker T Washington and W.E.B Du Bois, Women’s Movement of the 20th century, Marcus Garvey, Chicago Race Riots, Zoot Suit Riots.</p>
11	ELA	<ul style="list-style-type: none"> <li>• Poetry and the Harlem Renaissance era and the work of Langston Hughes</li> <li>• Through poetry, novel study, and text sets, students will have many opportunities for discourse surrounding Black authors and their contributions to literature and culture.</li> <li>•</li> </ul>
11-12	Social Studies	<p>-Colonial implements an elective course in “Storytelling for Social Justice”. In that course, sample units and topics include the following:</p> <ul style="list-style-type: none"> <li>• Unit: Exploring Self and Celebrating You: Read and discuss on the works that various Black authors have written about identity and their experiences related to their identifies, such as Hammond, Morrison, and Baldwin</li> </ul> <p>-Colonial implements an elective course for Sociology. In that course, sample topics include the following:</p> <ul style="list-style-type: none"> <li>• We currently explore Afrofuturism as a subculture that lives within various forms of literature, philosophy, music, fashion, and film that can be expanded to be a political identity or ideology. We also relate Afrofuturism to cultural resilience and Black excellence and influence in our society.</li> </ul>
12th grade	ELA	<ul style="list-style-type: none"> <li>• Annotation of speeches and historical documents. Examples include Shirley Chisolm’s Presidential Campaign announcement.</li> </ul>

		<ul style="list-style-type: none"> <li>Argumentative units that include Mitch Landrieu's address on removal of Civil War statues in New Orleans, Barack Obama A more perfect Union Speech, etc.</li> </ul>
--	--	--

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
1-3	Social Studies	<p>Colonial uses the Newsela platform to enhance lessons and resources available to teachers to help address this content deliverable. Depending on the specific grade level expectations, the following articles are available for teacher use:</p> <ul style="list-style-type: none"> <li>"Black Panther" toy sales fierce as film opens big</li> <li>There are many black history stories to be shared in a new show</li> <li>Short cartoons teach kids about important African-Americans from the past</li> <li>Teenager runs a bakery that hands out cupcakes to the hungry</li> <li>Military pilot Robert Lawrence Jr. honored as first black astronaut</li> <li>Justice for all: The story of Ida B. Wells</li> <li>Journalist Ida B. Wells wrote articles to help African-Americans, women</li> <li>Ida B. Wells, journalist and activist, honored with new Barbie doll</li> <li>Thurgood Marshall was the Supreme Court's first African American justice</li> <li>Ann Lowe: She dreamed of dresses</li> </ul>
3	Social Studies	<p>Colonial implements the Delaware Recommended Curriculum and teaches a unit supporting the Civics, Economics, and Geography standards. Within the unit <i>Citizens Have Rights and Responsibilities</i>, students are introduced to the Civil Rights Movement within the context of this standard.</p>
4	Social Studies	<p>Colonial utilizes the Newsela platform to gather articles that are available for use in the respective grade level curricula to address this content deliverable. Articles available within this grade span include the following from the Black History collection:</p> <p>Course: Black U.S. History Text Set:</p> <ul style="list-style-type: none"> <li>Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820)</li> <li>Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)</li> <li>Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920)</li> <li>Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950)</li> <li>Illusion of Equality: Course and Consequence of the Civil Rights</li> </ul>

		<p>Movement (1950-1970)</p> <ul style="list-style-type: none"> <li>● A Job Unfinished: Fighting Racism and Oppression in the Modern Era</li> </ul>
5	Social Studies	<p>Model lessons created in partnership between the Soc.Studies Coalition of Delaware, its supporting affiliate groups, and Delaware DOE, and in consultation with the New York University Metro Center. These were created to meet new requirements for economics education.</p> <p>Lesson topics include the following which connect with this content deliverable:</p> <ul style="list-style-type: none"> <li>● Students begin by analyzing the circular flow model to see how people and businesses are interconnected. They then gain understanding on what a bank does, learn how bank loans impact the community and what might prevent people from using banks. Then they take a deep dive into how banks treat people differently and how people can stand up against discrimination. Finally they look at how bank loans impact the community and how banks make loan decisions.</li> </ul>
6	Social Studies	<p>Colonial utilizes the Newsela platform to gather articles that are available for use in the respective grade level curricula to address this content deliverable. Articles available within this grade span include the following from the Black History collection:</p> <p>Text Set:</p> <ul style="list-style-type: none"> <li>● “Did you Know?” A Series of Influential Black Americans</li> <li>● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950)</li> <li>● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970)</li> </ul>
7	Social Studies	<p>Model lessons created in partnership between the Soc.Studies Coalition of Delaware, its supporting affiliate groups, and Delaware DOE, and in consultation with the New York University Metro Center. These were created to meet new requirements for economics education.</p> <p>Lesson topics include the following which connect with this content deliverable:</p> <ul style="list-style-type: none"> <li>● Students begin by understanding how redlining contributed to wealth inequalities that exist today and how where you grow up affects how you live.</li> <li>● Macroeconomics: The Geography of Opportunity, Gender Wage Gap, How does Where you Live Influence How you Live (Redlining), Not All Unemployment is Created Equal</li> <li>● Spotlighting noted individuals in the field of economics. This includes Dr. Sadie Alexander, Dr. Willene Johnson, Dr. Raphael Bostic, Dr. Belinda Archibong,</li> </ul>
7 and 9	Social Studies	<p>Integral to our civics program is empowering our students to embrace citizenship and civic participation. We implement the <i>Mikva Challenge</i> and <i>Issues to Action</i> program in middle and high school , respectively, to</p>

		<p>empower our students to investigate issues of interest and passion for them in the community. Student topics are self-selected; and past speeches that support this bill have included topics and discussion around racism, equity, movements such as Black Lives Matter, violence in the local community, economic development in the Wilmington/New Castle area, equal rights, health and wellness. The resources as part of these programs are aimed to provide youth with authentic investigative experiences, develop agency and a future commitment to civic action, provide youth with skills and knowledge to be effective citizens, and provide students with the tools to engage in citizenship in the democratic process. As part of these activities, teachers and students are encouraged to have courageous conversations around issues that affect their community, and learn how to navigate through the political process to encourage student voice and, ideally, create change. A culminating experience among the districts is <i>Project Soapbox</i>, where students learn to develop and deliver a speech on a community issue they feel passionately about. Elected officials and community leaders are invited to the showcase.</p> <p>To support the standards and content deliverable in HB198, students participate in the Issues to Action program where students examine their communities, identify issues of importance to them, conduct intensive primary research about those issues, analyze power, develop strategies, and take action to impact policy and reflect throughout the entire process.</p>
8	ELA	<p>Using CommonLit 2.0 students will build knowledge about:</p> <ul style="list-style-type: none"> <li>● How the justice system selects jurors that are impartial.</li> <li>● The benefits of having a diverse jury on case outcomes.</li> </ul>
8-12	Social Studies	<p>Colonial utilizes the Newsela platform to gather articles that are available for use in the respective grade level curricula to address this content deliverable. Articles available within this grade span include the following from the Black History collection:</p> <p>Course: Black U.S. History Text Set:</p> <ul style="list-style-type: none"> <li>● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)</li> <li>● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920)</li> <li>● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950)</li> <li>● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970)</li> <li>● A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present)</li> <li>● Black History, Our History</li> <li>● Black History Month Quotes: Progressive Era</li> <li>● Black History Month Quotes: Modern Era</li> <li>● Abbreviated Black U.S. History: Sustaining Black Cultures in Colonial America</li> <li>● Abbreviated Black U.S. History: Black Cultural Renaissance of the</li> </ul>

		<p>1920s and 30s</p> <ul style="list-style-type: none"> <li>● Black History Month Quotes: Great Depression-Civil Rights Movement</li> </ul> <p>Text Set: “Did you Know?” A Series of Influential Black Americans</p> <p>Instructional Set:</p> <ul style="list-style-type: none"> <li>● Black History is U.S. History</li> <li>● Black Athletes in the 1920s and 30s</li> <li>● Black Power</li> <li>● Black Nationalist</li> </ul> <p>Project: Black History WeWow</p> <p>Text Set: “Did you Know?” A Series of Influential Black Americans</p> <p>Instructional Set: Black History is U.S. History</p> <p>Project: Black History WeWow</p>
9	Social Studies	<p>Within Colonial’s 9th grade Geography program, the following topics are addressed in support of the content expected of this deliverable:</p> <ul style="list-style-type: none"> <li>● Investigating racial disparities in access to resources due to structural inequities in society (redlining, food deserts, access to polling stations)</li> <li>● Use of ArcGis software to include mapping activities to integrate local community patterns and trends over time (ex: consumption and wealth, food deserts, development of northern Delaware school districts and busing)</li> <li>● Impact of environmental and physical geography and the economic development of an area (i.e. Flint and Detroit Case Studies)</li> <li>● Comparing the site and situation of diverse communities within Wilmington and the impact of redlining.</li> <li>● Case study investigating the human and physical geography of New Orleans and comparing it with environmental factors such as flooding.</li> <li>● The effects of globalization and urbanization in the 21st century</li> <li>● Unequal access to drinking water across various population centers</li> </ul>
10	Social Studies	<p>In Colonial, tenth grade students complete a course in Economics and Personal Finance. Lessons that are being implemented include “The Economics of Racial Discrimination” where students identify ways in which higher incomes, cash purchases, and boycotts helped African Americans challenge segregation. Students also demonstrate how segregation laws limited African Americans economic, social , and political opportunities, as well as the costs that segregation laws imposed on all residents of the South. Students are also participating in lessons around Redlining where students learn the history of redlining and its impact on wealth and health inequalities using historical maps and other primary sources. Currently, our seventh grade program is implementing lessons in these areas for the first time this year, but there are high school lessons and resources that are designed to complement those topics. Students utilize instructional materials that not only highlight this at a national level, but also using local Delaware resources. Resources have also been compiled for teacher investigation of banking deserts and their effects on the peoples of the</p>



		<p>United States, as well as a focus on the Route 9 Corridor within the Colonial School District boundaries. Teachers utilize resources from the economic inequality research series to help students learn the effects of policies and economic trends and how they vary across geographic, demographic, and socioeconomic boundaries focusing on race, gender, age, income, education, and other factors.</p> <p>Within the full-year economics course, Colonial teachers spend roughly half of that time approaching the Delaware Financial Literacy standards. Utilizing those standards, teachers utilize the Next Gen Personal Finance program, as well as examining the currently-used Keys to Financial Success Program (Federal Reserve Bank). For example, we utilize the NGPF's resources around the Freedman's Bank, reparations efforts during the Reconstruction Era, and the educational opportunities for black people after high school leading to the rise of historically black colleges and universities.</p>
11	Social Studies	<p>Eleventh grade students complete a United States History survey course which spans chronologically between 1877 (Reconstruction Era) through the present. Resources to teach this include primary and secondary source materials accessible via locations such as, but not limited to, the Delaware Historical Society, Delaware Archives, Library of Congress, National Archives, Stanford History Education Project, Newsela, etc. U.S History teachers incorporate the following topics pertaining to this content expectation:</p> <ul style="list-style-type: none"> <li>● Unit: Industrialization, Urbanization, Imperialism: African-Americans in the late 19th century, challenges and treatment from white supremacy, notable African Americans of the early 20th century.</li> <li>● Unit: Great Depression, New Deal, WW2: Experiences of African-Americans in the 1920s, black protest, black culture and society, involvement and impact throughout World War 2.</li> <li>● Unit: Cold War, Social and Demographic Change: Freedom movements, Brown vs. Board of Education, Youth movements, Civil and Voting Rights, Black Nationalism and Arts, rise of black elected officials at the national level</li> <li>● Unit: Overseas Conflict, Global Interdependence, Social change:political activism, black politics of the 80s-today, cultural and artistic developments, developing a black identity in the 21st century, intellectualism and "hip hop" nation.</li> </ul>
11-12	Social Studies	<p>-Colonial implements an elective course for Sociology. In that course, teachers address the following:</p> <ul style="list-style-type: none"> <li>● We use the topics of crime and deviance to highlight the harmful effects of systemic racism in the justice system. We discover more about how Black people are treated in the justice system, including charges and sentencing; with a focus on the implementation and morality of the death penalty.</li> </ul> <p>-Colonial implements several elective courses in the Legal Studies Program. In those courses, the following topics are addressed:</p>

		<ul style="list-style-type: none"> <li>Review the enforcement of rights for black Americans over time - <i>Scott v. Sandford</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Mapp v. Ohio</i>, <i>Loving v. Virginia</i></li> <li>Review victimology data examining victimization across races and ethnicities</li> <li>Explore the origins of policing in the United States,</li> <li>Discuss the application of the 5th Amendment to minorities in the United States over time, such as the Emmett Till case.</li> <li>Examine how the court system has evolved over time to support civil rights</li> <li>Discuss incarceration rates and criminal sanctions</li> <li>Examine the disproportionate implementation of capital punishment</li> <li>Read inmate experiences about maintaining identity, accessing mental health care, and the preservation of their rights in the corrections system</li> </ul>
11	ELA	<ul style="list-style-type: none"> <li>Explore the Civil Rights Era in conjunction with the novel <i>A Lesson Before Dying</i>. Students look closely at different events from the time period and how state and federal laws impacted African Americans rights in this country. Using the novel, students analyze parallels from the legislation and fictional novel.</li> <li>Demographic disparities in the US prison system; connection to the 13th amendment</li> </ul>
11	Science	Students in environmental science learn about the disproportionate impacts of climate change and air and water pollution on communities of color through investigation of publicly available data. Emphasis is placed on the communities of Southbridge, and Landlith/Riverside as they are both high-minority communities that are vulnerable to flooding due to climate change as well as legacy pollution. (this draws on two, teacher-created units and one Delaware Teacher Institute unit focusing on relevant content material)

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
PreK - 12	Math	We have a Monthly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
KN-5	Science	At the start of the year, our elementary students complete an introductory activity where they uncover stereotypes students have around scientists. Teachers pose prompts such as What do you imagine a scientist does? Who is a scientist, according to your students? Who even has the ability to do science or become a scientist? This activity is meant to uncover the stereotypes your students have around scientists. Views held by students of what scientists look like and how they engage in science are often narrow

		<p>and exclusive, reflecting stereotypes of science and scientists that have existed for decades. One way to uncover these stereotypes is to have students draw a model of a scientist and what a scientist does. Students use readings to learn more about diverse scientists and what they did or do and revise their initial models to explain who is a scientist and what they do. Sample books that are readily available in our collections to showcase diverse scientists and what they do include the following titles:</p> <ul style="list-style-type: none"> <li>● Ada Twist, Scientist</li> <li>● Scientist, Scientist, Who do you See?</li> <li>● The Doctor with an Eye for Eyes: The Story of Dr. Patricia Bath</li> <li>● Starstruck: The Cosmic Journey of Neil Degraffe Tyson</li> <li>● Counting on Katherine: How Katherine Johnston Saved Apollo 13</li> </ul>
KN	Social Studies	<p>Colonial implements the Delaware Recommended Curriculum and teaches a unit in Civics and Geography in the Kindergarten year. In the Unit, <i>Participating in a Group</i>, Kindergarten students acquire the necessary skills needed for participating in a group. The unit was enhanced so students learn about Harriet Tubman and the role she played in American history. We plan to incorporate additional black figures to the lesson by the end of the school year.</p>
1-3	Social Studies	<p>Colonial uses the Newsela platform to enhance lessons and resources available to teachers to help address this content deliverable. Depending on the specific grade level expectations, the following articles are available for teacher use:</p> <ul style="list-style-type: none"> <li>● "Black Panther" toy sales fierce as film opens big</li> <li>● There are many black history stories to be shared in a new show</li> <li>● Short cartoons teach kids about important African-Americans from the past</li> <li>● Teenager runs a bakery that hands out cupcakes to the hungry</li> <li>● Military pilot Robert Lawrence Jr. honored as first black astronaut</li> <li>● Justice for all: The story of Ida B. Wells</li> <li>● Journalist Ida B. Wells wrote articles to help African-Americans, women</li> <li>● Ida B. Wells, journalist and activist, honored with new Barbie doll</li> <li>● Thurgood Marshall was the Supreme</li> <li>● Court's first African American justice</li> <li>● Ann Lowe: She dreamed of dresses</li> </ul>
1	Social Studies	<p>Colonial implements the Delaware Recommended Curriculum and teaches a unit in Civics and History in the First Grade. In the Unit, <i>The Role of a Leader</i>, first graders begin their understanding that leaders are chosen by election and positions of authority. The lesson introduces Barack Obama with examples from his life and presidency.</p>
2	Social Studies	<p>Colonial implements the Delaware Recommended Curriculum and teaches a unit supporting the Civics, History, and Geography standards for those grade levels. In the unit, <i>Respect in a Civil Society</i>, students are introduced to the</p>

		story and importance of Rosa Parks. We are currently identifying additional examples of black figures to authentically place within this unit.
2	ELA	Trade books and stories are read that are part of the domain studying the War of 1812.
4	ELA	Personal narratives domain: Students compare and contrast different ways African Americans grappled with life in a segregated society through various personal narratives, describing how historical figures such as Rosa Parks challenged injustices during the Civil Rights movement.
4, 8-12	Social Studies	<p>Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment to respective grade level lessons to support this content deliverable. Articles are available for use across multiple grade level social studies courses.</p> <p>Course: Black U.S. History</p> <p>Text Set:</p> <ul style="list-style-type: none"> <li>● Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820)</li> <li>● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)</li> <li>● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920)</li> <li>● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950)</li> <li>● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970)</li> <li>● A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present)</li> <li>● Black History, Our History</li> <li>● Black History Month Quotes: Antebellum Period</li> <li>● Black History Month Quotes: Progressive Era</li> <li>● Black History Month Quotes: Modern Era</li> <li>● Abbreviated Black U.S. History: Sustaining Black Cultures in Colonial America</li> <li>● Abbreviated Black U.S. History: Black Cultural Renaissance of the 1920s and 30s</li> <li>● Black History Month Quotes: Great Depression-Civil Rights Movement</li> </ul> <p>Text Set: "Did you Know?" A Series of Influential Black Americans</p> <p>Instructional Set:</p> <ul style="list-style-type: none"> <li>● Black History is U.S. History</li> <li>● Black Athletes in the 1920s and 30s</li> <li>● Black Power</li> <li>● Black Nationalist</li> </ul> <p>Project: Black History WeWow</p>
7	Social Studies	<p>-Colonial uses the Newsela platform to enhance the students' experiences through learning the economics standards. Specific articles are identified for alignment and teacher use:</p> <p>Course: Black U.S. History</p> <p>Text Set:</p>

		<ul style="list-style-type: none"> <li>● A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present)</li> <li>● Celebrating Black America</li> <li>● Black History, Our History</li> </ul> <p>Text Set:</p> <ul style="list-style-type: none"> <li>● “Did you Know?” A Series of Influential Black Americans</li> <li>● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950)</li> <li>● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970)</li> </ul> <p>Instructional Set: Black History is U.S. History Project: Black History WeWow</p> <p>-Colonial implements Model Lessons that were developed in partnership between the Social Studies Coalition, Center for Economic Education, University of Delaware, New York University Metro Center, and Delaware Department of Education. Within the economics lessons, activities spotlight the following in the field of economics: Dr. Sadie Alexander, Dr. Willene Johnson, Dr. Raphael Bostic, Dr. Belinda Archibong,</p>
6-8	Math	We have adopted a new math curriculum with culturally relevant contexts and highlights diverse mathematicians.
2	ELA	Trade books and stories are read that are part of the domain studying the War of 1812.
4	ELA	Personal narratives domain: Students compare and contrast different ways African Americans grappled with life in a segregated society through various personal narratives, describing how historical figures such as Rosa Parks challenged injustices during the Civil Rights movement.
11	Social Studies	-U.S History teachers utilize as a supplemental resource the “Black History in Two Minutes” youtube channel to deliver short stories accessible to students in the form of podcast recordings describing major historical events and less well-known experiences involving Black Americans. The podcasts range from recent events to the founding of the United States, through the Civil rights movement. These have been produced by historian Dr. Henry Louis Gates, Jr. Among the 92 currently recorded podcasts include pertaining to the US History curriculum: Reconstruction, Madame CJ Walker, Separate but Equal, The Tulsa Massacre, Ida B.Wells, Freedman’s Bank, Robert Smalls, Shirley Chisholm, Birth of Jazz, Harlem Renaissance, Black Feminism, Ella Baker, Katherine Johnson.
11	ELA	Review of primary and secondary sources about contributions of African Americans at home and abroad during the WWI era.
12	ELA	Argumentative units that include Mitch Landrieu's address on removal of Civil War statues in New Orleans, Barack Obama A more perfect Union Speech, etc.

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
Nov 16, 2022 Dec 14, 2022 Jan 11, 2023 Feb 8, 2023 March 1, 2023 April 3, 2023 May 30, 2023 June 6, 2023	Social Studies Coalition-sponsored professional learning experience: <b>Culturally Responsive Sustaining Education Trainings</b>  The CR-S education training will focus on: (1) developing common language around CR-S education based on the NYSED CR-SE framework, (2) examining the role that race, social identities, power, and privilege play in shifting individual and systemic inequalities in schools, (3) identifying CR-S education school and classroom practices, and (4) developing competency around using the CRE Toolkit.
January 13, 2023	Colonial social studies teachers have participated in the second of a multi-day series of professional learning using Joe Schmidt and Nichelle Pinkney’s “Civil Discourse: Classroom Conversations for Stronger Communities”. Here, teachers utilize primary sources and other materials made available from the Delaware Archives and Delaware Historical Society to spark discourse in their classroom. Schmidt and Pinkney’s professional learning series provides educators in professional learning around their framework addressing the following themes: <ul style="list-style-type: none"> <li>● Civil discourse strengthens communities,</li> <li>● Why discomfort can no longer be avoided,</li> <li>● Discourse structures for contentious topics,</li> <li>● And building communities of empathy and belonging.</li> </ul>
Jan 19, 2023 Feb 22, 2023 March 21, 2023 May 1, 2023	District Equity Summits with our community: These were opportunities for our community, students, families, and staff to engage in equity-based conversations with presenters pertaining to areas of relevance to our community. Speakers included: Marissa Gatson, Bebe Coker, Dr. Roderick Carey, Dr. Jack Perry
March 11, 2023	The Annual DCML Math Conference held on Saturday, March 11, 2023 virtually. It has an equity-based strand. All educators who teach or support math in Colonial are encouraged to attend.
March 24, 2023	<b>Delaware Historical Society &amp; The Mitchell Center - Black History in Delaware (6-12)</b> Colonial teachers analyzed primary sources around historical events, people, and families of Black Delawarians. They also explored the Jane and Littleton Mitchell Center for African American Heritage museum. This museum offers an expansive exploration of the African American experience from 1629 to the present through artifacts, oral history interviews, music, and art. These diverse perspectives of African Americans’ struggle for freedom and dignity strengthens our state-wide community, as we preserve, share and promote history, heritage, and culture of Delaware.
Aug-November 2023	ELA Literacy Coach Meetings: Equity book club with building based Literacy coaches around Dr. Gholdy Muhammad’s book, Cultivating Genius. In coordination with our District ‘One Book-One District’ book club, we dive into the historical framework looking at it more closely from the lens of literacy.

Jan 2023-May 2023	<p>ELA Secondary Teacher Book Club: One of our professional learning options includes a Book Club Cohort reading, <i>Teaching Literacy in Troubled Times</i>. This professional reading empowers educators to engage learners in critical thinking, literacy activities, and inquiry to investigate the personal and social issues of pressing importance to today's middle and high school students. Six units of study, each co-authored by a teacher who road tested the activities in their own classroom, guide teachers through the process of teaching literacy around the topics of identity, social inequity, global justice, empathy, racism and racial literacy.</p>
May 2023	<p><b><i>Cultivating Excellence Through Culturally Relevant Instruction</i></b></p> <ul style="list-style-type: none"> <li>● District-level session highlighting the definition and research around culturally relevant instruction, introducing the framework of Gholdy Muhammad in <i>Cultivating Genius</i>, and highlighting K-12 examples of it in action.</li> <li>● Workshop was replicated for administrators in July 2023</li> </ul>
July 24 & Oct 18, 2023	<p>Colonial provided PD around our 'One Book One District' Equity book club with school-level equity teams around Dr. Gholdy Muhammad's book, <i>Cultivating Genius</i>. These school-based teams then plan to implement at the school level and across all divisions.</p>
August 2023	<p>School based Equity Teams provided a beginning of year PD around our 'One Book One District' Equity book club with school-level equity teams around Dr. Gholdy Muhammad's book, <i>Cultivating Genius</i>. Then they must provide at least 2 more sessions throughout the year and monthly follow up meetings around a variety of possible topics. By November 6, all schools presented at least one session connected to Muhammad's work to their staff.</p>
August 2023-current	<p>To support Colonial's incorporation of Newsela as a supplemental resource, the following asynchronous opportunities are available to teachers beginning in the 2023-2024 school year. These asynchronous opportunities were created in consultation with Colonial's Curriculum and Instruction Division and with the text of HB198 as a planning tool:</p> <ul style="list-style-type: none"> <li>● Overview of the Black History Collection</li> <li>● Cultivating Culturally Responsive Pedagogy</li> <li>● Social Justice in your Classroom</li> <li>● Rethinking History</li> <li>● Culturally Responsive Teaching</li> <li>● Tackling Complex Topics with Newsela</li> </ul>
August 2023-current	<p>We have a District Equity Team led by 5 Team leads who meet on a weekly basis. This team meets monthly with representation from all of our schools. This year, we have an emphasis on facilitator training with 4DL. In previous years, committee subgroups worked on components of our equity planning/development.</p>
Oct 13, 2023 Statewide Social Studies Coalition Conference	<p>The following sessions were attended by all social studies teachers through the Social Studies Coalition's professional learning experience. These sessions support one or more of the content deliverables for HB 198:</p> <ul style="list-style-type: none"> <li>● SSCD Keynote: What's In Your Black History Toolbox? (K-12)</li> <li>● Blending Legal and Democratic Concepts into EVERY K-12 Classroom! (K-12)</li> <li>● African Empires in Geography (K-12)</li> <li>● Picture Books with HB 198 (K-5)</li> <li>● Social Studies for a Better World: Teaching Anti-Oppressive Content in Contentious Times (K-5)</li> </ul>

	<ul style="list-style-type: none"> <li>● Start with Story: Driving Inquiry Through Film with Retro Report (6-8)</li> <li>● Broadening Delaware History with New Resources (K-12)</li> <li>● The Historian's Toolbox in the Classroom (K-12)</li> <li>● Do You Know Your Black History? (K-12)</li> <li>● The House of Swann and the 1888 Black, Queer Rebellion (6-12)</li> <li>● Digital Mapping in the K-12 Classroom (K-12)</li> <li>● Difficult Conversations: Building a Civic Culture Through Civil Discourse in the Classroom (K-12) (there was a separate, Colonial-exclusive PD on Jan 13, 2023 as well)</li> <li>● Delaware Historical Society Educator Resources (K-12)</li> <li>● Economics For All: A Culturally Responsive Approach (6-12)</li> <li>● Teaching the Southern Front: Centering African, Arab, and Indian Voices in the First World War (6-12)</li> <li>● The Negro Leagues: Behind the Curve (K-12)</li> <li>● Imagining a New American History (4-12)</li> <li>● First (Unfree) State: Scholarship and Sources for Teaching the History of Unfreedom in Delaware (4-12)</li> <li>● A Historian's Guide to The 1619 Project (6-12)</li> <li>● A Great Moral and Social Force: Black Banking in the U.S. (K-12)</li> <li>● To Preserve Slavery? Debating the Causes of the American Revolution (4-12)</li> </ul>
<p>Oct 13, 2023: SHAPE Delaware Conference (H/PE)</p>	<p>Health Teachers attended the following sessions to support HB198 planning for future implementation in their courses:</p> <ul style="list-style-type: none"> <li>● How to make sure your students are heard and seen in the Health Classroom</li> </ul>
<p>Oct 13, 2023 Statewide Math Equity Conferences</p>	<p>All K-2, Math Immersion 3-5, and 6-12 participated in these session options:</p> <ul style="list-style-type: none"> <li>● Understanding and Addressing Adolescents' Sense of Belonging in Math Class</li> <li>● "Supporting Students' Positive Mathematical Identities Through Strength-Based Feedback"</li> <li>● "OUR MATH ROOTS: Connecting Ethnomathematics to High School Content: Exploring the Non-European History of Math"</li> <li>● They're Not Blank Slates: Listening to Learn From our Students and Value What they Bring to our Classrooms</li> <li>● "Who Participated? Recognizing Different Forms of Engagement for Equitable Participation"</li> <li>● Recognizing and Addressing Issues of Status in the Math Classroom</li> <li>● Promoting Equitable Math Teaching through the Productive Adaptation of Curriculum Materials</li> <li>● Understanding Teachers' Entry Points into Rough Draft Math: A Key for Leaders to Unlock Opportunities to Empower Teachers' Ambitious Teaching</li> <li>● Building a Thinking Classroom: Where Do I Start?</li> <li>● Humanizing Assessment: Partnering with Students through a Portfolio Model</li> <li>● The Power of Formative Feedback in Promoting Equitable Teaching the Mathematics Classroom</li> <li>● "Building a Stronger and More Inclusive Pathway to Math Education"</li> <li>● "Rehumanizing Classrooms: Rights of the Learner"</li> <li>● Creating Agency &amp; Opportunity through Student Reflection &amp; Journaling</li> <li>● "What is Your Math Story? Coming to Understand Your Students"</li> </ul>



	<ul style="list-style-type: none"> <li>● Beyond Turn &amp; Talk: Planning for deeper mathematical conversations</li> <li>● "Amplifying Student Voice &amp; Claim Making in the Elementary Math Classroom"</li> <li>● "Detracking High Schools: A Systemic Approach"</li> <li>● Building Thinking Classrooms in Mathematics: Creating Access to Access</li> </ul>
Oct 28-31, 2023	<a href="#">NCSM Conference</a> Mirrors & Windows, Stories of Bold Mathematical Leadership - Several math coaches and interventionists attended the national math conference, NCSM to gather ideas for how to embed lessons and activities into our curriculum. There were several sessions pertaining to these topics and we are exploring how to implement what was learned.
Spring 2022, Fall 2023	Colonial supports cohorts of educators who want to engage more deeply in their personal equity journeys through the 4DL EPP program
Nov 4-8, 2023	Courageous Conversations National Summit in Austin (school-based representation)
Nov 8, 2023	Social Studies Coalition-sponsored professional learning experience: The Lynching of George White: A Case Study - Teaching Civics and Social Studies in an Age of Mass Disruption (6-12)
Forthcoming: April 2024	<p>Colonial VPA staff will partner with DiAE (DE Institute for the Arts Education) on the following Professional Development activity:</p> <p>Arts &amp; Activism: Black American Artists of the Civil Rights Era Professional Development</p> <p>Program Overview: DiAE will provide a multidisciplinary professional development program for visual arts, dance, theater, and music teachers focused on the import and impact of Black American Artists during the Civil Rights Era (1950-1970). Learning will take place across artistic disciplines and will center on diversity, equity, inclusion, and access using a culturally responsive approach. The work will aid in supporting VPA teachers in addressing HB 198 in a meaningful way.</p>
Forthcoming: January 2024	Colonial Health and PE Staff will receive a professional learning experience focusing on their discipline, DOE's definition of culturally responsive education, and connections to HB198 deliverables.
Forthcoming: January 2024	The Colonial Science Department will receive professional learning around DOE's definition of culturally responsive education and connections to HB198. We will begin with our leadership team engaging in the PD and then introducing a book study to deepen the science department's understanding of culturally responsive education and focusing on the science discipline through using <a href="#">Science in the City</a> and Gholdy Muhammed's <a href="#">Cultivating Genius</a> . Next, we will engage the entire department grades 6-12 in a similar professional learning experience.

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Sara Vasko  
 Position: Instruction and Climate Coach, Middle School  
 Email: [sara.vasko@csnc.k12.de.us](mailto:sara.vasko@csnc.k12.de.us)

HB 198 Lead: Amy Novosel  
 Position: Principal, Elementary School  
 Email: [amy.novosel@csnc.k12.de.us](mailto:amy.novosel@csnc.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. Rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. Ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

At the Charter School of New Castle, we are committed to ensuring that all scholars are represented and reflected in all core academic programming.

The Charter School of New Castle prides itself on being a trauma informed school. We understand that recent social uprisings, as well as long standing historical injustices, can result in strong emotions for our scholars. We have trained Social Emotional Learning professionals ready to support scholars as needed throughout the year.

Our elementary school scholars participate in weekly morning meetings connected to our character counts program. During these meetings, scholars learn how to be responsible citizens. They learn about the injustices of the past and why the laws were unjust. We discuss the power of peaceful protests and how they are effective in creating change. Elementary scholars learn that all people matter and deserve to be treated with kindness. Elementary leadership provides our scholars with actions they can perform daily to make a positive impact on school, at home, and in their communities.

Our scholars in grades three and four are invited to participate in discussions regarding current events impacting the African American community. Elementary leadership creates a safe space for children to share their feelings openly,

and their feelings are validated. This is another opportunity for scholars to understand that Black lives matter, that they are valuable, and that they deserve fair treatment. When unfair things do occur, elementary leadership provides scholars with suggestions and solutions for change.

At the end of every school year, the Charter School of New Castle elementary school hosts a multicultural celebration where all school cultures are recognized and celebrated. Scholars are invited to wear clothing that represents their culture. Scholars are given multiple opportunities to learn about diverse cultures in a hands-on way.

The Charter School of New Castle middle school celebrates Black History Month as a school community. Our Black History Month planning committee organizes the following events for our school community:

Staff and scholars decorate the school building with colors, flags, and images that reflect our school's diverse ethnic cultures and the contributions of Black people to life in America.

Classroom teachers and their homerooms decorate classroom doors with images, colors, photographs, and words that reflect the culture and contributions of Black people to life in America.

Our daily morning announcements feature quotes that showcase the culture and contributions of Black people to life in America.

Staff members dress up as characters from the Black Panther movie series.

The Black History Month planning committee organized a late spring (2023) whole-school book club. Students and their families, teachers, and staff members read and discussed Rita Williams-Garcia's *One Crazy Summer*. The planning committee intends to organize another whole-school book club in 2024.

Our Black History Month celebration culminates with a school-wide (grades five through eight) assembly where staff and scholars recite poetry, sing (individual and choral), dance, perform skits, and give speeches that celebrate Black history and culture.

Sorority and fraternity representatives from Historically Black Colleges and Universities also participate in our Black History Month assembly by performing songs, dancing, and sharing information about their organizations and philanthropic activities.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment

in the United States; as well as the agency they employ in this work for equal treatment.

h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.							X						
b. The significance of enslavement in the development of the American economy.	X	X	X	X	X				X	X			
c. The relationship between white supremacy, racism, and American slavery.				X	X				X	X			
d. The central role racism played in the Civil War.									X	X			
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.									X	X			
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X			
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.									X	X			
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X			

*Charter School of New Castle does not serve students in grades 9 – 12.*

### Minimum Content Requirement

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
Sixth	Social Studies	Chapter 6: North Africa and Southwest Asia Concept 6.1: Geography of North Africa and Southwest Asia (Discovery Education Social Studies

		Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 6: North Africa and Southwest Asia Concept 6.2: Human-Environment Interaction in North Africa and Southwest Asia (Discovery Education Social Studies Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 6: North Africa and Southwest Asia Concept 6.3: People and Culture of North Africa and Southwest Asia (Discovery Education Social Studies Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 6: North Africa and Southwest Asia Concept 6.4: Government and Economy of North Africa and Southwest Asia (Discovery Education Social Studies Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 7: Sub-Saharan Africa Concept 7.1: Geography of Sub-Saharan Africa (Discovery Education Social Studies Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 7: Sub-Saharan Africa Concept 7.2: Human-Environment Interaction in Sub-Saharan Africa (Discovery Education Social Studies Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 7: Sub-Saharan Africa Concept 7.3: People and Culture of Sub-Saharan Africa (Discovery Education Social Studies Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 7: Sub-Saharan Africa Concept 7.4: Government and Economy of Sub-Saharan Africa (Discovery Education Social Studies Techbook World Geography and Cultures)

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
K - Fourth Grade	Social Studies	In social studies scholars will be thinking and talking about what freedom means. Scholars will understand that slavery means that one person owns another. Scholars will understand that people hated being enslaved and fought against slavery in a variety of methods. Scholars will understand that enslaved people had to work for free. Scholars will understand that children were enslaved as well. Scholars will understand that enslaved people came from countries with many diverse traditions and culture and these traditions continued despite them being enslaved. Scholars will learn that families of enslaved people were often split up. Scholars will understand that racial divides in slavery. They will understand that Black people were enslaved and White people thought it was acceptable to enslave Black people. Scholars will understand that many groups of people worked to end slavery. Scholars will understand that slavery was the cause of the Civil War.
Third	Social Studies	Scholars will learn about slavery using primary documents. <a href="https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery">https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery</a>

Fourth	Social Studies	Scholars will learn about slavery using primary documents. <a href="https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery">https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery</a>
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 1: Emancipation in the North (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 5: Slavery in the Constitution (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 9: Enslavement and the Development of the American Economy (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 2: 1820-1860 Lesson 1: In pursuit of Freedom in Delaware (Delaware DOE and Social Studies Coalition of Delaware model lesson)

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
Third and Fourth Grade	Social Studies	Scholars will examine a map of the Confederate and Union States to understand the impact of geography. Scholars will compare Confederate and Union money along with the Confederate and Union Flag. Scholars will learn about Juneteenth and the 13th amendment. Scholars will continue to learn about HBCUs. They will learn that they were created after the Civil War and will learn about their legacies and traditions.
Third	Social Studies	Scholars will learn about slavery using primary documents. <a href="https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery">https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery</a>
Fourth	Social Studies	Scholars will learn about slavery using primary documents. <a href="https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery">https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery</a>
Seventh	Social Studies	Unit 2: Civics Standard 2 (Politics) Lesson 6: The Constitution and Enslavement (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Social Studies	Unit 2: Civics Standard 2 (Politics) Lesson 7: Our Nation's Report Card (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 5: Slavery in the Constitution (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 9: Enslavement and the Development of the American Economy (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 2: 1820-1860 Lesson 1: In pursuit of Freedom in Delaware (Delaware DOE and Social Studies Coalition of Delaware model lesson)

		DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 2: Emancipation Proclamation (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 8: Were African Americans free during Reconstruction? (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 9: Changes in Lincoln’s Views on Slavery (Delaware DOE and Social Studies Coalition of Delaware model lesson)

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
Seventh	Social Studies	Unit 2: Civics Standard 2 (Politics) Lesson 7: Our Nation’s Report Card (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 1: Fort Sumter (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 2: Emancipation Proclamation (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 3: Memphis Riot (Delaware DOE and Social Studies Coalition of Delaware model lesson)

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
Seventh	Social Studies	Unit 2: Civics Standard 2 (Politics) Lesson 7: Our Nation’s Report Card (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Social Studies	Unit 3: Civics Standard 3 (Citizenship) Lesson 1: No Room at the Inn (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Social Studies	Unit 3: Civics Standard 3 (Citizenship) Lesson 2: Mendez and “the greatest civil rights issue of our time” (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Social Studies	Unit 3: Civics Standard 3 (Citizenship) Lesson 3: From Runaround to Remedy (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 1: Emancipation in the North (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 5: Slavery in the Constitution (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 2: 1820-1860 Lesson 1: In pursuit of Freedom in Delaware (Delaware DOE and Social Studies Coalition of Delaware model lesson)

Eighth	Social Studies	Unit 3: 1860-1877 Lesson 3: Memphis Riot (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 6: Sharecropping (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 7: Reconstruction Success? (Delaware DOE and Social Studies Coalition of Delaware model lesson)

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	<p>In ELA scholars in kindergarten utilize the Bookworms ELA curriculum which underwent a revision for the school year to include more diverse text that is representative and inclusive of the scholars that we have at CSNC. Diverse texts include Lola at the Library. Scholars will also learn about the contribution of Bill Robinson as <u>Bojangles</u> who is a tap dancer. Scholars will be asked to read to Thee I sing which is a text written by President Obama. They will also read a text entitled Happy Birthday Dr. King and contributions to our society.</p> <p>Scholars will also learn about folktales such as Jump! The Adventures of Bre’Er Rabbit. They will learn that this was a way that enslaved African families taught survivalist skills to their children.</p>
K - Fourth Grade	Visual Arts	Kindergarteners will learn about Jean Michel Basquiat. They will learn about his contributions, challenges he overcame, and how his art encourages African American people to see themselves as royalty. Other artists students will learn about are Kerry James Marshall, Romare Bearden, and Gordon Parks.
K - Fourth Grade	Math	Scholars will complete culturally relevant math tasks.
K - Fourth Grade	Music	In music scholars will learn about a variety of African American musicians and their contributions to the music world. Scholars will learn about Duke Ellington, BB King, Ella Fitzgerald, Louis Armstrong.
K - Fourth Grade	Science	In science, scholars will learn about famous African American scientists. Scholars will present three things that they learned about their scientist and will create a poster representing their new learning.
First Grade	ELA	In first grade scholars will read texts from African American author Patricia Polacco
Second Grade	ELA	<p>Scholars will be reading the following culturally relevant texts:</p> <p>Sky Sash So Blue Henry’s Freedom Box Following the Drinking Gourd</p>



		This Patchwork Path Secret to Freedom Seven Miles to Freedom Crossing Bok Chitto Dove the Potter Brick by Brick
Third-Fourth Grade	Music	In third and fourth grade scholars will learn about Spirituals. They learn the tradition of African Spirituals and the purposes of singing them. Scholars will learn the influence and impact that African spirituals have on contemporary music. Scholars will be learning about the Black Renaissance and the musical influences that came out of the Black Renaissance. Scholars will learn about the positive impact that came out of the Renaissance as well as contributions of the musicians from the era.
Fifth-Eighth Grade	Music	Teacher created lessons: Scholars will learn about the purpose and tradition of African Spirituals. Scholars will learn about the influence and impact of African Spirituals on contemporary music.
Fifth-Eighth Grade	Music	Teacher created lessons: Scholars will learn about the contributions of African American musicians such as BB King, Ella Fitzgerald, and Louis Armstrong. Scholars will learn about the influence that these musicians have had on contemporary music and the pioneering efforts they made in music.
Seventh	Science	Teacher created lessons: Scholars will research a black scientist of their choosing. Students will create a visual display that highlight's their research subject's accomplishments.
Seventh	ELA	CommonLit: "Thank You, M'am" Lesson (CCSS.ELA-Literature. RL. 7.2)
Eighth	Social Studies	Unit 2: 1820-1860 Lesson 2: Nat Turner (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 2: 1820-1869 Lesson 4: Henry Brown (Delaware DOE and Social Studies Coalition of Delaware model lesson)

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
Seventh	Social Studies	Unit 2: Civics Standard 2 (Politics) Lesson 7: Our Nation's Report Card (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Social Studies	Unit 3: Civics Standard 3 (Citizenship) Lesson 2: Mendez and "the greatest civil rights issue of our time" (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Social Studies	Unit 3: Civics Standard 3 (Citizenship) Lesson 3: From Runaround to Remedy (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 2: 1820-1860 Lesson 1: In pursuit of Freedom in Delaware (Delaware DOE and Social Studies Coalition of Delaware model lesson)

Eighth	Social Studies	Unit 2: 1820-1860 Lesson 2: Nat Turner (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 2: 1820-1869 Lesson 4: Henry Brown (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 3: Memphis Riot (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 5: Women’s Suffrage (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 6: Sharecropping (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 7: Reconstruction Success? (Delaware DOE and Social Studies Coalition of Delaware model lesson)

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K - Fourth Grade	Social Studies	Black History Month projects: teacher created
Fifth through Eighth grade	Social Studies	Black History Month projects: teacher created
Seventh	Social Studies	Unit 3: Civics Standard 3 (Citizenship) Lesson 3: From Runaround to Remedy (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Science	Teacher created lessons: Scholars will research a black scientist of their choosing. Students will create a visual display that highlight’s their research subject’s accomplishments.
Seventh	ELA	CommonLit: “Thank You, M’am” Lesson (CCSS.ELA-Literature. RL. 7.2)

**Professional Learning**

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
8/21/2023	Angela Perry: full middle school staff training on the Achievement Gap and Successfully working with students of color
8/22/2023	Letisha Laws: full middle school staff training on Culturally Responsive boundaries

1/2/2024	Nadia Bennett: full middle school staff training on our “why” and the importance of being culturally responsible in and out of the classroom
----------	--

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Dr. Maura Kelly Triebenbacher

Position: Vice President

Email: [mtriebenbacher@charterschool.org](mailto:mtriebenbacher@charterschool.org)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

The Charter School of Wilmington strives to incorporate a multicultural platform to academic and extracurricular activities for all grade levels. To adhere to HB 198, we have implemented the instructional framework within our Social Studies curriculum and have cross curricular aspects within the curriculum of our English Language Arts (ELA) department as well as Art History, Science, and Computer Science departments. Our use of primary sources ensures an age appropriate and engaging curriculum. We push students to make connections and ultimately informed decisions based on their understanding of the content. Reflection is a critical element of the teaching and learning process that allows students to develop respect for cultural diversity and a deeper understanding of the ramifications of prejudice and racism. Providing opportunities for growth includes the opportunity to examine the history of our state and the discrimination that has had a significant impact, including the mechanisms of restorative justice, the impact of trauma, and the impact of contemporary events and trends. Students at CSW have myriad opportunities to discuss current movements and how to effectively participate as an individual to support a group effort. CSW continues to identify opportunities of growth through professional development and identifying robust resources to augment our program. For the 23-24 school year, CSW is committed to professional development in cultural humility and innovation.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.											X	X	
b. The significance of enslavement in the development of the American economy.										X	X	X	
c. The relationship between white supremacy, racism, and American slavery.										X	X	X	
d. The central role racism played in the Civil War.												X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.										X		X	
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.												X	
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.												X	
h. Black figures in national history and in Delaware history.										X		X	

### Minimum Content Requirement

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the*

requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

**a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
10, 11, 12	Social Studies, Art History	<p>Societies &amp; Empires of Africa: A.D. 800 - 1500</p> <p>Societies &amp; Empires of West Africa</p> <p>West African Civilizations - Ghana, Mali &amp; the Songhai Empires - heavy focus on achievements of "Black Africans" to dispel myth that sub-Saharan Africa was illiterate and primitive before the African &amp; Black Diaspora</p> <ul style="list-style-type: none"> <li>● <a href="#">Chart</a> - W. African Comparison Chart <ul style="list-style-type: none"> <li>○ Primary Source: Ibn Battuta Visits Mali</li> <li>○ Road to Timbuktu Documentary &amp; Questions (heavy focus on African American Historian, Henry Louis Gates, and the injustice and inequity regarding the teaching of Black History; also, focus on literature from this area as seen in the library at Timbuktu) <a href="https://youtu.be/an5DAPzFS6g">https://youtu.be/an5DAPzFS6g</a></li> </ul> </li> <li>● Kingdoms of Yoruba &amp; Benin <ul style="list-style-type: none"> <li>○ Primary Source: Benin Bronze Sculpture - Making of Bronzes (example of contributions in Yoruba &amp; Benin art)</li> <li>○ The Hausa City-States (forms of government and social organization)</li> <li>○</li> </ul> </li> </ul> <p>Students in grades 10<sup>th</sup> - 12<sup>th</sup> can take AP Art History which includes the history and culture of Black people prior to the African and Black Diaspora as well as the contributions of Black people to American life, history, literature, economy, politics, and culture.</p>

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
9, 10, 11	Social Studies	<p>9th Graders at CSW take Integrated Social Sciences, a class which blends Government, Civics, Economics, and Geography. The following resources/lessons are implemented in our grade 9 Integrated Social Sciences course:</p> <ul style="list-style-type: none"> <li>● Discussion of the role of slavery in the Constitutional Convention, and compromises around slavery that followed: 3/5ths compromise,</li> </ul>

		<p>Fugitive Slave Clause, 20-year ban on Congress' ability to regulate the slave trade.</p> <ul style="list-style-type: none"> <li>• Discussion of the development of racial attitudes towards Africans as a result of slavery; distinctions between chattel slavery in the US and other forms of enslavement elsewhere in the world.</li> </ul> <p>Although "enslavement in the development of the American economy" is not specifically discussed in 10th grade World History, the Atlantic Slave Trade is. This serves as foundational knowledge for work that is done in the 11th grade - especially in the AP US History course. Here are some issues covered in 10th grade relating to the slave trade:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Atlantic Slave Trade</a> as well as slave trade from the East Coast of Africa <ul style="list-style-type: none"> <li>○ <a href="#">A brief guide to the Transatlantic Slave Trade reading/questions</a></li> <li>○ Discussions on African &amp; Arab Muslim slave traders as well as European and Indian Ocean facilitators of this trade.</li> <li>○ How &amp; why African slaves were used in the Americas</li> <li>○ <a href="#">Source Analysis activity tracing the development of the Atlantic Slave Trade</a></li> <li>○ <a href="#">Notes–slides 80-90</a> provide an overview of the development of slavery in the Americas</li> </ul> </li> </ul> <p>The United States History and AP United States History courses both cover Black History throughout the year and in a variety of contexts, as evidenced by the links to the resources above. Teachers regularly create and share resources, readings, and assignments like those above, and use them to help students develop a complex and accurate understanding of the roles race, racism, injustice, inequality, and activism against these factors have played throughout our nation's history, and how they continue to affect the present. Students have numerous opportunities to read about the diverse experiences of Black Americans, recognize their contributions to American past and present, and critically examine the social structures that have defined the Black experience.</p> <ul style="list-style-type: none"> <li>• Origins, motives, and justifications for African Slavery in the US beginning in 1619, and how it differed from other forms of slavery. <ul style="list-style-type: none"> <li>• <a href="#">TEDed Video</a></li> </ul> </li> <li>• The economic, political, and social effects of the <a href="#">Columbian Exchange</a> on <a href="#">African, European, and North American populations</a>.</li> <li>• The <a href="#">Middle Passage and Transatlantic Slave Trade</a>. <ul style="list-style-type: none"> <li>• Transition from <a href="#">reliance on indentured servitude</a> to enslaved African labor.</li> <li>• How and why slavery expanded in North America <a href="#">during the Colonial Era</a>, including <a href="#">racial theories, and resulting economic changes and political effects</a></li> </ul> </li> </ul>
--	--	---

		<ul style="list-style-type: none"> <li>• <a href="#">Expansion of slavery</a> in the Southern states after invention of the cotton gin in 1793, including the shift from the international slave trade to the internal slave trade.</li> <li>• <a href="#">Racial and religious justifications</a> for colonization, displacement, attempted enslavement, and subsequent eradication of native populations by Europeans; how similar attitudes were <a href="#">applied to justify African slavery</a>.</li> <li>• <a href="#">Slavery and the Constitution</a>, including viewpoints of the founding fathers, the Connecticut and 3/5ths Compromises, Fugitive Slave clause, and 20-year prohibition on Congress' ability to regulate the slave trade. <ul style="list-style-type: none"> <li>• <a href="#">Video from James Madison's Montpelier</a> on Slavery at the Constitutional Convention.</li> <li>• Contradictions between <a href="#">language of Declaration of Independence, Constitution &amp; Bill of Rights</a> and the reality of enslavement.</li> </ul> </li> <li>• <a href="#">Reconstruction and its successes/failures</a> in helping transition formerly enslaved people to freedom, including the Freedmen's Bureau, the clash between Radical Republicans in Congress and President Johnson, and <a href="#">federal vs. state powers to protect individual rights</a>.</li> <li>• Differences between the experiences of <a href="#">urban and rural enslaved people</a></li> <li>• Resistance to slavery by the <a href="#">enslaved and by abolitionists</a>, including study of Frederick Douglas and his views on the Constitution</li> </ul>
--	--	--

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
10, 11	Social Studies, ELA	<p>"White supremacy &amp; racism" are discussed in world history topics mentioned above (West African &amp; Great Zimbabwe units - see above). Focus is placed on dispelling myths and racist preconceived notions of Africans.</p> <p>This focus specifically allows us to help students understand the detrimental effects of prejudice, racism and stereotyping as well as providing opportunities for students to discuss and uplift the Black experience. In addition, these discussions and lessons allow us to investigate how restorative justice helps us all to move forward.</p> <ul style="list-style-type: none"> <li>• Implement more primary sourcing to offer a better perspective of the Black experience which include the triumphs, setbacks, and</li> </ul>



		<p>contributions of Black persons. To this end, we plan on accessing the resources offered through the Social Studies Coalition of Delaware, the Historical Society of Delaware, the UDLib/Search tools, etc.</p> <ul style="list-style-type: none"> <li>• Work closely with our Black Student Union to discuss specific ways in which we can improve our curriculum in regard to addressing combatting racism, inequality, and discrimination. This student-perspective will also allow us to incorporate contemporary events into Black History.</li> </ul> <p>10th Grade English includes a poetry unit that features poets from the Harlem Renaissance including Georgia Douglas Johnson, Langston Hughes, Paul Lawrence Dunbar, etc. as well as contemporary poets including Clint Smith, Danez Smith, Kevin Young, Tracy K. Smith, Jericho Brown, Lucille Clifton.</p> <p>11th Graders at CSW take US History (Civil War-Vietnam Era) or AP US History (Pre-Columbian Societies - Present).</p> <p>The United States History and AP United States History courses both cover Black History throughout the year and in a variety of contexts, as evidenced by the links to the resources above. Teachers regularly create and share resources, readings, and assignments like those above, and use them to help students develop a complex and accurate understanding of the roles race, racism, injustice, inequality, and activism against these factors have played throughout our nation’s history, and how they continue to affect the present. Students have numerous opportunities to read about the diverse experiences of Black Americans, recognize their contributions to American past and present, and critically examine the social structures that have defined the Black experience.</p> <ul style="list-style-type: none"> <li>• Origins, motives, and justifications for African Slavery in the US beginning in 1619, and how it differed from other forms of slavery. <ul style="list-style-type: none"> <li>• <a href="#">TEDed Video</a></li> </ul> </li> <li>• The economic, political, and social effects of the <a href="#">Columbian Exchange</a> on <a href="#">African, European, and North American populations</a>.</li> <li>• The <a href="#">Middle Passage and Transatlantic Slave Trade</a>. <ul style="list-style-type: none"> <li>• Transition from <a href="#">reliance on indentured servitude</a> to enslaved African labor.</li> <li>• How and why slavery expanded in North America <a href="#">during the Colonial Era</a>, including <a href="#">racial theories, and resulting economic changes and political effects</a></li> </ul> </li> <li>• <a href="#">Expansion of slavery</a> in the Southern states after invention of the cotton gin in 1793, including the shift from the international slave trade to the internal slave trade.</li> </ul>
--	--	--

		<ul style="list-style-type: none"> <li>• <a href="#">Racial and religious justifications</a> for colonization, displacement, attempted enslavement, and subsequent eradication of native populations by Europeans; how similar attitudes were <a href="#">applied to justify African slavery</a>.</li> <li>• Failures of the <a href="#">Progressive Era</a> to deal with continued racism and disenfranchisement of Black Americans</li> <li>• Discussion of the ongoing fight for civil liberties for African Americans <a href="#">and other groups</a>, including contemporary police brutality, mass incarceration, and other forms of disenfranchisement and racial discrimination, including “<a href="#">The New Jim Crow</a>” and the BLM movement <ul style="list-style-type: none"> <li>• Voting Rights in the <a href="#">21st century</a> &amp; <a href="#">Questions</a></li> </ul> </li> </ul>
--	--	---

d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
9, 11	Social Studies, ELA	<ul style="list-style-type: none"> <li>• Grassroots movements and their efforts to bring attention to cultural, political and economic issues. Different methods chosen by different leaders such as Martin Luther King, Malcolm X, Rosa Parks, and Black Panther Party <ul style="list-style-type: none"> <li>• Non-violent direct action</li> <li>• Self-defense</li> <li>• Non-Cooperation</li> <li>• Media/News</li> <li>• Self-empowerment</li> <li>• Legislation (the Civil Rights Act 1964, The Voting Rights Act of 1965, The Civil Rights Act of 1968)</li> </ul> </li> </ul> <p>11th Graders at CSW take US History (Civil War-Vietnam Era) or AP US History (Pre-Columbian Societies - Present).</p> <ul style="list-style-type: none"> <li>• Events of the 1850s that preceded the Civil War, including the formation of the anti-slavery <a href="#">Free-Soil and Republican Parties</a>, <a href="#">publication of Uncle Tom’s Cabin</a>, the caning of abolitionist <a href="#">Senator Charles Sumner</a>, the Dred Scot v. Sanford ruling, the Lincoln Douglas debates, and <a href="#">John Brown's raid</a> on Harpers Ferry. <ul style="list-style-type: none"> <li>• <a href="#">Presentations on Antebellum Period</a></li> <li>• Development of “<a href="#">Positive Good</a>” <a href="#">Theory of Slavery</a></li> </ul> </li> <li>• Background and Primary Source analysis of the <a href="#">Emancipation Proclamation</a>; Lincoln's political/military motives and moral stance on slavery</li> <li>• <a href="#">Northern &amp; Southern views of emancipation</a>; Juneteenth and it’s recent recognition as a federal holiday</li> </ul>

		<ul style="list-style-type: none"> <li>• African Americans in military <a href="#">service during the Civil War</a>, including the Massachusetts 54th regiment.</li> <li>• African American <a href="#">migrations to northeastern cities</a> and western frontier after the Civil War.</li> </ul>
--	--	--

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources
11	Social Studies	<ul style="list-style-type: none"> <li>• Post WWII Civil Rights movement, battles to end segregation and disenfranchisement, including desegregation of the armed forces, Thurgood Marshall and the Brown v. Board ruling, Montgomery Bus Boycotts, Selma to Montgomery march, Greensboro Sit-ins, Little Rock Nine, James Meredith's integration of U. Mississippi; study of nonviolent protests including those led by Dr. MLK Jr. and John Lewis, CORE, SCLC, and SNCC</li> <li>• Study of disagreements among activists for African American rights/equality and leaders within the movement, including Malcom X; formation of Black Panther Party; Creation of the Nation of Islam</li> <li>• Primary Source Analysis: <a href="#">Olaudah Equiano</a></li> <li>• Differences between the experiences of <a href="#">urban and rural enslaved people</a></li> <li>• Resistance to slavery by the <a href="#">enslaved and by abolitionists</a>, including study of Frederick Douglas and his views on the Constitution</li> <li>• Origins of segregation and <a href="#">Plessy v. Ferguson</a>; origins and effects of Jim Crow laws <ul style="list-style-type: none"> <li>• <a href="#">Responses to segregation</a></li> </ul> </li> <li>• Origins and background on the African American Civil Rights movement, including study of the Progressive Movement, Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, the Niagara Movement and the NAACP. <ul style="list-style-type: none"> <li>• Washington &amp; Du Bois <a href="#">Reading &amp; Questions</a></li> <li>• Is Another Progressive Era Coming? <a href="#">Reading &amp; Questions</a></li> </ul> </li> <li>• African American military service in World Wars I and II, Korea, and Vietnam. <ul style="list-style-type: none"> <li>• <a href="#">Segregation of the Armed Forces during WWI &amp; WWII</a></li> </ul> </li> <li>• <a href="#">Exclusion of African Americans from GI Bill</a> and other contributors to postwar prosperity</li> <li>• <a href="#">Post WWII Civil Rights movement</a>; battles to end segregation and disenfranchisement, including desegregation of the armed forces; Montgomery Bus Boycotts, <a href="#">Brown v. Board of Education</a>, <a href="#">Selma to Montgomery march</a>, Greensboro Sit-ins <ul style="list-style-type: none"> <li>• <a href="#">Civil Rights Webquest</a></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>Integration Primary Source <a href="#">Reading</a> &amp; <a href="#">Questions</a></li> </ul>
--	--	--

f. **The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
9, 10, 11,12	Social Studies, ELA, Art History, Computer Science	<ul style="list-style-type: none"> <li>“Ain’t I A Woman” by Sojourner Truth</li> <li>“People and Peace, Not Profits and War” by Shirley Chisholm</li> <li>“Remarks by the President at the 50th Anniversary of the Selma to Montgomery Marches” by Barack Obama</li> <li>Between the World and Me by Ta-Nehisi Coates (excerpt)</li> <li>“Letter to Thomas Jefferson” by Benjamin Banneker</li> <li>“Restoring Black History” by Henry Louis Gates, Jr.</li> <li>LaToya Ruby Frazier’s Ted Talk “A Creative Solution to the World’s Water Crisis in Flint”</li> <li>Explained “World’s Water Crisis”</li> <li><a href="#">Ron Finley’s Ted Talk “A Guerilla Gardener in South Central LA”</a></li> <li><a href="#">Michael Tubbs’ “The Political Power of Being a Good Neighbor”</a></li> <li><a href="#">Dr. King’s “Beyond Vietnam: A Time To Break Silence”</a></li> <li>Condoleeza Rice’s “Southern Methodist University Commencement” Speech</li> <li>Gabriel Coxhead’s “When You Put Black People in a Picture, What Should They Be Doing? - An Interview with Kerry James Marshall”</li> <li>Past Times painting by contemporary artist Kerry James Marshall</li> <li>“Museums Should Honor the Everyday, Not Just the Extraordinary” by Ariana Curtis (Ted Talk)</li> <li>“How I Accidentally Changed the Way Movies Got Made” by Franklin Leonard (Ted Talk)</li> </ul> <p>Students in 12th Grade English 4 and AP English Literature courses utilize the following resources to explore the contributions of Black people to American life:</p> <ul style="list-style-type: none"> <li>Fences by August Wilson</li> <li>Red at the Bone by Jacqueline Woodson</li> <li>“How It Feels” by Zora Neale Hurston</li> <li>“It Rained in Ohio on the Night Allen Iverson Hit Michael Jordan with a Crossover” by Hanif Abdurraqib</li> <li>Salvage the Bones, Jesmyn Ward</li> <li>Passing, Nella Larson</li> <li>Various poems by Clint Smith, Kevin Young, Tracy K. Smith, Jericho Brown, Lucille Clifton, Terrence Haye</li> </ul> <p>Students in grades 10<sup>th</sup> - 12<sup>th</sup> can take AP Art History which includes the history and culture of Black people prior to the African and Black Diaspora</p>

		<p>as well as the contributions of Black people to American life, history, literature, economy, politics, and culture.</p> <p>Unit 6 of the curriculum centers on African Art produced from c. 1100 BCE to 1980 CE. We explore the innovations of various African cultures and the influence they had on one another as well as their influence on western culture.</p> <p>Themes studied and analyzed: religious and spiritual beliefs, architectural innovation and tradition, technical innovation and tradition, the importance and meaning of ritual and ceremony, social hierarchies and their expression through art, architecture, and artifacts, the significance of historical memory, the exchange of artistic styles and materials and between African and western cultures, and the theft of African art and artifacts by western colonials</p> <p>Works of art studied:</p> <ul style="list-style-type: none"> <li>● Great Zimbabwe</li> <li>● The Great Mosque at Djenne</li> <li>● Brass Plaques of Oba from the Benin culture</li> <li>● Golden Stool of the Asante culture</li> <li>● Royal portraiture of the Kuba culture</li> <li>● Spiritual figures of the Kongo, Igbo, Fang, and Yoruba cultures</li> <li>● Masks of the Chokwe, Baule, Sande, and Kuosi cultures</li> <li>● Lukasa Memory Board</li> </ul> <p>The AP Art History Syllabus contains works by Black artists that address specific struggles and successes of the African American experience</p> <p>These include:</p> <ul style="list-style-type: none"> <li>● Jacob Lawrence’s “Migration Series” which deals with the hardships, injustices and prejudice experienced by Black people as they migrated north in the 20th century</li> <li>● Wifredo Lam, an Afro-Cuban artist, depicts the struggles faced by Afro-Cubans due to slavery and colonialism in the context of the sugar cane trade</li> <li>● Jean-Michel Basquiat celebrates the impact of African-American musicians on jazz music</li> <li>● Faith Ringgold uses African American quilting techniques to tell the story of a fictional woman who moves to Paris in the early 20th in “Dancing at the Louvre” from her “French Collection”</li> <li>● Kara Walker creates works of art that reflect on the ways in which African Americans have been portrayed by American white society</li> </ul> <p>The Syllabus contains works by European artists that were influenced by Black people, such as Pablo Picasso’s “Les Demoiselles d’Avignon”</p> <p>Computer Science</p> <ul style="list-style-type: none"> <li>● Katherine Johnson</li> <li>● Dorothy Vaughan</li> <li>● Clarence Ellis</li> </ul>
--	--	--

		<ul style="list-style-type: none"> <li>Valerie Taylor</li> </ul>
--	--	--

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
9, 11	Social Studies, ELA	<ul style="list-style-type: none"> <li>Discussion of wealth and income inequality; correlation between race and lifetime earnings.</li> <li>Reading and discussion on racial integration, busing, and contemporary disparities in American schools. <a href="#">Brown v. Board, 60 Years Later</a>.</li> <li>The United States History and AP United States History courses both cover Black History throughout the year and in a variety of contexts, as evidenced by the links to the resources above. Teachers regularly create and share resources, readings, and assignments like those above, and use them to help students develop a complex and accurate understanding of the roles race, racism, injustice, inequality, and activism against these factors have played throughout our nation’s history, and how they continue to affect the present. Students have numerous opportunities to read about the diverse experiences of Black Americans, recognize their contributions to American past and present, and critically examine the social structures that have defined the Black experience.</li> <li><a href="#">Study of disagreements among activists</a> for African American rights/equality and leaders within the movement, including Malcom X; formation of Black Panther Party; Creation of the Nation of Islam</li> <li>11th Grade English includes a speech unit that examines the contributions of significant figures in national history and includes the speeches of John Lewis, Martin Luther King Jr., and President Obama. Students also view a Ted Talk by Chimamanda Ngozi Adichie, “The Dangers of a Single Story”. In this Ted Talk, the writer challenges viewers to consider the power of stories to influence identity, shape stereotypes, and build empathy. Additionally, students read Just Mercy, the life story of a Delaware native who is the executive director of the Equal Justice Initiative and who has dedicated his life to eliminating excessive and unfair sentencing.</li> <li></li> </ul>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
-------------	-----------------	-------------------

9, 10, 11	Social Studies, ELA	<p>11th Grade English includes a speech unit that examines the contributions of significant figures in national history and includes the speeches of John Lewis, Martin Luther King Jr., and President Obama. Students also view a Ted Talk by Chimamanda Ngozi Adichie, “The Dangers of a Single Story”. In this Ted Talk, the writer challenges viewers to consider the power of stories to influence identity, shape stereotypes, and build empathy. Additionally, students read Just Mercy, the life story of a Delaware native who is the executive director of the Equal Justice Initiative and who has dedicated his life to eliminating excessive and unfair sentencing.</p> <ul style="list-style-type: none"> <li>● Discussion of the role of slavery in the Constitutional Convention, and compromises around slavery that followed: 3/5ths compromise, Fugitive Slave Clause, 20-year ban on Congress’ ability to regulate the slave trade.</li> <li>● Discussion of the development of racial attitudes towards Africans as a result of slavery; distinctions between chattel slavery in the US and other forms of enslavement elsewhere in the world.</li> <li>● Discussion of the role of slavery in the Constitutional Convention, and compromises around slavery that followed: 3/5ths compromise, Fugitive Slave Clause, 20-year ban on Congress’ ability to regulate the slave trade. <ul style="list-style-type: none"> <li>● Crash Course video on the US Constitution &amp; <a href="#">Viewing Guide</a></li> </ul> </li> <li>● Discussion of 13th, 14th, 15th Amendments in the context of expanding popular sovereignty and protection against the abuse of individual rights by state governments.</li> <li>● Discussion of poll taxes and literacy tests in the effort to disenfranchise the black vote. <ul style="list-style-type: none"> <li>● 24th Amendment</li> </ul> </li> <li>● Discussion of wealth and income inequality; correlation between race and lifetime earnings.</li> <li>● Reading and discussion on racial integration, busing, and contemporary disparities in American schools. <a href="#">Brown v. Board, 60 Years Later</a>.</li> <li>● Grassroots movements and their efforts to bring attention to cultural, political and economic issues. Different methods chosen by different leaders such as Martin Luther King, Malcolm X, Rosa Parks, and Black Panther Party <ul style="list-style-type: none"> <li>● Non-violent direct action</li> <li>● Self-defense</li> <li>● Non-Cooperation</li> <li>● Media/News</li> <li>● Self-empowerment</li> <li>● Legislation (the Civil Rights Act 1964, The Voting Rights Act of 1965, The Civil Rights Act of 1968)</li> </ul> </li> <li>● <a href="#">Eyes on the Prize (Fighting Back 1957- 1962)</a></li> </ul>
-----------	------------------------	--

		<ul style="list-style-type: none"> <li>● Tulsa Burning: The 1921 Race Massacre (Documentary)</li> <li>● Elections of Barack Obama in 2008 and 2012</li> <li>● Election of Lisa Blunt Rochester, Delaware’s Representative in the House of Representatives</li> <li>● Confirmation of Ketanji Brown Jackson to the US Supreme Court</li> </ul> <p>9th Grade English students read <i>The Color of Water</i>, by James McBride, where there is a lesson on the Harlem Renaissance celebrating the fine art, literature and music of the period as well as highlighting cultural leaders and activists. Additionally, students read “Everyday Use”, a short story by Alice Waters, that includes characters who prioritize the importance of African culture and heritage.</p> <p>Looking ahead, 9th grade Integrated Social Studies teachers will implement more discussion of current events, specifically in regard to political participation, inequities in US society and their historical causes, and the effects of activism on government policy. It is important to discuss current race relationships with our classes and help to connect previous events or legislation that has allowed systemic racism to exist in the United States.</p> <p>The department will work collaboratively to develop lessons that highlight the progress that can be made by young people towards achieving social justice and help students to view current events from multiple perspectives and identify their role in combating racism and systemic injustice in an effort to create change.</p> <p>10th Grade English includes a poetry unit that features poets from the Harlem Renaissance including Georgia Douglas Johnson, Langston Hughes, Paul Lawrence Dunbar, etc. as well as contemporary poets including Clint Smith, Danez Smith, Kevin Young, Tracy K. Smith, Jericho Brown, Lucille Clifton</p>
--	--	--

**Professional Learning**

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
April 2023	2 consultation sessions with a curriculum expert to aid with identifying opportunities to embed content requirements into social studies courses
Summer 2023	Teacher curriculum development to locate primary source documents that support the content



	requirements of HB 198
2023-2024 School Year	6 part series of professional learning dedicated to cultural awareness, diversity, and examination of our own personal bias that impacts how we navigate the world

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Michael Bleile

**Position:** Supervisor of CIA, Delmar School District

**Email:** [michael.bleile@delmar.k12.de.us](mailto:michael.bleile@delmar.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age-appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Throughout the 2022-2023 school year our staff has taken time during Dept. PLCs and professional development days to discuss their content standards, curriculum they use and where and how it aligns to the HB198 requirements at each grade level. Most of the areas are covered through ELA and Social Studies curricula that are taught. Each PLC took time to review the items below and map out where they were covered in their curricula and content standards.

At a minimum, Black History curricula must include all the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair

- treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.						X	X	X	X			X	X
b. The significance of enslavement in the development of the American economy.						X		X	X	X	X	X	
c. The relationship between white supremacy, racism, and American slavery.						X			X			X	
d. The central role racism played in the Civil War.									X			X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.							X	X	X	X		X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.						X	X	X	X			X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.						X	X		X	X	X	X	

h. Black figures in national history and in Delaware history.		X	X	X	X	X	X	X	
---	--	---	---	---	---	---	---	---	--

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

Grade-level	Content Area(s)	Lessons/Resources
5 <sup>th</sup> Grade	SS/ELA	<p><b>SS</b> - Economics/ Geography - Unit 3: Box Brown - Starting 2024: Bookworms Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole.</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul> <p>ELA- Achieve 3000 Reading Articles- Range of Reading and Level of Text Complexity.</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul>
6 <sup>th</sup> Grade	SS/ELA	<p>SS- World Regional Geography- <b>SS</b> - World Regional Geography - Unit 2: Cultural Patterns and Diffusion, Unit 4: Purposes and Powers of Government, Unit 5: Economic Systems, Unit 6: Reasons for Regions</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul> <p>ELA- Range of Reading and Level of Text Complexity/Poetry - Unit 3 – Poetry and Achieve 3000 articles.</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul>
7 <sup>th</sup> Grade	SS/ELA	<p><b>SS</b> - Civics/Economics - Unit 4: Civil Rights and Political Freedom and Unit 3: Expansion of Freedom –</p> <ul style="list-style-type: none"> <li>• Includes primary sources - letters from Bulah family to Governor Carvel - and virtual field trip to Hockessin Schools #29 and #107</li> <li>• The curricula developed must rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.</li> </ul> <p>ELA- Figurative and connotative meanings in text. Analyze how a poem’s form contributes to its meaning. Analyze how the author uses points of view of different characters in a text.</p> <p>Poetry Unit and Achieve 3000 articles.</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul>

8 <sup>th</sup> Grade	SS/ELA	<ul style="list-style-type: none"> <li>● Poetry selections will include, but not be limited to: <ul style="list-style-type: none"> <li>○ “Mother to Son” by Langston Hughes</li> <li>○ “I Know Why the Caged Bird Sings” by Maya Angelou</li> </ul> </li> </ul> <p>SS- U.S. History 1783-1877:  Unit 1: Emancipation in the North  Unit 1: Slavery in the Constitution  Unit 1: In Pursuit of Freedom in Delaware</p> <ul style="list-style-type: none"> <li>● The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> <li>● The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul> <p>ELA: Common Lit, Courageous Characters:  The history and culture during the Harlem Renaissance, jazz music. · “The Treasure of Lemon Brown” author Walter Dean Meyers.</p>
11 <sup>th</sup> Grade	SS	<p><b>SS- Harlem Renaissance</b>  H2 Analysis  F. The contributions of Black people to American life, history, literature, economy, politics, and culture</p> <ol style="list-style-type: none"> <li>4. Develop students’ respect for cultural and racial diversity</li> <li>6. Provide opportunities for students to discuss and uplift the Black experience</li> </ol> <p>ELA- Their Eyes Were Watching God by Zora Neale Hurston  The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>
12 <sup>th</sup> Grade	SS	<p>SS- World History: <b>Unit 1: Prehistory</b>  <b>Unit 2: River Valley Civilization</b>  H1: Chronology  H2: Analysis  H3: Interpretation</p> <p>A. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature</p>

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
5 <sup>th</sup> Grade	SS/ELA	<p><b>SS</b> - Economics/ Geography - Unit 3: Box Brown - Starting 2024: Bookworms Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole.</p> <ul style="list-style-type: none"> <li>● The significance of enslavement in the development of the American economy.</li> </ul> <p><b>ELA</b> - Range of Reading and Level of Text Complexity - Achieve 3000 articles.</p> <ul style="list-style-type: none"> <li>● The contributions of Black people to American life, history,</li> </ul>

7 <sup>th</sup> Grade	SS	<p>literature, economy, politics, and culture.</p> <ul style="list-style-type: none"> <li>• The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> <li>• Black figures in national history and in Delaware history.</li> </ul> <p>SS- Unit 4: Civil Rights and Political Freedom Unit 3: Expansion of Freedom</p> <ul style="list-style-type: none"> <li>• Includes primary sources - letters from Bulah family to Governor Carvel - and virtual field trip to Hockessin Schools #29 and #107</li> <li>• The curricula developed must rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.</li> </ul>
8 <sup>th</sup> Grade	SS	<p>SS- US History: Unit 1: Emancipation in the North Unit 1: Slavery in the Constitution Unit 1: In Pursuit of Freedom in Delaware Unit 2: Westward Expansion Unit 3: Civil War Amendments and Change Unit 3: Changes in African American Freedom Unit 3: Changes in Lincoln’s Views on Slavery</p> <ul style="list-style-type: none"> <li>• The significance of enslavement in the development of the American economy.</li> <li>• The relationship between white supremacy, racism, and American slavery.</li> </ul>
9 <sup>th</sup> Grade	ELA	<p>ELA- To Kill a Mockingbird · The significance of enslavement in the development of the American economy</p>
10 <sup>th</sup> Grade	SS/ELA	<p>SS- Economics: <b>Your Consumer Role in the Economy Unit</b> FL 3: Saving and Investing G. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</p> <p>ELA- “Everyday Use”: Malcom X Black Power Movement · The socio-economic struggle Black people endured “I Have a Dream” – Dr. King Argument and Persuasion Analytical Writing MLK’s most memorable speech from his life as an activist, was delivered on August 28, 1963, before more than 200,000 people in front of the Lincoln Memorial in Washington, D.C. The speech was part of the March on Washington for Jobs and Freedom. It not only helped to galvanize the already growing civil rights movement across the country at the time, but also became one of the most influential and inspirational pieces of rhetoric in American history.</p>

11 <sup>th</sup> Grade	SS	<ul style="list-style-type: none"> <li>The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul> <p>SS- US History: <b>Emancipation and the Civil War</b>  H3 Interpretation  <b>Evaluating Reconstruction Lesson</b>  H2 Analysis  G. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment</p>
------------------------	----	--

c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
5 <sup>th</sup> Grade	SS	<p>SS - Economics/ Geography - Unit 3: Box Brown - Starting 2024: Bookworms Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole.</p> <ul style="list-style-type: none"> <li>The relationship between white supremacy, racism, and American slavery</li> </ul>
8 <sup>th</sup> Grade	SS	<p>SS- US History:  Unit 1: Emancipation in the North  Unit 1: Slavery in the Constitution  Unit 1: In Pursuit of Freedom in Delaware  Unit 2: Westward Expansion  Unit 3: Civil War Amendments and Change  Unit 3: Changes in African American Freedom</p> <p>Unit 3: Changes in Lincoln’s Views on Slavery</p> <ul style="list-style-type: none"> <li>The relationship between white supremacy, racism, and American slavery.</li> </ul>
9 <sup>th</sup> Grade	ELA	<p>ELA- To Kill a Mockingbird</p> <ul style="list-style-type: none"> <li>The significance of enslavement in the development of the American economy</li> </ul>
11 <sup>th</sup> Grade	SS	<p>SS- US History:  <b>Emancipation and the Civil War</b>  H3 Interpretation  D. The central role racism played in the Civil War  C. The relationship between white supremacy, racism, and American slavery  3. Reaffirm the commitment of free peoples to the 13<sup>th</sup> Amendment to the United States Constitution</p>

		6. Provide students opportunities to discuss and uplift the Black experience
--	--	--

d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
8 <sup>th</sup> Grade	SS	SS- US History Unit 1: Emancipation in the North Unit 1: Slavery in the Constitution Unit 1: In Pursuit of Freedom in Delaware The central role racism played in the Civil War.
11 <sup>th</sup> Grade	SS	SS- US History: <b>Emancipation and the Civil War</b> H3 Interpretation D. The central role racism played in the Civil War C. The relationship between white supremacy, racism, and American slavery 3. Reaffirm the commitment of free peoples to the 13 <sup>th</sup> Amendment to the United States Constitution 6. Provide students opportunities to discuss and uplift the Black experience.

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources
6 <sup>th</sup> Grade	SS	World Regional Geography: Unit 2 Cultural Patterns and Diffusion <ul style="list-style-type: none"> <li>How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</li> </ul>
7 <sup>th</sup> Grade	SS	SS- Civics/Economics: Unit 4, Civil Rights and Political Freedom <ul style="list-style-type: none"> <li>Provide students with a foundation for examining the history of discrimination in this State.</li> <li>Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.</li> </ul>
8 <sup>th</sup> Grade	SS	SS- US History Unit 1: Emancipation in the North Unit 1: Slavery in the Constitution Unit 1: In Pursuit of Freedom in Delaware <ul style="list-style-type: none"> <li>How the tragedy of enslavement was perpetuated through</li> </ul>



9 <sup>th</sup> Grade	SS/ELA	<p>segregation and federal, state, and local laws.</p> <p>SS- Civics/Geography- <b>Constitutional Amendments</b>  C2: Political Systems <b>Citizenship</b>  C4: Civic Participation</p> <p>3. Reaffirm the commitment of free peoples to the 13<sup>th</sup> Amendment to the United States Constitution</p> <p>8. Explore the various mechanisms of transitional and restorative justice that helps humanity move forward.</p> <p>ELA- ELA- To Kill a Mockingbird  Be trauma-responsive and recognize the impact of racial and historical trauma on students.</p>
11 <sup>th</sup> Grade	SS/ELA	<p>SS- US History: <b>Evaluating Reconstruction Lesson</b>  H2 Analysis</p> <p>E. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local law</p> <p>ELA- Their Eyes Were Watching God by Zora Neale Hurston</p> <ul style="list-style-type: none"> <li>• How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</li> <li>• Despite its references to race, racism is not the central theme of Their Eyes Were Watching God. Instead, Hurston weaves race and racism into the society and culture in which Janie lives but chooses to focus more on Janie's life experiences as a human being than as a black woman. In some ways, by not exclusively or predominantly focusing on race, the novel can portray race and racism in the American South in the early 20th century with great complexity.”</li> </ul>
12 <sup>th</sup> Grade	ELA	<p>ELA- British Literature: Independent Reading: 20% Classroom Library features Black and African American heritage and culture, authors, protagonists, and/or illustrators.</p> <ul style="list-style-type: none"> <li>• Examine the ramifications of prejudice, racism, and intolerance. · Prepare students to be responsible citizens in a pluralistic democracy. · Stimulate students’ reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration. Incorporate contemporary events into discussions of Black History and the tools of resistance. · Develop students’ respect for cultural and racial diversity.</li> </ul>

f. **The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
-------------	-----------------	-------------------

5 <sup>th</sup> Grade	SS/ELA	<p>SS- Economics/Geo: Unit 3: Box Brown Starting 2024: <i>Bookworms Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole.</i></p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul> <p>ELA- Achieve 3000 articles, Range of Reading and Level of Text Complexity · The contributions of Black people to American life, history, literature, economy, politics, and culture</p>
6 <sup>th</sup> Grade	SS/ELA	<p>ELA: Unit 3 – Poetry Achieve 3000 articles, Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul> <p>SS- World Regional Geography: Unit 2: Cultural Patterns and Diffusion</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul>
7 <sup>th</sup> Grade	SS/ELA	<p><b>SS</b> - Civics/Economics - Unit 4: Civil Rights and Political Freedom and Unit 3: Expansion of Freedom –</p> <ul style="list-style-type: none"> <li>• Includes primary sources - letters from Bulah family to Governor Carvel - and virtual field trip to Hockessin Schools #29 and #107</li> <li>• The curricula developed must rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.</li> </ul> <p>ELA- Figurative and connotative meanings in text. Analyze how a poem’s form contributes to its meaning. Analyze how the author uses points of view of different characters in a text. Poetry Unit and Achieve 3000 articles.</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> <li>• Poetry selections will include, but not be limited to: <ul style="list-style-type: none"> <li>○ “Mother to Son” by Langston Hughes</li> </ul> </li> </ul> <p>“I Know Why the Caged Bird Sings” by Maya Angelou</p>
8 <sup>th</sup> Grade	SS/ELA	<p>SS- U.S. History 1783-1877: Unit 1: Emancipation in the North Unit 1: Slavery in the Constitution Unit 1: In Pursuit of Freedom in Delaware</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> <li>• The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul> <p>ELA: Common Lit, Courageous Characters:</p>

11 <sup>th</sup> Grade	SS/ELA	<p>The history and culture during the Harlem Renaissance, jazz music. · “The Treasure of Lemon Brown” author Walter Dean Meyers.</p> <p><b>SS- Harlem Renaissance</b>  H2 Analysis  F. The contributions of Black people to American life, history, literature, economy, politics, and culture  4. Develop students’ respect for cultural and racial diversity  6. Provide opportunities for students to discuss and uplift the Black experience</p> <p>ELA- Their Eyes Were Watching God by Zora Neale Hurston  The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>
12 <sup>th</sup> Grade	SS	<p>SS- World History: <b>Unit 1: Prehistory</b>  <b>Unit 2: River Valley Civilization</b>  H1: Chronology  H2: Analysis  H3: Interpretation  A. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature</p>

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
5 <sup>th</sup> Grade	ELA	<p>ELA- Achieve 3000 articles, Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul>
6 <sup>th</sup> Grade	ELA/SS	<p>Unit 3 – Poetry Achieve 3000 articles.</p> <ul style="list-style-type: none"> <li>The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul> <p>SS-World Geography  Unit 2: Cultural Patterns and Diffusion  Unit 4: Purposes and Powers of Government  Unit 5: Economic Systems  Unit 6: Reasons for Regions</p>

8 <sup>th</sup> Grade	ELA/SS	<ul style="list-style-type: none"> <li>• The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul> <p>SS- U.S. History 1783-1877:  Unit 1: Emancipation in the North  Unit 1: Slavery in the Constitution  Unit 1: In Pursuit of Freedom in Delaware</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> <li>• The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul> <p>ELA: Common Lit, Courageous Characters:  The history and culture during the Harlem Renaissance, jazz music. · “The Treasure of Lemon Brown” author Walter Dean Meyers.</p>
9 <sup>th</sup> Grade	ELA	<p>ELA- ELA- To Kill a Mockingbird  Be trauma-responsive and recognize the impact of racial and historical trauma on students.</p> <ul style="list-style-type: none"> <li>• The socio-economic struggle Black people endured</li> </ul>
10 <sup>th</sup> Grade	SS/ELA	<p>SS- Economics: <b>Your Consumer Role in the Economy Unit</b>  FL 3: Saving and Investing  G. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</p> <p>ELA- Everyday Use, I have Dream texts:</p> <ul style="list-style-type: none"> <li>• Malcolm X Black Power movement</li> <li>• Argument and Persuasion Analytical Writing MLK’s most memorable speech from his life as an activist, was delivered on August 28, 1963, before more than 200,000 people in front of the Lincoln Memorial in Washington, D.C. The speech was part of the March on Washington for Jobs and Freedom. It not only helped to galvanize the already growing civil rights movement across the country at the time, but also became one of the most influential and inspirational pieces of rhetoric in American history.</li> </ul>
11 <sup>th</sup> Grade	SS	<p><b>SS- Double V Campaing</b>  H2 Analysis</p> <p>G. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in</p>

		<p>the United States; as well as the agency they employ in this work for equal treatment</p> <ol style="list-style-type: none"> <li>2. Prepare students to be responsible citizens in a pluralistic democracy</li> <li>3. Incorporate contemporary events into discussions of Black history and the tools of resistance</li> </ol> <p>ELA- Their Eyes Were Watching God by Zora Neale Hurston The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
5 <sup>th</sup> Grade	ELA	<p>ELA- Achieve 3000 articles, Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>• Black figures in national history and in Delaware history.</li> </ul>
6 <sup>th</sup> Grade	SS/ELA	<p>SS- World Regional Geography: Unit 2: Cultural Patterns and Diffusion Unit 4: Purposes and Powers of Government Unit 5: Economic Systems Unit 6: Reasons for Regions</p> <ul style="list-style-type: none"> <li>• Black figures in national history and in Delaware history.</li> </ul> <p>ELA- Achieve 3000 articles, Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>• Black figures in national history and in Delaware history.</li> </ul>
7 <sup>th</sup> Grade	ELA	<p>ELA Poetry Unit: Figurative and Poetry Unit · The contributions of Black people to American connotative meanings in text. Analyze how a poem’s form contributes to its meaning Analyze how the author uses points of view of different characters in a text.</p> <ul style="list-style-type: none"> <li>• The contributions of black people to American life, history, literature, economy, politics, and culture. Poetry selections will include, but not be limited to: “Mother to Son” by Langston Hughes “I Know Why the Caged Bird Sings” by Maya Angelou · Black figures in national history and in Delaware history. “The Hope and Legacy of Dr. King” “The Myths of the Underground Railroad</li> </ul>
8 <sup>th</sup> Grade	ELA/SS	<p>ELA- Common Lit. Courageous Characters Informational Texts:</p> <ul style="list-style-type: none"> <li>• The history and culture during the Harlem Renaissance, jazz music. ·</li> </ul>

9 <sup>th</sup> Grade	ELA	<p>“The Treasure of Lemon Brown” author Walter Dean Meyers. · The struggle during Civil Rights. Joseph McNeil was one of the Greensboro Four who staged a sit in. · Black figure in national history and in Delaware history.</p> <p>SS- US History: Unit 3, Changes in African American Freedom</p> <ul style="list-style-type: none"> <li>• Black figures in national history and in Delaware history.</li> </ul> <p>ELA- To Kill a Mockingbird</p> <p>Be trauma-responsive and recognize the impact of racial and historical trauma on students.</p> <ul style="list-style-type: none"> <li>• · Black figures in national history</li> </ul>
10 <sup>th</sup> Grade	ELA	<p>ELA- Everyday Use, I have Dream texts:</p> <ul style="list-style-type: none"> <li>• Malcolm X Black Power movement</li> <li>• Argument and Persuasion Analytical Writing MLK’s most memorable speech from his life as an activist, was delivered on August 28, 1963, before more than 200,000 people in front of the Lincoln Memorial in Washington, D.C. The speech was part of the March on Washington for Jobs and Freedom. It not only helped to galvanize the already growing civil rights movement across the country at the time, but also became one of the most influential and inspirational pieces of rhetoric in American history.</li> </ul>
11 <sup>th</sup> Grade	SS	<p>SS- US History: Civil Rights Unit</p> <p>H. Black figures in national history and Delaware history</p> <ol style="list-style-type: none"> <li>2. Prepare students to be responsible citizens in a pluralistic democracy</li> <li>5. Enable students to understand the ramifications of prejudice, racism, and stereotyping.</li> <li>6. Provide opportunities for students to discuss and uplift the Black experience</li> <li>3. Incorporate contemporary events into discussions of Black history and the tools of resistance</li> </ol>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
October 13th, 2023  2023-2024 School Year	Statewide Equity Summit PD Day  Planning to hold specific Professional Development with the Social Studies Depts in MS and HS later in the 2023-2024 school year.

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Amy Tocyloski

Position: Dean of Instruction

Email: [amy.tocyloski@dma.k12.de.us](mailto:amy.tocyloski@dma.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

1. A. Social Studies classrooms utilize primary sources from a variety of resources such as Stanford's Reading Like a Historian, various primary source resource books, online resources and political cartoons, art and paintings.
1. B. The material is selected and presented in a manner that takes into account a student's grade, age, reading comprehension ability and nature of the course itself.
1. C. Studies on African-American history are presented in a manner that does not solely emphasize the trauma and suffering felt by generations of African-Americans in this country, but also the tremendous impacts, accomplishments and advances achieved by African-Americans.
1. D. Throughout the grades students are urged to reflect on the impact of oppressive and discriminatory practices felt by historically abused groups in American history as well as the current impacts discrimination has on American society, government and culture.
1. E. Current events regarding racial issues are brought up in a sensitive and open manner that encourages discussion while discouraging stereotypes and prejudice to reflect on how racism and discrimination affects the United States currently.



- 1. F. Students are introduced to a variety of peoples, cultures and nations with diverse backgrounds, belief systems and government styles in order to encourage less focus on ethnocentrism and more focus on open acceptance and tolerance for all peoples.
- 1. G. Students are instructed to embrace diversity and understand why stereotypes and prejudice are not only wrong and often ignorant, but often are symptoms of socio-economic issues within communities. Acceptance and tolerance lead to stronger communities and a stronger nation overall.
- 1. H. Students will be given the chance through discussion, projects and assignments to elevate voices not traditionally heard,
- 1. I. Students will learn about past events and actions, such as forced bussing and the high concentration of private/parochial schools in the state, to display Delaware’s own history in regards to race and discrimination.
- 1. J. Students will learn and discuss how society can be improved through government and social actions demanding social justice, equality under the law and fair practices implemented across a wide spectrum of peoples throughout the state.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	<i>Delaware Military Academy does not serve students in grades K – 8.</i>											X	X	
b. The significance of enslavement in the development of the American economy.											X		X	
c. The relationship between white supremacy, racism, and American slavery.											X	X		

d. The central role racism played in the Civil War.			X	X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.			X	X	
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.		X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.		X		X	
h. Black figures in national history and in Delaware history.		X	X	X	

**Minimum Content Requirement**

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
11th	US History II	The impacts on the country due to the Great Migration, Exo-Dusters and other African-American population shifts on culture and society throughout the 1800s and 1900s.
11th	American Literature	Reading and discussion on Olaudah Equiano’s slave narrative, Triangle of Trade/Middle Passage)
12th	World History	Studies of Africa, the development of slavery in the New World (focused on economics and race)

- b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
10th	US History I	Tobacco and the agricultural south’s role in the solidification of slavery
12th	World History	Conquest and Exploitation: The TransAtlantic Economy - how the slave trade developed within the American colonies, Carribean, and South America.
12th	World History	- Black Wall Street/Tulsa Riot (resilience vs. destruction); Projects revolving around contributions made by people of African origin in the New World

- c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
10th	US History I	Solidification of slavery and the decline of indentured servitude after Bacon's Rebellion. Discussion of religious and pseudoscientific justifications for slavery in the 19th century.
11th	US History II	Discussion of the rise of white nationalism with the KKK in Reconstruction, the 1920s, Jim Crow Laws, Segregation, the reaction to the Civil Rights Movement and Black Nationalism
11th	American Literature	Reading, analysis, and discussion of contemporary short stories from Nana Kwame Adjei-Brenyah which highlight modern white supremacy and racism.

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
10th	US History I	Crises of the 1850s and the start of the Civil War culminated in a project in which an analysis of the root cause of the conflict must be identified with the support of primary and secondary sources.
11th	US History 2	Discussions of Racial inequality during the Civil War in regards to the the inclusion of African-American Soldiers, life of slaves in the Confederacy, passage of the Emancipation Proclamation and the 13th Amendment and discussion of Slavery as the key cause of the Conflict

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
10th	US History I	Discussion of black codes and segregation in the North in Antebellum America.
11th	US History 2	Full discussion of the implementation of Segregation starting during Reconstruction, than Redemption, <i>Plessy V. Ferguson</i> , and the South's Redemption

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
9th	Civics and Geography	Highlighting of influential black politicians throughout the history of American government including local and national politicians.
10th	World Literature	Study and analysis of <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah; discussions on how African children were forced into the Sierra Leone Civil War, and how Beah's rehabilitation led to and impacted his speech at the UN Conference in New York.

11th	US History 2	Starting with the contributions of slaves during the Civil War, the creation of the NAACP, Black Nationalism, the Harlem Renaissance, and other specific contributions of African-Americans in the Modern Era of the United States
11th	American Literature	Analysis of the life, historical context, and readings from Frederick Douglass (narrative), Phillis Wheatley (personal letters), Sojourner Truth (speech), Ida B. Wells (editorial), Zora Neale Hurston and James Baldwin (memoir), Arna Bontemps, Langston Hughes, Paul Laurence Dunbar, and Claude McKay (poetry of Harlem Renaissance).
11th-12th	Studies in Drama	Unit on <i>A Raisin in the Sun</i> by Lorraine Hansberry; discussion on the Civil Rights movement as part of the historical context of the play; discussion on how her life experiences and her father's life experiences and struggles led to her writing the play; analysis of major themes regarding racial injustice and symbolism, as well.

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
9th	English - Intro to Literature	<i>To Kill a Mockingbird</i> by Harper Lee and <i>Just Mercy</i> by Bryan Stevenson: reading and analysis of both texts. A comparison of events in both texts in different eras of American history and how they relate to contemporary American society.
11th	Global Business Econ	Cost-Benefit Analysis: Gentrification Case Study. The case study is prefaced with real life examples, looking at areas predominantly of African American and Hispanic populations. Students complete a case study looking at urban areas selected for development. Students complete a look at the speed for plans for redeveloping, and analyze the impacts of what each pace of development would cost the community. This activity is derived from NAF Curriculum.
11th	American Literature	Reading, analysis, and discussion of Isabel Wilkerson's <i>Caste: The Origin of Our Discontent</i> and its discussion of racism as equivalent to a caste system that continues to affect all aspects of African-American life. Additional coverage of Martin Luther King Jr.'s <i>Stride Toward Freedom</i> and <i>Letters from the Birmingham Jail</i> .
11th	US History II	Discussions about the impacts of Post Civil War southern economics such as sharecropping and tenant farming and the cycle of poverty that is created through this economic system, the destruction of African generational wealth during the Red Summer of 1919 and the Tulsa Race Massacre, the push for equal pay through the Civil Rights Movement and equal opportunities in work through Affirmative Action.

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
9th	Civics and Geography	Researching local black politicians and national black politicians throughout our history and current politicians that serve us now.
9th	English - Intro to Literature	"I Have a Dream" by Dr. Martin Luther King Jr.: a reading, viewing, and analysis of the text.
10th	US History	Continual discussion of the role enslaved peoples and free African-Americans played in abolition with an emphasis on the Stono Rebellion, first hand accounts of small forms of resistance, and the work of Phyllis Wheatley, Frederick Douglass, and others.
11th	US History II	Major discussions on a variety of very famous African-American individuals such as Frederick Douglass, Robert Smalls, Harriet Tubman, Marcus Garvey, Josephine Baker, Louis Armstrong, Bessie Smith, Martin Luther King Jr., Malcom X, Rosa Parks, Huey Newton, James Brown, Maya Angelou, W.E.B. DuBois and many, many, many others are all discussed along with their impacts on Delaware and National history.
11th	American Literature	Analysis of readings by a variety of African-American writers and figures, including:

**Professional Learning**

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
9/22	HB 198 Leads Meeting to gain a better understanding of the house bill and how it's implementation and tracking considerations
10/13	Attendance of the Equity in Education Conference in Delaware
10/24	Multidisciplinary Department Meeting-Review focused on current practices including HB198 with department wide sharing of resources and collaboration
11/3	Multidisciplinary Department Meeting-Review focused on current practices including HB198 with department wide sharing of resources and collaboration
December 2023	Multidisciplinary Department Meeting focused on planning future courses and programming

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Dr. Dara Savage

Position: Associate Principal

Email: [dara.savage@ecs.k12.de.us](mailto:dara.savage@ecs.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Through our intentional inclusion of the Black experience, the Early College School at Delaware State University will use primary resources, both print and personal, to share a true and relevant perspective of experiences that hindered as well as uplifted. Seated squarely on the grounds of the only historically Black college/university in our great state, we have a number of primary sources from Delaware at our fingertips, and that material can be shared at a level that is appropriate for all six of our grade levels. We incorporate project-based learning experiences that are based on real-world scenarios and contemporary events which ensures that students not only understand their role and the power of their voices, but gives them opportunities to use their voices in a safe and nurturing space. As Black culture is not a monolith, we will incorporate experiences of triumph, set-back, and influence from across the diaspora. Lastly, we will guide our scholars as they look forward to opportunities to make their sphere of influence a place where they use their voices to restore justice and create systems for positive change.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	<i>Early College School at DSU does not serve students in grades K – 6.</i>							X	X	X	X	X	X	X
b. The significance of enslavement in the development of the American economy.								X	X				X	
c. The relationship between white supremacy, racism, and American slavery.								X	X	X	X	X		
d. The central role racism played in the Civil War.								X		X		X		
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.									X	X	X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.								X	X	X	X	X		
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.								X	X	X			X	
h. Black figures in national history and in Delaware history.								X	X	X	X	X	X	X

### Minimum Content Requirement

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the*

requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

**a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
7	Math	Students are provided facts on African history of mathamatics, students use facts to create a timeline of events, to show how Aficans evolved in math practices.
8	Math	Students are provided facts on African history of mathamatics, students use facts to create a timeline of events, to show how Aficans evolved in math practices.
7-12	Science	Past, present inventors, creators, developers of STEM Education
7-12	Performing Arts	Bucket drumming and its roots in West African drumming techniques
12	Social Studies	Ancient Civilizations

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
7	US History	African Americans in the Mid 1800's
7	Math	Students work to understand how to use graphs on American economic growth over the time period of enslavement
9-10	Performing Arts	The history of Black musicals
10	Driver Ed	How it has impacted the creation of our economic system of goods and services.
9-12	Performing Arts	The history of Black musicals

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
8	ELA	New Kid- Looking at the treatment of young black students today in white spaces. This will be connected to laws about discrimination
8	Soc. Studies	Sundown towns Redlining
9	ELA	<b><i>To Kill A Mockingbird.</i></b>



10 - 12	Science	Impact of slavery on views of medicine, preventative care, genetic screening -Eugenics
---------	---------	---

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
7	ELA	<i>An Occurrence at Owl Creek Bridge</i> by Bierce
8	Soc. Studies	A Dividing Nation - Causes of the Civil War and the Civil War
9	ELA	Looking at black soldiers in the Civil War. Reading “ <i>The Colored Soldiers</i> ” by Lawrence Dunbar.
10-12	Performing Arts	Spirituals and sacred songs

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
8	Soc. St	Sundown towns Redlining Jim Crow
9	ELA	Reading - <i>Let America be America Again</i> <i>Poem</i> by Langston Hughes The change of things over time might not have changed or have changed. “This is America” by Childish Gambino
10-12	Science	HELA cells & the Henrietta Lacks Story (ethics, med. Contributions, fed/state legislative impact)
10-12	Soc. St	Black Codes, Convict Lease System, Sharecropping, Mass Incarceration, Redlining, Plessy v. Ferguson

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
7	ELA	Harlem Renaissance
7-12	ELA	The Carter Awards
7-12	Health/PE	accomplishments made in medical advancements in the health field. advancements in sports and how sports players are using their platform to advocate for advancements for black people.
10	Driver Ed	Accomplishments of: Richard B. Spikes WillyT. Ribs Bubba Wallace

		Granville T. Woods C.R. Patterson Garrett A. Morgan
9-12	Performing Arts	The Greats: Timbaland, Pharrell, Teddy Riley, Babyface, and The Dream: Music Production techniques that shifted the landscape of Hip Hop music  Music Sampling and Kanye West: music production techniques and implications for future generations

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
8	ELA	Ain't I a woman? -Truth
9	ELA	<i>The Tragedy of Othello</i>
10-12	Soc. St.	Black Enterprise; Black Business
7-12	Health/PE	Highlighting athletes who are speaking on capitol hill along with donating their time and the charities that they have created to help advocate for fair treatment.
9-12	Performing Arts	<b>Hey! That's OUR Music!</b> A unit on music appropriation and the history of Black-owned music recording companies

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
7-12	ALL	School-wide information

General Overview	<a href="#">Why Students Need Black History All Year</a> <a href="#">How Can White Teachers Teach Black History?</a>	<a href="#">National Museum of African American History and Culture</a> <a href="#">Overlooked African Americans</a>
Math	<a href="#">African Americans and Math</a> <a href="#">The Impact of Black Mathematicians</a> <a href="#">Blacks and Census Numbers</a> <a href="#">Black Mathematicians</a>	<a href="#">Egypt and Numeration</a> <a href="#">The Great Pyramids</a> <a href="#">Egypt and the Golden Ratio</a>
Science	<a href="#">Famous Black Scientists</a> <a href="#">Famous Black Inventors</a> <a href="#">The Biology of Skin Color</a>	<a href="#">Henrietta Lacks</a> <a href="#">A History of Black Scientists</a> <a href="#">Making History in the Geosciences</a>
Social Studies	<a href="#">The Minority Majority</a> <a href="#">The Awakening of Norman Rockwell</a> <a href="#">Black Labor History</a>	<a href="#">Black Wall Street</a> <a href="#">Malaga Island - Eugenics</a>
English	<a href="#">African American English</a> <a href="#">Ida B. Wells</a> <a href="#">Phyllis Wheatley</a> <a href="#">The Black Arts Movement</a>	<a href="#">Harlem Renaissance</a> <a href="#">Black Poets You Should Know</a> <a href="#">100 Black Novelists You Should Read</a>
Related Arts	Driver Education: <a href="#">Richard B. Spikes</a> <a href="#">Willy T. Ribs</a> <a href="#">Bubba Wallace</a> <a href="#">Granville T. Woods</a> <a href="#">C.R. Patterson</a> <a href="#">Garrett A. Morgan</a>	PE/Health: <a href="#">Kizzmekia Corbett</a> <a href="#">Simone Biles</a> <a href="#">Willie O'Ree</a> <a href="#">Debi Thomas</a> <a href="#">Shani Davis</a> <a href="#">Arthur Ashe</a>
	Business <a href="#">Blacks in Business</a> <a href="#">Black Leaders in Business</a> <a href="#">How are businesses celebrating Black History Month</a>	Spanish <a href="#">16 Trailblazing Afro-Latinos</a> <a href="#">BHM in Spanish Class</a> <a href="#">Black History Month Virtual Field Trips in Spanish Class</a>
	Music: <a href="#">Classical Composers</a> <a href="#">Oscar Nominated Black Film Composers Make History</a> <a href="#">30 Times Black Music Changed The World</a> <a href="#">18 Musical Innovations by African Americans</a> <a href="#">Fire Shut Up In My Bones</a> <a href="#">Scientists Study Brain of Blind Piano Prodigy</a>	<i>These resources have been compiled by <a href="#">Savage Educational Consulting</a> for educational use. This list is a representation of under-recognized excellence, resilience, conflict, and victory of some African Americans in an effort to change the narrative around Black History Month. Thank you in advance for providing proper accreditation when using resources from this list.</i>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
11//20/2023	Background and resources
12/8/2023	Workshop
1/4/2023	Unit Planning

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Aaron Bass

Position: CEO

Email: [aaron.bass@escs.k12.de.us](mailto:aaron.bass@escs.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.

Via Performing Arts in grades K-8: A celebration of the Harlem renaissance

In primary grades, there are a series of activities and actions including, but not limited to:

- providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.
- Morning routine/circle time discussions of current events to the class in an age-appropriate manner.
- books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.

In intermediate/middle grades:

- Social Studies course work is explicit and pulls materials from multiple sources.
- Professional reading sources such as Newsela, CommonLit for related news.
- News reports and academic studies since to produce a school newspaper.

- Using hometown heroes from the State of Delaware to show students of African American history from their home state.
- 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)
- 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.
- Resources include: Stanford History Education Group, DE SS Schoology groups, TCI

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9E	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X	X	X				
b. The significance of enslavement in the development of the American economy.	X	X	X	X	X	X	X	X	X				
c. The relationship between white supremacy, racism, and American slavery.	X	X	X	X	X	X	X	X	X				
d. The central role racism played in the Civil War.	X	X	X	X	X	X	X	X	X				
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	X	X	X	X	X	X	X	X	X				
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X				

*East Side Charter School does not serve students in grades 9-12.*

g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	X	X	X	X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
K-8	Core courses	<p>Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.</p> <p>Via Performing Arts in grades K-8: A celebration of the Harlem renaissance</p> <p>In primary grades, there are a series of activities and actions including, but not limited to:</p> <ul style="list-style-type: none"> <li>● providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.</li> <li>● Morning routine/circle time discussions of current events to the class in an age-appropriate manner.</li> <li>● books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.</li> </ul> <p>In intermediate/middle grades:</p> <ul style="list-style-type: none"> <li>● Social Studies course work is explicit and pulls materials from multiple sources.</li> <li>● Professional reading sources such as Newsela, CommonLit for related news.</li> <li>● News reports and academic studies since to produce a school newspaper.</li> <li>● Using hometown heroes from the State of Delaware to show students of African American history from their home state.</li> <li>● 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)</li> <li>● 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.</li> <li>● Resources include: Stanford History Education Group, DE SS Schoology groups, TCI</li> </ul>

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
K-8	Core Courses	<p>Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.</p> <p>Via Performing Arts in grades K-8: A celebration of the Harlem renaissance</p> <p>In primary grades, there are a series of activities and actions including, but not limited to:</p> <ul style="list-style-type: none"> <li>● providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.</li> <li>● Morning routine/circle time discussions of current events to the class in an age-appropriate manner.</li> <li>● books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.</li> </ul> <p>In intermediate/middle grades:</p> <ul style="list-style-type: none"> <li>● Social Studies course work is explicit and pulls materials from multiple sources.</li> <li>● Professional reading sources such as Newsela, CommonLit for related news.</li> <li>● News reports and academic studies since to produce a school newspaper.</li> <li>● Using hometown heroes from the State of Delaware to show students of African American history from their home state.</li> <li>● 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)</li> <li>● 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.</li> <li>● Resources include: Stanford History Education Group, DE SS Schoology groups, TCI</li> </ul>

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
K-8	Core Courses	<p>Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.</p> <p>Via Performing Arts in grades K-8: A celebration of the Harlem renaissance</p> <p>In primary grades, there are a series of activities and actions including, but not limited to:</p> <ul style="list-style-type: none"> <li>● providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful</li> </ul>

		<p>point of view.</p> <ul style="list-style-type: none"> <li>● Morning routine/circle time discussions of current events to the class in an age-appropriate manner.</li> <li>● books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.</li> </ul> <p>In intermediate/middle grades:</p> <ul style="list-style-type: none"> <li>● Social Studies course work is explicit and pulls materials from multiple sources.</li> <li>● Professional reading sources such as Newsela, CommonLit for related news.</li> <li>● News reports and academic studies since to produce a school newspaper.</li> <li>● Using hometown heroes from the State of Delaware to show students of African American history from their home state.</li> <li>● 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)</li> <li>● 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.</li> <li>● Resources include: Stanford History Education Group, DE SS Schoology groups, TCI</li> </ul>
--	--	--

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
K-8	Core Courses	<p>Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.</p> <p>Via Performing Arts in grades K-8: A celebration of the Harlem renaissance</p> <p>In primary grades, there are a series of activities and actions including, but not limited to:</p> <ul style="list-style-type: none"> <li>● providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.</li> <li>● Morning routine/circle time discussions of current events to the class in an age-appropriate manner.</li> <li>● books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.</li> </ul> <p>In intermediate/middle grades:</p> <ul style="list-style-type: none"> <li>● Social Studies course work is explicit and pulls materials from multiple sources.</li> <li>● Professional reading sources such as Newsela, CommonLit for related news.</li> <li>● News reports and academic studies since to produce a school newspaper.</li> <li>● Using hometown heroes from the State of Delaware to show students of African American history from their home state.</li> <li>● 7th grade social studies incorporates economic inequalities in</li> </ul>



		<p>minorities (Economics) and addressing racism through participation in a democratic society (Civics)</p> <ul style="list-style-type: none"> <li>● 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.</li> <li>● Resources include: Stanford History Education Group, DE SS Schoology groups, TCI</li> </ul>
--	--	--

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
K-8	Core Courses	<p>Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.</p> <p>Via Performing Arts in grades K-8: A celebration of the Harlem renaissance</p> <p>In primary grades, there are a series of activities and actions including, but not limited to:</p> <ul style="list-style-type: none"> <li>● providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.</li> <li>● Morning routine/circle time discussions of current events to the class in an age-appropriate manner.</li> <li>● books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.</li> </ul> <p>In intermediate/middle grades:</p> <ul style="list-style-type: none"> <li>● Social Studies course work is explicit and pulls materials from multiple sources.</li> <li>● Professional reading sources such as Newsela, CommonLit for related news.</li> <li>● News reports and academic studies since to produce a school newspaper.</li> <li>● Using hometown heroes from the State of Delaware to show students of African American history from their home state.</li> <li>● 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)</li> <li>● 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.</li> <li>● Resources include: Stanford History Education Group, DE SS Schoology groups, TCI</li> </ul>

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K-8	Core Courses	Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.

		<p>Via Performing Arts in grades K-8: A celebration of the Harlem renaissance</p> <p>In primary grades, there are a series of activities and actions including, but not limited to:</p> <ul style="list-style-type: none"> <li>● providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.</li> <li>● Morning routine/circle time discussions of current events to the class in an age-appropriate manner.</li> <li>● books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.</li> </ul> <p>In intermediate/middle grades:</p> <ul style="list-style-type: none"> <li>● Social Studies course work is explicit and pulls materials from multiple sources.</li> <li>● Professional reading sources such as Newsela, CommonLit for related news.</li> <li>● News reports and academic studies since to produce a school newspaper.</li> <li>● Using hometown heroes from the State of Delaware to show students of African American history from their home state.</li> <li>● 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)</li> <li>● 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.</li> <li>● Resources include: Stanford History Education Group, DE SS Schoology groups, TCI</li> </ul>
--	--	--

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
K-8	Core Courses	<p>Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.</p> <p>Via Performing Arts in grades K-8: A celebration of the Harlem renaissance</p> <p>In primary grades, there are a series of activities and actions including, but not limited to:</p> <ul style="list-style-type: none"> <li>● providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.</li> <li>● Morning routine/circle time discussions of current events to the class in an age-appropriate manner.</li> <li>● books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.</li> </ul> <p>In intermediate/middle grades:</p> <ul style="list-style-type: none"> <li>● Social Studies course work is explicit and pulls materials from</li> </ul>

		<p>multiple sources.</p> <ul style="list-style-type: none"> <li>● Professional reading sources such as Newsela, CommonLit for related news.</li> <li>● News reports and academic studies since to produce a school newspaper.</li> <li>● Using hometown heroes from the State of Delaware to show students of African American history from their home state.</li> <li>● 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)</li> <li>● 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.</li> <li>● Resources include: Stanford History Education Group, DE SS Schoology groups, TCI</li> </ul>
--	--	---

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K-8	Core Courses	<p>Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.</p> <p>Via Performing Arts in grades K-8: A celebration of the Harlem renaissance</p> <p>In primary grades, there are a series of activities and actions including, but not limited to:</p> <ul style="list-style-type: none"> <li>● providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.</li> <li>● Morning routine/circle time discussions of current events to the class in an age-appropriate manner.</li> <li>● books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.</li> </ul> <p>In intermediate/middle grades:</p> <ul style="list-style-type: none"> <li>● Social Studies course work is explicit and pulls materials from multiple sources.</li> <li>● Professional reading sources such as Newsela, CommonLit for related news.</li> <li>● News reports and academic studies since to produce a school newspaper.</li> <li>● Using hometown heroes from the State of Delaware to show students of African American history from their home state.</li> <li>● 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)</li> <li>● 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.</li> <li>● Resources include: Stanford History Education Group, DE SS Schoology groups, TCI</li> </ul>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
9/19, 10/14, 1/3, 2/14, 3/24	<p>We created a partnership with Nemours that resulted in a program called Actions Against Racism to address items discussed in HB198. We also used professional development with teachers in their content that related to HB198- indicators listed below.</p> <ul style="list-style-type: none"> <li>i. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.</li> <li>j. The significance of enslavement in the development of the American economy.</li> <li>k. The relationship between white supremacy, racism, and American slavery.</li> <li>l. The central role racism played in the Civil War.</li> <li>m. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</li> <li>n. The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> <li>o. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> <li>p. Black figures in national history and in Delaware history.</li> </ul>

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Katie Kubota

Position: Supervisory of Curriculum and Instruction

Email: [catherine.kubota@fsmilitary.k12.de.us](mailto:catherine.kubota@fsmilitary.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

First State Military Academy has provided Professional Developments that highlight the law and each of its points. Teachers and staff are provided with updated information and resources about how to audit their current curricula and student/staff relationships with the directed curricula in mind during professional development hours. Teachers have been provided a digital copy of 'Culturally Responsive Teaching and the Brain' by Zoretta Hammond and are expected to audit their current curricula to include inclusive primary sourcing and contributions of Black peoples triumphs, setbacks, and successes in their curricula.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to

science, art, and literature.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

**Implementation Summary Table**

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.										X	X	X	X	
b. The significance of enslavement in the development of the American economy.										X	X	X	X	
c. The relationship between white supremacy, racism, and American slavery.										X	X	X	X	
d. The central role racism played in the Civil War.										X	X	X	X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.										X	X	X	X	
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.										X	X	X	X	
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.										X	X	X	X	
h. Black figures in national history and in Delaware history.										X	X	X	X	

*First State Military Academy does not serve students in grades K-8*

**Minimum Content Requirement**

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
10th	World History	In World History, we research Africa before imperialism and the empires that existed. Such as the Mali Empire and the Songhai Empire. Students complete an Autopsy of an Empire Project where they dissect an empire that existed and the legacy it left behind.
11th	American Literature	We read and analyze "We Wear the Mask" by Paul L. Dunbar to address issues and reactions to racism and infer two messages about society and identity and write an imitation poem about issues in society they see and ways marginalized people today feel the need to hide "behind a mask".
12th	Military History	Cultural and Military Study of West African Empires prior to the Transatlantic Slave. We will also cover the role of racism in establishing slave colonies, and the Slave Revolt on Hispaniola that led to the creation of the modern nation of Haiti. Primary documents such as paintings and writings will be used.
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - Give the students a full overview of history and culture. We will read and discuss as a group and also answer comprehension questions and written expressions based on reading material.

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
10th	World History	Students research how the forced labor of enslaved individuals was a cornerstone in the development of key industries such as agriculture and manufacturing in the United States. Additionally, when going through the Industrial Revolution we look at the central role that people of color played in the development of the American economy.
11th	US History	Students will learn how the institution of slavery, particularly in the Southern colonies/states, played a vital role in shaping the early economy of the United States, as it contributed to the growth of cash crops like cotton and tobacco. These crops helped the economy through international trade. Additionally, the exploitation of enslaved labor has had a lasting impact on the racial and social structures of the country, as well as the economic disparities that persist today.
11th	AP US History	We cover the use of slavery to replace indentured servants in the colonies. An examination of how the use of slavery differed by region throughout the British Colonies in North America.
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - Give the students an example of the history of enslavement and the development of today's society. We will read and discuss as a group and also answer comprehension questions and written expressions based on reading material.

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
10th	World History	During the units about Transoceanic Exchange and Imperialism, students evaluate the legacy of slavery. They explore the impact of these dynamics on shaping societal attitudes, institutions, and power structures, which demonstrates the lasting legacy of racial injustice in the United States.
11th	US History	Students analyze how the ideology of white supremacy served as the justification for the enslavement of African Americans, creating racial hierarchies and discrimination. This lesson shows the ways in which racism was not only a product of slavery but also continues to influence American society and race relations to this day.
11th	American Literature	To what extent have black people been successful in the late 1800s and to what extent are they marginalized from mainstream society? Give examples from Dunbar's own life and examples from other persons.
11th	AP US History	This topic is covered in learning the the antislavery movement and the time period leading up to the Civil War.
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - Gives students an overview of each and they are able to differentiate what happened during each era.

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
10th	World History	In World History, we watched an episode of History Channels Mankind Episode Title Speed and it briefly covers the Civil War; in class we discussed that slavery was the Main and biggest cause of the Civil War.
11th	US History	Students learn how the institution of slavery and racial prejudices of the time triggered tensions between the North and the South, ultimately leading to the outbreak of the Civil War. The lesson shows how the war was a struggle over the future of slavery and the racial divisions that existed in American society, making it an important moment in the nation's ongoing battle with racism and civil rights.
11th	American Literature	Compare the figurative language, tone, and messages of Lincoln's 2nd Inaugural Address to Dunbar's poem "We Wear the Mask".  As you read the novel The Water Dancer by Coates, analyze how Hiram's conflicts with multiple characters are due to systematic racism. To what extent are his conflicts with these different characters resolved by the end of the novel? How is this a reflection of the nature of racism?
11th	AP US History	I will cover this in both APUSH and Military History in learning about the negative treatment of Black soldiers and civilians during the course of the Civil War.
12th	Military History	I will cover this in both APUSH and Military History in learning about the negative treatment of Black soldiers and civilians during the course of the Civil War.



9-12th	ELA Small Group	Grade-Level Packets from Online Sources Read Works or Common Lit - Reading material on the Civil War. We will read and discuss as a group and also answer comprehension questions and written expressions based on reading material.
--------	-----------------	--

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
10th	World History	During the Decolonization Unit, we look at Jim Crow laws, which show institutionalized racial inequality and the disenfranchisement of African Americans. This highlights how entrenched racism is within our legal system which has effects on Black people to this day.
11th	US History	Students learn how the Jim Crow era, characterized by "separate but equal" policies, displayed racial segregation in public facilities, education, and housing, further marginalizing African Americans. This historical analysis shows how government-backed discrimination and racially biased laws continued to deny basic civil rights and opportunities to Black Americans for generations following the 13th, 14th, and 15th Amendments.
11th	American Literature	Compare the figurative language, tone, and messages of Lincoln's 2nd Inaugural Address to Dunbar's poem "We Wear the Mask".  As you read the novel <i>The Water Dancer</i> by Coates, analyze how Hiram's conflicts with multiple characters are due to systematic racism. To what extent are his conflicts with these different characters resolved by the end of the novel? How is this a reflection of the nature of racism?
11th	AP US History	We will study a variety of laws and court cases to demonstrate how federal, state, and local laws perpetuated segregation through the 1970's.
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - The material will address every aspect listed to give the students knowledge on history. We will read and discuss as a group and also answer comprehension questions and written expressions based on reading material.

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
10th	World History	A lesson on the Harlem Renaissance shows the legacy of African American legacy. Students evaluate the art, music, and literature of the Harlem Renaissance and examine how the Renaissance became a chapter in the broader struggle for civil rights and cultural recognition in the United States.
11th	US History	Students explore the impact of Black individuals and communities throughout the nation's history, from the abolitionist movement and the Civil Rights struggle to influential figures like Langston Hughes, Harriet Tubman, and Martin Luther King Jr. They also examine the cultural contributions of Black Americans in music, art, and sports during the Harlem Renaissance. This era shows the role they have played in shaping American society and a way to lead toward progress and change.

11th	American Literature	What has Paul L. Dunbar contributed to literature, politics, and culture? Look up three black screenwriters. What are their shows about and how do they contribute to pop culture and to what extent do their shows critique our culture?
11th	AP US History	Students will be reading primary documents and works from many Black Americans throughout the course. These include, but are not limited to: Harriet Tubman, Frederick Douglass, Booker T. Washington, WEB DuBois, Jackie Robinson, Dr. Martin Luther King, Jr., and Daisy Bates.
9-12th	ELA Small Group	Grade-Level Packets from Online Sources Read Works or Common Lit - to address the life, history, literature, politics, and culture of black people throughout history and even in today's society. We will read and discuss as a group and also answer comprehension questions and written expressions based on reading material.

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
10th	World History	Students have to read the following article: <a href="https://www.americanprogress.org/article/systematic-inequality-economic-opportunity/">https://www.americanprogress.org/article/systematic-inequality-economic-opportunity/</a> with questions inserted throughout the reading with INSERTLEARNING. The article's goal is to provide solutions to help eliminate racial inequality.
11th	US History	Students learn about the systemic barriers, including discrimination in employment, housing, and education, which have historically hindered economic progress for Black Americans. They also examine the resilience displayed by Black individuals and communities throughout history, including civil rights movements and activism, as they have worked endlessly to address these injustices and advocate for equal treatment, contributing to the ongoing fight for social and economic justice in the country.
11th	American Literature	Analyze the extent to which people of color today relate to Dunbar's poem "We Wear the Mask" which was written over 100 years ago?
11th	AP US History	We will be studying the role of Affirmative Action policies in higher education and government employment. Students will review recent rulings on affirmative action by the federal courts.
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - The students will be informed of the endurance and the struggles faced by black people, because of race and the discriminations that were and are faced. We will read and discuss as a group and also answer comprehension questions and written expressions based on reading material.

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
-------------	-----------------	-------------------

9th	Integrated Science	In integrated science, we talk about famous chemists such as Percy Julian and George Washington Carver, and physicists such as Neil deGrasse Tyson and Mae Carol Jemison.
10th	World History	Students will create a Google Slides presentation on a Black historical figure and the legacy they left behind. Typically, this is done during the Industrial Revolution Unit to highlight how they changed American culture and economy.
11th	U.S. History	Students explore national figures like Frederick Douglass, Harriet Tubman, and Martin Luther King Jr., who played influential roles in the Civil Rights Movement and the struggle for racial equality. At the same time, they learn about local Delaware heroes, such as Louis L. Redding, who was vital in the battle for school desegregation, and influential community leaders like Samuel Burris, who fought against slavery and injustice in the state.
11th	American Literature	Analyze Paul Lawrence Dunbar's contribution to history.
12th	Military History	Students will learn about case studies of individual Black Americans and their role in modern conflicts, including Henry Johnson (WW1), Lawrence Joel (Vietnam), Colin Powell, and Reuben Pitts.
10th-12th	Anatomy and Physiology I	To show how the respiratory and cardiovascular systems are connected, we watch the movie "Something the Lord Made" about Vivien Thomas, a laboratory supervisor who developed a procedure used to treat blue baby syndrome in the 1940s. According to Wikipedia, "Thomas rose above poverty and racism to become a cardiac surgery pioneer and a teacher of operative techniques to many of the country's most prominent surgeons."
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - They will learn about historical figures of past and present that helped shape the world. We will read and discuss as a group and also answer comprehension questions and written expressions based on read material.

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
Nov-3 2023	School-wide survey on culturally responsive teachers.
Jan-3 2023	Professional Development to deliver information on how each subject area can follow the HB 198 guidelines (which will be outlined) by utilizing the DOE's resources found here: <a href="https://www.doe.k12.de.us/Page/4544">https://www.doe.k12.de.us/Page/4544</a>

	Staff will be provided with explanations, examples, and resources. Staff will be provided time to discuss the implementation with their peers and brainstorm ways to incorporate this into their curriculum.
Monthly	Several of our monthly grade level meeting agendas will include time to the understanding and implementation of the following: 'The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature' and/or 'The contributions of Black people to American life, history, literature, economy, politics, and culture.'

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Liz Madden

Position: Director of Education

Email: [liz.madden@fsma.k12.de.us](mailto:liz.madden@fsma.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

The Black History Curriculum Committee at FSMA works to identify practices and content that are already in place and areas of growth that are still needed. The committee includes staff from all content and grade levels.

Our Anti Bias Anti Racist (ABAR) Committee at FSMA was created to examine issues related to bias, racism, and inequity in the school and to actively guide the school in continuously identifying, describing, and dismantling the systemic racism and oppression embedded within our community.

ELA/SS K-8: Our curriculum uses primary and secondary sources and is culturally responsive. It is an integrated curriculum that blends in contributions from, and information on Black history.

Science K-8: Both the K-5 Amplify Science, and the 6-8 OpenSciEd, include text, pictures, and examples that reflect our diverse population, which develops students' respect for cultural and racial diversity. The publishers of OpenSciEd explicitly address prejudice, racism, and stereotyping in science education: "Part of our work towards equity and justice involves recognizing the insidious ways racism has operated in science and rooting it out of science education. We strive to implement approaches that de-settle inequitable systems, routines, and assumptions that

are in place in too many science learning environments and educational institutions.”

Related Arts: We are partnering with the University of Delaware (UD) and Delaware Institute for Arts in Education (DiAE) to assist in the implementation of Black History Education, specifically for our 4-6th and 7-8th grade communities by highlighting programming focusing on both history and art in Africa and American history. Additionally our related arts classroom includes contributions from Black people throughout history and their influence on the arts.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X	X	X				
b. The significance of enslavement in the development of the American economy.					X	X	X	X	X				
c. The relationship between white supremacy, racism, and American slavery.									X	X			
d. The central role racism played in the Civil War.									X	X			
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.			X	X	X	X	X	X	X				
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X				

*First State  
Montessori  
Academy does not  
serve students in  
grades 9 – 12.*

g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.					X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
K/1	ELA/SS	Famous Black Americans in history in all areas of national and DE history.
	Art/Music	Study of Famous Black Americans in Art and Music classes
	SEL	Lessons on diversity, inclusion, and acceptance
2/3	ELA	<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>-opportunities to research influential/famous black figures using graphic organizers.</li> <li>-incorporating books into library/read aloud that portray black characters</li> <li>-reading books written by black authors</li> </ul>
	SS	<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>-Geography unit on how the biome of a community influences their culture (food they eat, clothes they wear, etc)</li> <li>-Civics unit on the effects of laws on a community.</li> <li>-Civics unit on respect for others, their opinions, and their property is a foundation of U.S. civil society</li> <li>-Showing students how to use artifacts and documents to gather information about the past.</li> </ul>
	SEL	<p><b>Social Emotional Learning:</b></p> <ul style="list-style-type: none"> <li>-Acceptance and celebrating diversity within the community (classroom to outside community)</li> </ul>
7/8	ELA/SS/Arts	DiAE Partnership Artist in Residence- THE AMERICAN REVOLUTION by Theatre Unspeakable - Recreate the entire American fight for independence from Lexington to Yorktown. Using only the actors’ bodies, voices and (pantomimed) cannons, the show evokes an epic time period in American

		history.
--	--	----------

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4/5/6	SS	Model Lessons from DOE Economics and Geography
7/8	ELA/SS	<p><b>US History 1815-1860</b></p> <ul style="list-style-type: none"> <li>-Economics</li> <li>-Technological advancements</li> <li>-Politics</li> <li>-Students will analyze historical events to determine cause and effect relationships across a timeline.</li> <li>-Students will interpret the impact of historical circumstances on the daily lives of individual people.</li> <li>-Students will compare and contrast the different economies of the North and South and determine how economics played a role leading into the Civil War.</li> </ul>

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
7/8	ELA/SS	<p><b>US History 1861-1872</b></p> <ul style="list-style-type: none"> <li>-Civil War + beginnings of Reconstruction</li> <li>-Citizenship</li> <li>-Students will examine major political and military events of the civil war.</li> <li>-Students will be able to articulate the significance of geography in the context of the Civil War.</li> <li>-Students will analyze different primary and secondary sources' interpretations of the Civil War.</li> <li>-Students will construct a meaningful framework for understanding different dimensions of war.</li> <li>-Black Panther: A Nation Under our Feet - Ta-Nehisi Coats</li> <li>-The Magic Fish - Trung Le Nguyen</li> <li>-Almost American Girl: An Illustrated Memoir - Robin Ha</li> <li>-Bayou - Jeremy Love</li> <li>-Aya - Marguerite Abouet</li> </ul>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
-------------	-----------------	-------------------





		<p>-Reconstruction terrorism, Pig Laws, Black Codes</p> <p>-Reconst. Amendments</p> <p>-Students will compare and contrast varying state and local laws.</p> <p>-Students will evaluate conflicting philosophies during Reconstruction and the impact of each faction on the era.</p> <p>-Students will investigate challenges to the goals of Reconstruction in different regions of the nation.</p>
--	--	---

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K/1	<p>ELA/SS</p> <p>Art/Music</p> <p>SEL</p>	<p>Famous Black Americans in history in all areas of national and DE history.</p> <p>Study of Famous Black Americans in Art and Music classes</p> <p>Lessons on diversity, inclusion, and acceptance</p> <p>Montessori Peace Education Curriculum</p>
2/3	<p>ELA</p> <p>SS</p> <p>SEL</p>	<p>-opportunities to research influential/famous black figures using graphic organizers.</p> <p>-incorporating books into library/read aloud that portray black characters</p> <p>-reading books written by black authors</p> <p>-Geography unit on how the biome of a community influences their culture (food they eat, clothes they wear, etc)</p> <p>-Civics unit on the effects of laws on a community.</p> <p>-Civics unit on respect for others, their opinions, and their property is a foundation of U.S. civil society</p> <p>-Showing students how to use artifacts and documents to gather information about the past.</p> <p>-Acceptance and celebrating diversity within the community (classroom to outside community)</p>
4/5/6	ELA/SS	<ul style="list-style-type: none"> <li>Focusing on different subjects each month (mathematicians, scientists, artists, etc.) and including representation of multiple examples from Black history</li> <li>Black History Spotlight slides</li> <li>Black History Biography Projects</li> </ul>

7/8	ELA/SS	<b>US History 1815-1860</b> -First Nations Diplomacy -Black + Ally Orators <b>Novel in Verse</b> -Crossover - Kwame Alexander -Inside Out & Back Again - Thanhha Lai -Simple Gift - Steven Herrick -Brown Girl Dreaming - Jacqueline Woodson
-----	--------	---

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
4/5/6	ELA/SS	<i>ELA Read-Aloud of Brown Girl Dreaming, discussion and reflection on narrator's experience in context of civil rights movement</i>  Study of Civil Rights Movement, connecting past and present movements for justice including BLM
7/8	ELA/SS	<b>US History 1815-1860</b> -Economics -Technological advancements -Politics -Students will analyze historical events to determine cause and effect relationships across a timeline.  -Students will interpret the impact of historical circumstances on the daily lives of individual people.  -Students will compare and contrast the different economies of the North and South and determine how economics played a role leading into the Civil War.

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K/1	ELA/SS  Art/Music	Famous Black Americans in history in all areas of national and DE history.  Study of Famous Black Americans in Art and Music classes
2/3	ELA	-opportunities to research influential/famous black figures using graphic organizers. -incorporating books into library/read aloud that portray black characters -reading books written by black authors

4/5/6	SS	<p>-Geography unit on how the biome of a community influences their culture (food they eat, clothes they wear, etc)</p> <p>-Civics unit on the effects of laws on a community.</p> <p>-Civics unit on respect for others, their opinions, and their property is a foundation of U.S. civil society</p> <p>-Showing students how to use artifacts and documents to gather information about the past.</p>
	SEL	<p>-Acceptance and celebrating diversity within the community (classroom to outside community)</p>
	ELA/SS	<ul style="list-style-type: none"> <li>● Focusing on different subjects each month (mathematicians, scientists, artists, etc.) and including representation of multiple examples from Black history</li> <li>● Black History Spotlight slides</li> <li>● Black History Biography Projects</li> </ul>

### Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
Throughout Year	ABAR Professional Committee
Feb 2023	Bebe Coker PD with all staff
Aug 2023	PD to staff on progress Black History committee has made with curriculum

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Sean Hamilton

Position: Assistant Head of Academics

Email: [sean.hamilton@freirewilmington.org](mailto:sean.hamilton@freirewilmington.org)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Freire Charter School of Wilmington meets this framework in several key ways: (1) strong social studies leadership and coaching; (2) high quality curriculum and course offerings; (3) a commitment to peace and social justice. Additionally, we are committed to students experiencing primary and contemporary sources that drive their understanding of events as a vehicle for change. This year, our Social Studies team is led by two experienced educators with a history of leading social studies growth rooted in social justice and the contemporary and historical experiences of our students and community. Through this frame, our school celebrates Black History and Culture throughout the year across all classes. Within each of these classes best practices in social studies are utilized coupled with regularly occurring professional development. Our curricular materials, which were recently evaluated as Meets Expectations by the DDOE, are focused on applying historical thinking practices that empower students to see themselves in the histories they study. We offer a variety of required courses that further student connection to justice, equity, peace, and action. These courses include Social Change (contemporary change movements), Writing for Change (how the written word is used to promote justice), and Peace & Social Change (moving into action) are deeply connected to the history, cultures, and experiences of people of color. The latter course intends to directly focus upon standard d above: Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and

celebration. In an effort to be more trauma-informed and responsive, our instructional administrators and teachers meet with our mental health team members to share upcoming content that may be sensitive and to proactively work to support students.

Below, we have selected several exemplar courses where these standards are driving forces, however, it is important to note that each of our humanities curriculum (ELA/Social Studies) meets these standards and the content implementations below. At Freire, materials used in these courses situate African Americans as makers of History and Culture. .

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.									X	X		X	
b. The significance of enslavement in the development of the American economy.									X			X	
c. The relationship between white supremacy, racism, and American slavery.										X			X
d. The central role racism played in the Civil War.									X				X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.										X		X	
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.										X	X	X	X

g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.			X		X	
h. Black figures in national history and in Delaware history.		X	X	X	X	X

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
8 & 9 & 11	World History/Social Change/US History II	<p>In World History, students study the history of great African Empires including major contributions in development and arts.</p> <p>In Social Change, students focus on contemporary culture and issues facing African American. However, within this class, students are first given a primer on African empires that builds on what was covered in World History.</p> <p>While empires of Africa are not explicitly taught, the contributions and advancements of Africa are studied through the lens of the enslaved Africans in the United States (i.e. the cultures brought to the Americas with enslaved Africans) in US History I &amp; II.</p>

- b. **The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
8 & 11	US History I & II	<p>US History I covers this extensively. Students are positioned to evaluate both the humanitarian and economical ethics of enslavement as a pillar of early American development and economy.</p> <p>US History II continues to build upon prior knowledge with a more in-depth look at the economic ramifications of enslavement.</p>

- c. **The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
8 & 12	Reading for	In 8th Grade, students read The Hate U Give and study the contextual roots

	Social Justice/Peace & Social Change	of white supremacy and racism as inextricably linked to American slavery. Students continue this through comparing their learnings to historical and contemporary issues. In 12th Grade, students study the role of protests, riots, and revolutions (Ferguson, Baltimore, NY, US-Wide) as contemporary events connected with historical values, opinions, ideas, and events.
--	--------------------------------------	---

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
8 & 12	US History I/ELA/Peace & Social Change	Capitalizing on what students learn about racism in ELA, US History I and ELA teachers collaborate to produce historical understanding of the Civil War as perpetuated by racism in 8th Grade.  In 12th Grade, students read <i>The New Jim Crow</i> in Peace & Social Change, crafting comparisons and evaluations of mass incarceration in the United States stemming from enslavement and the end of the Civil War.

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
11	US History II	US History II covers this extensively in the de facto and de jure methods of perpetuating racism and white supremacy since the Civil War (Jim Crow Laws, Segregation, Voting Rights, Housing, etc.) as well as resistance measures against inequity and discrimination.

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
9/10/11/12	Social Change/Power & Money/ELA/AP English/Peace & Social Change	Social Change is a celebration of marginalized people and their contributions to culture and change. Within this course, students are presented with a variety of possible units to cover all centered in marginalized voices, obstacles, and success. Units have included Black Wall Street, Marcus Garvey, and the Black Panther Party.  The 10th Grade Civics and Economics class has a multitude of Black History. In the first half of the year (Civics) we examine different forms of Government around the World, highlighting their similarities and differences and how they treat their citizens. When we get to the US, we trace civil rights and how Confederation has played a major part in America's Republic. Students learn about the Little Rock Nine, and how the Federal Govt and the State Govt clash about Power in the education system for Black students. When we study the 3 branches of the US Govt, students examine Supreme Court decisions like <i>Brown v Board of Education</i> and <i>Plessy v Ferguson</i> , and when we cover Congress, we learn about the TVA. Particularly how the TVA attempted to improve the lives of Tennessee Valley citizens but at the same time had racist hiring and paying policies.



		<p>The second half of the year students cover Economics. We examine the socio-economic struggles that Americans have, with a focus on Black people’s disadvantages stemming from racist policies like Red Lining. Students try to break the cycles of poverty by learning about money and by playing the Stock Market but also attempting to practice Social Justice by divesting from certain companies and spreading awareness on Social Media about unfair treatment of workers.</p> <p>In 11th Grade ELA, students read a variety of texts from Black authors including Fredrick Douglass, WEB DuBois, and Malcolm X to name a few. AP English uses numerous texts (both Novel and Poem) by black writers that highlight their contributions to American literature and cultural cannon. Some examples include Langston Hughes, Lorraine Hansberry, Maya Angelou, Ralph Ellison, Audre Lorde, Amanda Gorman, and others.</p>
--	--	--

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
9/11	Social Change/ELA/US History II	<p>In Social Change, students are presented with a variety of possible units to cover all centered in marginalized voices, obstacles, and success. Units have included Black Wall Street, Marcus Garvey, and the Black Panther Party. Within each of these units, Black communities and people are centered as change makers working to overcome inequitable and racist policies, actions, attitudes, and beliefs.</p> <p>In 11th Grade ELA, students read a variety of texts from Black authors including Fredrick Douglass, WEB DuBois, and Malcolm X to name a few. AP English uses numerous texts (both Novel and Poem) by Black writers that highlight the treatment and resistance efforts of Black folks. Some examples include Langston Hughes, Lorraine Hansberry, Maya Angelou, Ralph Ellison, Audre Lorde, Amanda Gorman, and others that often focus on concepts of equality, freedom, hope, change, and critical resistance.</p> <p>In US History II, students focus on this as a major theme of the course interrogating “We the People” as a conceptual and changing understanding particularly when it comes to marginalized people.</p>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
8-12	All	<p>Our Social Studies &amp; ELA classes regularly teach about Black figures in national history and in Delaware history throughout the year. For example, our 8th Grade US History I course studies “Black Changemakers” as a series of micro-learnings throughout the year. Annually, our school holds a 2 month long celebration called the Blackout Experience. One component of this time includes all classrooms engaging in learning about Black figures as they apply to the contents of study.</p>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
8/25	All Social Studies and ELA teachers met for training on NewsELA/SHEG and accessing primary and secondary sources from our libraries that complement our high quality curriculum.
12/8	All Social Studies teachers will attend in-service training related to HB 198 requirements aligned to our curriculum and effective practice for implementation.
Alternating Weekly	Staff will engage in bi-weekly prompting about implementation during professional learning communities to further learn, practice, and reinforce expectations around the teaching of Black History and Culture. Black History and Culture is currently embedded in all of our humanities contents each year.

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Marlin White

Position: Principal

Email: [marlin.white@gcs.k12.de.us](mailto:marlin.white@gcs.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Gateway Charter School is a member of Social Studies Coalition of Delaware. We will utilize resources from the coalition to reinforce our plan for Black History Month. We have contacted a local school district for advice. Our hope is that they will give us a better understanding of how to implement HB 198 into our board approved curriculum.

In addition, we are partnering with the Delaware Institute for Arts in Education (DiAE) to assist in the implementation of Black History Education. The goal of the partnership is to collaborate arts integrated curricula for Black History Education. As a school, we do an annual arts integration focus on black history in the form of performance, research, presentations, and projects.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.				X	X	X	X	X	X				
b. The significance of enslavement in the development of the American economy.							X	X	X				
c. The relationship between white supremacy, racism, and American slavery.													
d. The central role racism played in the Civil War.									X				
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.													
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X		X	X	X	X	X	X				
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.													
h. Black figures in national history and in Delaware history.	X	X		X	X	X	X	X	X				

*Gateway Charter School does not serve students in grades 2, 9 – 12.*

### Minimum Content Requirement

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

Grade-level	Content Area(s)	Lessons/Resources
3rd to 8th		We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

- b. The significance of enslavement in the development of the American economy.

Grade-level	Content Area(s)	Lessons/Resources
6th to 8th		We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

- c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources

- d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
8th		We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Grade-level	Content Area(s)	Lessons/Resources
K to 8th		We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

Grade-level	Content Area(s)	Lessons/Resources

- h. Black figures in national history and in Delaware history.

Grade-level	Content Area(s)	Lessons/Resources
K to 8th		We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
1-11-24 & 1-25-24	DIAE will conduct black history professional development in preparation for back history performance. We have 3 Artist in Residence programs planned. They are Senegalese Dance, African Drumming, and African Mask Making.

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Tamara Price

Position: Principal

Email: [tprice@greatoakswilm.org](mailto:tprice@greatoakswilm.org)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Great Oaks collaborates with ELA teachers to intentionally plan the framework for students to develop understanding of and respect for others' culture. Students are engaged in recognizing, understanding, and critiquing social inequities.

Lessons have been planned about the history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Engageny ELA 9 Module 2 - Unit 1

ELA 2 - Engage NY Module 2-Unit 1-3 - G

[10.2.1.L1.pdf](#)

[10.2.1.L2.pdf](#)

ELA 3 - Engage NY Module 2 - Unit 1 - E

[ela-g11-m2-unit-1-lesson-1.pdf](#)

[ela-g11-m2-unit-1-lesson-2.pdf](#)

[ela-g11-m2-unit-1-lesson-3.pdf](#)

ELA 4 - Engage NY Module 1- Unit 1 - G

[Copy of Lesson 1 \(9/6/23\).docx](#)

[Copy of Lesson 11.docx](#)

Social Studies will [Learning for Justice Resource](#) The contributions of Black people to American life, history, literature, economy, politics, and culture. [March on Washington](#) an interactive timeline of the civil rights movement and a glossary of terms.

**Walking School Trip:** <https://dehistory.org/> Based on North Market Street in Historic downtown Wilmington for over 100 years, we have grown from a single rented room in a library to occupy multiple historic properties: the Delaware History Museum and the Jane & Littleton Mitchell Center for African American Heritage in a former Woolworth's; [Old Town Hall](#); [Willingtown Square](#); the [Research Library](#), formerly Artisans' Savings Bank; the Robert Porter House; and the Read House & Gardens, a National Historic Landmark located on The Strand in Old New Castle.

Student Government Advisor and the Student Government leadership has planned four panel discussions (Community representatives, college students, pastors and business owners) to provide opportunities for students to have deep discussions and uplift the Black experience.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations											
	K	1	2	3	4	5	6	7	8	9	10	11



a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	<i>Great Oaks Charter School does not serve students in grades K – 8.</i>		X		
b. The significance of enslavement in the development of the American economy.					
c. The relationship between white supremacy, racism, and American slavery.					
d. The central role racism played in the Civil War.		X			
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.					
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.				X	
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.					X
h. Black figures in national history and in Delaware history.					

**Minimum Content Requirement**

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
9th/10th	Science	Helping students see the possibilities of careers in STEM fields means providing them with diverse role models. Looking back at people that contributed to STEM provides students the opportunity to hear stories and voices of black scientists, engineers and mathematicians in the context of their science instruction. We have made a list of some of the top Black scientists, engineers, inventors and mathematicians, along with media resources to help you bring their work—and stories—into your classroom. <a href="#">Contributions to Science</a>

- b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources

c. **The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources

d. **The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
9th/10th	Social Studies	<p><a href="#">Teaching hard lessons</a></p> <p>Important big ideas and critical content students must know to understand the historical significance of slavery. Teachers will BE READY TO TALK ABOUT RACE. It is impossible to teach about slavery without addressing race, racism and white supremacy—something that makes many teachers, particularly white teachers, uncomfortable. But discussing race, especially encouraging students to understand it as a social construction rather than a biological fact, can be an opportunity to have productive and thoughtful conversations among students, if properly structured.</p>

e. **How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources

f. **The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
11th-12th	ELA/SS	<p>Students examine the development of Black American identity and cultural achievements by learning about 1619, the Great Migration, the Harlem Renaissance, and how they connect to the present.</p> <p><a href="#">1619 Project</a></p> <p><a href="#">Harlem Renaissance</a></p>

g. **The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
11/12th	ELA/SS	<p><a href="#">ELA Khan Academy Lessons</a>- This unit provides students to have deep discussion about the life black people endured. A house divided against itself cannot stand. The United States could no longer remain half-slave and half-free, and the ensuing war over the fate of slavery ripped apart the nation.</p>

--	--	--

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources

**Professional Learning**

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
	<ul style="list-style-type: none"> <li>• August 24 HB198 Teacher Presentation and Content Workgroups</li> <li>• September 13 Cross Content Planning</li> <li>• January 2nd PD (invite a guest to talk to staff about tough discussions with students)</li> <li>• Bi-Weekly Content Meetings: Assessment of Goals and Resources (Check in with Content Teachers)</li> <li>• March 27th Assessment of Plan (Check in with Content Teams)</li> </ul>

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Renee Jerns, Ed.D.

**Position:** Director of Secondary Education

**Email:** [pamela.jerns@irsd.k12.de.us](mailto:pamela.jerns@irsd.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

The Indian River School District (IRSD) is inclusive of nearly 11,000 Pre-Kindergarten through 12th grade students in fifteen schools—seven elementary schools, three middle schools, two high schools, a K-8 arts magnet school, a K-12 specialized school for students with severe disabilities, and an Early Learning Center serving birth to pre-K students.

Our district employs content specialists that support the evaluation-through-implementation process for curricular materials in all content areas. Our district currently uses high-quality instructional materials (HQIM) in elementary and secondary reading/ELA, math, science, and World Language. We also use the Delaware State Model Units for social studies instruction.

As members of the Social Studies Coalition of Delaware (SSCD), our district uses the model lessons provided to us and they have been designed with House Bill 198 in mind. Our district's K-12 Social Studies Specialist reviews these

lessons with teachers during grade-level PLCs to ensure implementation of HB 198, Black History Education. She supports teachers in planning and delivering instruction, centered on the elements of HB 198, that provides opportunities for students to engage in authentic academic discussions on these topics.

Evaluation of curricula and instructional resources is continuous through school-based and district-wide PLCs, and professional learning opportunities. During district-wide professional learning PLCs, teachers have the ability to conduct vertical articulation to ensure alignment to standards and state regulations (i.e HB 198, Erin’s Law, financial literacy standards, etc...); as well as to design standards-driven instruction and assessments. These processes are collaborative in nature and are inclusive of representatives from all stakeholder groups.

For the 2023-2024 school year, our district has implemented a brand new elementary reading curriculum, *Core Knowledge Language Arts*, or CKLA. Because this is a new curriculum, the Department of Instruction and stakeholder group representatives spent the spring and summer of 2023 mapping out instructional units and assessments by grade level. This has required us to re-evaluate our alignment to HB 198 in K-5 classrooms, leading to identification of new minimum content requirements. We have shared what is being implemented (up to the date of this report) in this first year as teachers learn to authentically use the curriculum and ensure appropriate pacing, knowing that we will include more material addressing HB 198 after November 15, 2023.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.					X				X				
b. The significance of enslavement in the development of the American economy.					X	X			X				
c. The relationship between white supremacy, racism, and American slavery.					X				X	X		X	
d. The central role racism played in the Civil War.									X				
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.					X				X	X	X		X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X			X	X	X	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.		X	X	X		X		X	X	X		X	
h. Black figures in national history and in Delaware history.	X	X	X	X	X			X	X			X	

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
4th	Social Studies	<b>Delaware Recommended Curriculum/Model Lessons</b> <u>Unit 2, Lesson 1: Ways of Thinking of People and Places in the Past</u> Students learn about the history and culture of Black people prior to the African and Black Diaspora.
7th	ELA	<b>College Board’s SpringBoard Curriculum</b> <u>Unit 1: The Choices We Make:</u> African Culture and Creation Myths in <i>The Voices of Ancestors: African Myth</i>

b. The significance of enslavement in the development of the American economy.

Grade-level	Content Area(s)	Lessons/Resources
4th	Social Studies	<p><b>Delaware Recommended Curriculum/Model Lessons</b>  <u>Unit 4, Lessons 1-2: Seeking Solutions to the Labor Problem</u>            Students learn how enslavement was different in the New World  <u>Unit 9, Lesson 5: Card by Card, Brick by Brick, and Book by Book</u>            Students learn that slaves were used to build the White House, but the profit of their labor was paid to the masters.</p>
5th	Social Studies	<p><b>Delaware Recommended Curriculum/Model Lessons</b>  <u>Unit 2, Lessons 4: Not Everyone Uses Banks</u>  <u>Unit 9, Lesson 5: Banks Don't Serve Everyone Equally</u></p>
8th	Social Studies	<p><b>Resource: Discovery Ed Online</b>            Students read and evaluate techbook materials on the expansion of enslavement, political conflict and secession.</p>

c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
4th	Social Studies	<p><b>Delaware Recommended Curriculum/Model Lessons</b>  <u>Unit 4, Lesson 3: Servants on Trial: John Punch</u>            Students discover how labor shifted from indentured servitude to permanent enslavement and the impact this had on Black people.</p>
8th	Social Studies	<p><b>Delaware Recommended Curriculum/Model Lessons</b>  <b>Supported with texts and additional information from <i>Discovery Ed</i></b>  <u>Lesson: Reasons for Westward Expansion</u>  <u>Lesson: Emancipation in the North</u>  <u>Lesson: Changes in African American Freedom</u></p>
9th	ELA	<p><b>College Board's <i>SpringBoard</i> Curriculum</b>  <u>Unit 1: Coming of Age</u>            Students read <u>To Kill a Mockingbird</u> which highlights the relationship between white supremacy and racism through historical fiction.</p>
11th	Social Studies	<p><b>Resources: Stanford History Education Group, Zinn Education Project, New Visions, and Oyez</b>            Students learn about key events and movements that impacted African Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers</p>

		of this time period.
--	--	----------------------

d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
8th	Social Studies	<p><b>Delaware Recommended Curriculum/Model Lessons</b>  <b>Supported with texts and additional information from <i>Discovery Ed</i></b></p> <p><u>Lesson</u>: <i>Reasons for Westward Expansion</i>  <u>Lesson</u>: <i>Emancipation in the North</i>  <u>Lesson</u>: <i>Changes in African American Freedom</i></p>

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources
4th	Social Studies	<p><b>Delaware Recommended Curriculum/Model Lessons</b>            Unit 4, Lessons 1-2: <i>Seeking Solutions to the Labor Problem</i>            Students learn how enslavement was different in the New World</p>
7th	Social Studies	<p><b>Delaware Recommended Curriculum/Model Lessons</b>            Unit 1, Lessons 20: <i>How does Where You Live Influence How You Live?</i>            Students learn how redlining influenced the socio-economic struggles of Black people.  <u>Civics Model Lesson</u>: <i>Our Nation’s Report Card; At the Hands of Persons Unknown: The Case of George White</i></p>
8th	Social Studies	<p><b>Delaware Recommended Curriculum/Model Lessons</b>  <b>Supported with texts and additional information from <i>Discovery Ed</i></b></p> <p><u>Lesson</u>: <i>Reasons for Westward Expansion</i>  <u>Lesson</u>: <i>Emancipation in the North</i>  <u>Lesson</u>: <i>Changes in African American Freedom</i></p>
9th	Social Studies	<p><b>Resources: iCivics, National Archives, Library of Congress, and Oyez</b>            Through various lessons using these resources, students learn specifically about legislation, the amendments, and Supreme Court cases that highlight how racism impacted freedom for Black people, as well as the efforts leaders took to change and change those limitations to freedom.</p>
11th	Social Studies	<p><b>Resources: Stanford History Education Group, Zinn Education Project, New Visions, and Oyez</b>            Students learn about key events and movements that impacted African Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers of this time period.</p>



f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	<p><b>Resource: Studies Weekly</b></p> <p><u>Week 9: Characteristics of Responsible Citizens</u> Students learn about working and living together with respect by reading and discussing Booker T. Washington, Ruby Bridges, and Dr. Martin Luther King, Jr.</p> <p><u>Week 12: National Patriotic Holidays with a focus on Dr. Martin Luther King, Jr.</u></p> <p><u>Week 25: Inventors</u> Students learning about George Washington Carver and Garrett Morgan</p>
3rd	Social Studies	<p><b>Resource: Studies Weekly</b></p> <p><u>Week 25: Langston Hughes and Booker T. Washington</u></p>
4th	ELA/Reading	<p><b>Core Knowledge Language Arts (CKLA)--New Curriculum from Amplify</b></p> <p><u>Unit 4: Eureka! Student Inventor: George Washington Carver</u></p> <p><u>Unit 7: American Revolution: Phillis Wheatley, Crispus Attucks, Saul Matthews, James Armistead, and Peter Salem.</u></p>
5th	Social Studies	<p><b>Delaware Recommended Curriculum/Model Lessons</b></p> <p><u>Unit 2, Lessons 4: Not Everyone Uses Banks</u></p> <p><u>Unit 9, Lesson 5: Banks Don't Serve Everyone Equally</u></p>
6th	ELA	<p><b>College Board's SpringBoard Curriculum</b></p> <p><u>Unit 1: The Challenge of Heroism</u></p>
7th	ELA	<p><b>College Board's SpringBoard Curriculum</b></p> <p><u>Unit 3: Choices and Consequences</u></p> <p>Students listen to a recording of Sojourner Truth's 1851 speech, "Ain't I a Woman" and read the autobiographical work of Nelson Mandela. They then write an analysis of their leadership qualities as Black figures in national history.</p>
8th	ELA	<p><b>College Board's SpringBoard Curriculum</b></p> <p><u>Unit 1: Stories of Change</u></p> <p>Students explore the life, struggles and contributions of Langston Hughes and read "Thank You, Ma'am."</p>
9th	Social Studies	<p><b>Resources: iCivics, National Archives, Library of Congress, and Oyez</b></p> <p>Through various lessons using these resources, students learn specifically about legislation, the amendments, and Supreme Court cases that highlight how racism impacted freedom for Black people, as well as the efforts leaders took to change and change those limitations to freedom.</p>
10th	ELA	<p><b>College Board's SpringBoard Curriculum</b></p>

		<p><u>Unit 3: Cultures in Conflict</u></p> <p>Students read <i>Things Fall Apart</i> by Nigerian author, Chinua Achebe (or a similar novel) providing a rendering of how violence and suffering exist, balanced by a strong sense of traditions and culture held by African people. As part of this unit, and to understand the historical context, students research the pre- and post-Colonial impact on Nigeria and the African people.</p>
11th	Social Studies	<p><b>Resources: Stanford History Education Group, Zinn Education Project, New Visions, and Oyez</b></p> <p>Students learn about key events and movements that impacted African Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers of this time period.</p>
11th	ELA	<p><b>College Board’s SpringBoard Curriculum</b></p> <p>Spread throughout the 11th grade scope and sequence are the works of Nikki Giovanni such as “Their Fathers” and “Ego Tripping,” providing students insight into Giovanni’s call to power and equality through Black pride.</p>
12th	ELA	<p>As most courses vary for high school seniors, here is a list of the various readings/authors offered through their course selection syllabi:</p> <p><u>The Invisible Man</u> by Ralph Ellison</p> <p>The works of: Alice Walker, Gwendolyn Brooks, Maya Angelou, and Langston Hughes.</p>

- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

Grade-level	Content Area(s)	Lessons/Resources
K-3	Social Studies	<p><b>Resource: Studies Weekly</b></p> <p><u>Various Weeks: Culture</u></p> <p>Lessons aimed at helping students develop a respect for cultural and racial diversity through learning focused on the struggles and celebrations of various ethnic groups.</p>
5th	Social Studies	<p><b>Delaware Recommended Curriculum/Model Lessons</b></p> <p><u>Unit 2, Lessons 4: Not Everyone Uses Banks</u></p> <p><u>Unit 9, Lesson 5: Banks Don’t Serve Everyone Equally</u></p>
7th	Social Studies	<p><b>Delaware Recommended Curriculum/Model Lessons</b></p> <p><u>Unit 2, Lessons 14: Not All Unemployment is Created Equal</u></p>

		<u>Civics Model Lesson</u> : <i>Equity for the Taking and Not for Sale</i> <u>District Created Lesson</u> : <i>Majority Rule</i>
8th	Social Studies	<b>Delaware Recommended Curriculum/Model Lessons</b> <b>Supported with texts and additional information from <i>Discovery Ed</i></b> <u>Lesson</u> : <i>Reasons for Westward Expansion</i> <u>Lesson</u> : <i>Emancipation in the North</i> <u>Lesson</u> : <i>Changes in African American Freedom</i>
9th	Social Studies	<b>Resources: iCivics, National Archives, Library of Congress, and Oyez</b> Through various lessons using these resources, students learn specifically about legislation, the amendments, and Supreme Court cases that highlight how racism impacted freedom for Black people, as well as the efforts leaders took to change and change those limitations to freedom.
11th	Social Studies	<b>Resources: Stanford History Education Group, Zinn Education Project, New Visions, and Oyez</b> Students learn about key events and movements that impacted African Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers of this time period.

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	<b>Resource: Studies Weekly</b> <u>Week 9</u> : <i>Characteristics of Responsible Citizens</i> Students learn about working and living together with respect by reading and discussing Booker T. Washington, Ruby Bridges, and Dr. Martin Luther King, Jr. <u>Week 12</u> : National Patriotic Holidays with a focus on Dr. Martin Luther King, Jr. <u>Week 25</u> : Inventors Students learning about George Washington Carver and Garrett Morgan
1st	Social Studies	<b>Resource: Studies Weekly</b> <u>Week 10</u> : Rosa Parks
2nd	Social Studies	<b>Resource: Studies Weekly</b> <u>Week 32</u> : George Washington Carver, Jackie Robinson, and Rosa Parks
3rd	Social Studies	<b>Resource: Studies Weekly</b> <u>Week 25</u> : Langston Hughes and Booker T. Washington

4th	ELA/Reading	<b>Core Knowledge Language Arts (CKLA)--New Curriculum from Amplify</b> <u>Unit 4: Eureka! Student Inventor: George Washington Carver</u> <u>Unit 7: American Revolution: Phillis Wheatley, Crispus Attucks, Saul Matthews, James Armistead, and Peter Salem.</u>
4th	Social Studies	<b>Delaware Recommended Curriculum/Model Lessons</b> <u>Unit 8, Lesson 5: History Mystery: Ona Judge</u>
4th	Social Studies	<b>Resource: Studies Weekly</b> Students learn about Lisa Blunt Rochester and Kamala Harris during learning about our government's structure and offices.
7th	ELA	<b>College Board's SpringBoard Curriculum</b> <u>Unit 3: Choices and Consequences</u> Students listen to a recording of Sojourner Truth's 1851 speech, "Ain't I a Woman" and read the autobiographical work of Nelson Mandela. They then write an analysis of their leadership qualities as Black figures in national history.
8th	Social Studies	<u>Lesson: Nat Turner</u> Students conduct a historical investigation on Nat Turner and then write an explanatory essay on how he expedited the coming of the Civil War.
11th	Social Studies	<b>Resources: Stanford History Education Group, Zinn Education Project, New Visions, and Oyez</b> Students learn about key events and movements that impacted African Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers of this time period.

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
July 27, 2023	Training for IRSD Board of Education members by Dr. Adolph Brown: <i>ALL Means ALL!™ Cultivating Inclusion, Unlearning Implicit Bias &amp; Inspiring Equity</i>
Week of August 28, 2023	District-Wide training in Equitable Access for underperforming and minority

(IRSD Returning Educator Week)	subgroups of students.
October 13, 2023	IRSD participated in the statewide Keynote, "What's in your Black History Toolbox?" by Dawnaryn James.
October 20, 2023	All IRSD administration participated in <i>ALL Means ALL!™ Cultivating Inclusion, Unlearning Implicit Bias &amp; Inspiring Equity</i> presented by Dr. Adolph Brown.

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Danielle Harris

Position: African American Studies Teacher

Email: [dharris@kacsde.org](mailto:dharris@kacsde.org)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

1. All scholars from Kindergarten through 8th grade will receive African American Studies biweekly throughout the entire year.
2. African American Studies will be a 60 minute instructional period, homeroom teachers will use this time as an additional prep period.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

**Implementation Summary Table**

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X				X	X	X	X				
b. The significance of enslavement in the development of the American economy.		X			X								
c. The relationship between white supremacy, racism, and American slavery.			X	X	X	X	X	X	X				
d. The central role racism played in the Civil War.				X	X		X						
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.			X	X		X	X	X					
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.			X	X		X	X	X	X				
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.			X	X		X	X	X	X				
h. Black figures in national history and in Delaware history.			X	X		X	X	X	X				

*Kuumba Academy Charter School does not serve students in grades 9 – 12.*

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content	Lessons/Resources
-------------	---------	-------------------

	Area(s)	
Kindergarten	African American Studies	<p>Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</p> <p>Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</p> <p>Students will be able to identify Africa on a map of the world, as well as identify geographical features of Africa.</p> <p>Students will be able to explain that we are all kings and queens from Africa. “Where It All Began”</p> <p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How has the geography of Africa shaped the culture of Africa?</li> <li>• How has the history of Africa shaped you as an individual?</li> <li>• Book Study - <i>Jambo Means Hello: Swahili Alphabet Book</i></li> <li>• Book Study - <i>Ashanti to Zulu: African Traditions</i>.</li> </ul>
5th-8th Grade	Arts of the African Diaspora	<p><b>Diaspora West African Drum and Dance Traditions Workshop</b></p> <p>This program is an intense study of the elements of various Diaspora West African drum, dance, song, storytelling, and masquerade traditions from Mali, Guinea, Senegal, Ivory Coast, and Ghana. This Jeannine Osayande &amp; Dunya Performing Arts Company workshop allows students to understand how dance is used to communicate in different ways, and how dance and drumming can play an integral role in a community.</p>

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
1st Grade	African American Studies	<p>Identity</p> <p>“We are Kings and Queens From Africa”</p> <p>Essential Question:</p> <p>How has the history of Africa shaped you as an individual?</p> <p>Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</p> <p>Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</p> <p>Students will be able to identify Africa on a map of the world, as well as identify geographical features of Africa.</p> <p>Students will be able to explain that we are all kings and queens from Africa.</p> <p>Literature/Read Alouds:</p> <p>Knight, Margy Burns. (2002). <i>Africa is Not a Country</i>. Illustrated by Anne Sibley O’Brien. Minneapolis, MN: First Ave. Editions.</p>



		Oxlade, Chris. (2014). <i>Introducing Africa</i> . Chicago, IL: Heinemann. Africa's Little Kings and Queens, by Kunda Kids: Four Children's Books on Bold and Influential Leaders in Black History Aardema, Verna. (1992). <i>Why Mosquitoes Buzz in People's Ears: A West African Tale</i> . Illustrated by Leo and Diane Dillon. New York: Picture Puffin.
--	--	--

c. **The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
2nd Grade	African American Studies	<p>“Africa to America - Brave and Black”</p> <p>Essential Question:</p> <ul style="list-style-type: none"> <li>How have notable figures in history impacted our social and political culture shift from Africa to America?</li> <li>Recall foundational knowledge necessary to evaluate domination, oppression, social welfare, and justice.</li> </ul>
3rd	Justice “Let’s Talk About Race”	<p>Essential Questions:</p> <p>How will you locate yourself in the work of antiracism as you read and discuss this book?</p> <p>How might learning about the source of racist ideas help you to know the present and yourself.</p> <p>Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <ol style="list-style-type: none"> <li>Lester, Julius. (2008). <i>Let’s Talk About Race</i>. Illustrated by Karen Barbour. New York: HarperCollins.</li> </ol>
4th	Action “Race and Reality”	<p>Essential Questions:</p> <p>How will you locate yourself in the work of antiracism as you read and discuss this book?</p> <p>How might learning about the source of racist ideas help you to know the present and yourself.</p> <p>Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p> <p>Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p> <p>Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p>

d. **The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
-------------	-----------------	-------------------

3rd	Justice "Let's Talk About Race"	<p>Essential Questions: How will you locate yourself in the work of antiracism as you read and discuss this book? How might learning about the source of racist ideas help you to know the present and yourself.</p> <p>Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p>2. Lester, Julius. (2008). <a href="#"><i>Let's Talk About Race</i></a>. Illustrated by Karen Barbour. New York: HarperCollins.</p>
4th	Action "Race and Reality"	<p>Essential Questions: How will you locate yourself in the work of antiracism as you read and discuss this book? How might learning about the source of racist ideas help you to know the present and yourself.</p> <p>Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p> <p>Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p> <p>Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p>

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
5th grade		<p>"Be the Change You Want To See" Essential Questions:</p> <ul style="list-style-type: none"> <li>● How will you overcome social injustice and become the change you want to see in the world?</li> <li>● How will you explain the links between well-being, social justice, and diverse worldviews?</li> <li>● Book Study - Harbor Me - Jaqueline Woodson</li> </ul> <p>"Athletes of Social Change" Essential Questions:</p> <ul style="list-style-type: none"> <li>● How have athletes broken barriers during the historical era in which they lived?</li> <li>● What factors can contribute to an individual's success in changing society? <ul style="list-style-type: none"> <li>● 1. Athletes are presented with unique opportunities to lead change.</li> <li>● 2. Individuals are shaped by and can shape society.</li> <li>● A variety of factors can influence an individual's ability to effect change.</li> </ul> </li> </ul>

6th grade		<ul style="list-style-type: none"> <li>● <b>Text:</b> <i>Promises to Keep: How Jackie Robinson Changed America</i></li> </ul> <p>“The New Millennium Change Agent” Essential Questions:</p> <ul style="list-style-type: none"> <li>● How will you employ ethical reasoning to critique historical and contemporary social systems?</li> <li>● Book Study - Just Mercy</li> <li>● Book Study Remarkable - Hidden Figures</li> </ul>
7th grade		<p>“The New Millennium Change Agent” Essential Questions:</p> <ul style="list-style-type: none"> <li>● How will you advocate for awareness, engagement, or change with respect to social justice?</li> <li>● Book Study - Stamped</li> </ul>

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
2nd and 6th	Diversity “Hidden Figures”	<p>Essential Question: How have notable figures in history impacted social and political culture in regard to race equality?</p> <p>Students will express comfort with people who are both similar to and different from each other and others in their identity groups.</p> <p>Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</p> <p>Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>Students will respond to diversity by building empathy, respect, understanding and connection.</p> <p>Students will research notable figures in Black History and analyze how those individuals have had an impact on the course of history and present day.</p> <p>Literature/Read Alouds</p> <ol style="list-style-type: none"> <li>1. <a href="#">This Is the Rope: A Story from the Great Migration Paperback</a> – Picture Book, August 1, 2017</li> <li>2. <a href="#">Show Way Hardcover – Picture Book</a>, September 8, 2005 by Jacqueline Woodson (Author), James Ransome (Illustrator)</li> </ol>

		<ol style="list-style-type: none"> <li>3. Harris, T. Marie. (2015). <a href="#">Look What Brown Can Do!</a> Illustrated by Neda Ivanova. Sweetberry Books.</li> <li>4. Alexander, Kwame. (2020). <a href="#">The Undeclared</a>. Illustrated by Kadir Nelson. New York: Versify.</li> <li>5. Hudson, Cheryl. (2020). <a href="#">Brave, Black. First: 50+ African American Women Who Changed the World</a>. Illustrated by Erin K. Robinson. Brooklyn, NY: Crown Books for Young Readers.</li> <li>6. Nelson, Kadir. (2013). <a href="#">Heart and Soul: The Story of America and African Americans</a>. New York: Balzer &amp; Bray.</li> <li>7. Smith Jr., Charles R. (2015). <a href="#">28 Days: Moments in Black History that Changed the World</a>. Illustrated by Shane W. Evans. New York: Roaring Brook Press.</li> <li>8. Wilson, James. (2018). <a href="#">Young Gifted and Black: Meet 52 Black Heroes from Past and Present</a>. Illustrated by Andrea Pippins. London: Wide Eyed Editions.</li> </ol>
3rd	Justice “Let’s Talk About Race”	<p>Essential Questions: How will you locate yourself in the work of antiracism as you read and discuss this book? How might learning about the source of racist ideas help you to know the present and yourself. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <ol style="list-style-type: none"> <li>1. Lester, Julius. (2008). <a href="#">Let’s Talk About Race</a>. Illustrated by Karen Barbour. New York: HarperCollins.</li> </ol>
7th	ELA	<p><b>Essential Questions:</b> <b>What are some of the historical factors surrounding and contributing to the Harlem Renaissance?</b></p> <ul style="list-style-type: none"> <li>● Some societal factors that contributed to the movement and its art are the Great Migration, Jim Crow laws, and the racial violence of post-Civil War America. This migration, struggle, and oppression create urgency and frustration, out of which comes an expression of culture and identity. Out of the migration came a new freedom to create.</li> <li>● What are some of the lasting legacies of the Harlem Renaissance?</li> <li>● The Harlem Renaissance has contributed to contemporary art, music, literature, and politics.</li> </ul>

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
2nd and 6th	Diversity “Hidden Figures”	<p>Essential Question: How have notable figures in history impacted social and political culture in regard to race equality?</p> <p>Students will express comfort with people who are both similar to and</p>

		<p>Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</p> <p>Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>Students will respond to diversity by building empathy, respect, understanding and connection.</p> <p>Students will research notable figures in Black History and analyze how those individuals have had an impact on the course of history and present day.</p> <p>Literature/Read Alouds</p> <ol style="list-style-type: none"> <li>1. <a href="#">This Is the Rope: A Story from the Great Migration Paperback</a> – Picture Book, August 1, 2017</li> <li>2. <a href="#">Show Way Hardcover – Picture Book</a>, September 8, 2005 by Jacqueline Woodson (Author), James Ransome (Illustrator)</li> <li>3. Harris, T. Marie. (2015). <a href="#">Look What Brown Can Do!</a> Illustrated by Neda Ivanova. Sweetberry Books.</li> <li>4. Alexander, Kwame. (2020). <a href="#">The Undeclared</a>. Illustrated by Kadir Nelson. New York: Versify.</li> <li>5. Hudson, Cheryl. (2020). <a href="#">Brave, Black. First: 50+ African American Women Who Changed the World</a>. Illustrated by Erin K. Robinson. Brooklyn, NY: Crown Books for Young Readers.</li> <li>6. Nelson, Kadir. (2013). <a href="#">Heart and Soul: The Story of America and African Americans</a>. New York: Balzer &amp; Bray.</li> <li>7. Smith Jr., Charles R. (2015). <a href="#">28 Days: Moments in Black History that Changed the World</a>. Illustrated by Shane W. Evans. New York: Roaring Brook Press.</li> <li>8. Wilson, James. (2018). <a href="#">Young Gifted and Black: Meet 52 Black Heroes from Past and Present</a>. Illustrated by Andrea Pippins. London: Wide Eyed Editions.</li> </ol>
3rd	Justice “Let’s Talk About Race”	<p>Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <ol style="list-style-type: none"> <li>1. Lester, Julius. (2008). <a href="#">Let’s Talk About Race</a>. Illustrated by Karen Barbour. New York: HarperCollins.</li> </ol>
5th - 8th	Arts Appreciation	<p>I can show Nia by doing my best on our first unit, the Historical Roots of Hip Hop. Hip Hop emerged in the 1970s but has roots in other musical and spoken word traditions including stand up comedy, Gospel and Reggae music from the Caribbean. Many Hip Hop artists including Slick Rick, Notorious B.I.G., and Cardi B were born in the Caribbean or have Caribbean ancestry.</p>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
5th grade		<p>“Athletes of Social Change”</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How have athletes broken barriers during the historical era in which they lived?</li> <li>● What factors can contribute to an individual's success in changing society? <ul style="list-style-type: none"> <li>● 1. Athletes are presented with unique opportunities to lead change.</li> <li>● 2. Individuals are shaped by and can shape society.</li> <li>● A variety of factors can influence an individual's ability to effect change.</li> <li>● <b>Text:</b> <i>Promises to Keep: How Jackie Robinson Changed America</i></li> </ul> </li> </ul>
7th - 8th	The Brotherhood Crew Social Awareness	<p>Kings of Harlem, a play by Layon Gray, is a work of historical fiction depicting the struggles and achievements of members of the New York Rens, an all-Black men’s professional basketball team that dominated the game during the 1920s and 1930s. Though the characters are fictionalized compilations of various real men who played for the team, the show portrays them as they experience what was the real discrimination inherent in the Jim Crow era, and illuminates the challenges they faced as they sought respect and equality when given the unprecedented invitation to compete against an all-white championship basketball team. There are a few instances of scatological humor and sexual innuendo, profanity, as well as discussion and verbal imagery of the lynching of a character’s family members and another tragic death. Students hear the music of Cab Calloway throughout the play.</p>
2nd and 6th	African American Studies	<p>Diversity</p> <p>“Hidden Figures”</p> <p>Essential Question: How have notable figures in history impacted social and political culture in regard to race equality?</p> <p>Students will express comfort with people who are both similar to and different from each other and others in their identity groups.</p> <p>Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</p> <p>Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p>

		<p>Students will respond to diversity by building empathy, respect, understanding and connection.</p> <p>Students will research notable figures in Black History and analyze how those individuals have had an impact on the course of history and present day.</p> <p>Literature/Read Alouds</p> <ol style="list-style-type: none"> <li>1. <a href="#">This Is the Rope: A Story from the Great Migration Paperback</a> – Picture Book, August 1, 2017</li> <li>2. <a href="#">Show Way Hardcover – Picture Book</a>, September 8, 2005 by Jacqueline Woodson (Author), James Ransome (Illustrator)</li> <li>3. Harris, T. Marie. (2015). <a href="#">Look What Brown Can Do!</a> Illustrated by Neda Ivanova. Sweetberry Books.</li> <li>4. Alexander, Kwame. (2020). <a href="#">The Undeclared</a>. Illustrated by Kadir Nelson. New York: Versify.</li> <li>5. Hudson, Cheryl. (2020). <a href="#">Brave, Black. First: 50+ African American Women Who Changed the World</a>. Illustrated by Erin K. Robinson. Brooklyn, NY: Crown Books for Young Readers.</li> <li>6. Nelson, Kadir. (2013). <a href="#">Heart and Soul: The Story of America and African Americans</a>. New York: Balzer &amp; Bray.</li> <li>7. Smith Jr., Charles R. (2015). <a href="#">28 Days: Moments in Black History that Changed the World</a>. Illustrated by Shane W. Evans. New York: Roaring Brook Press.</li> <li>8. Wilson, James. (2018). <a href="#">Young Gifted and Black: Meet 52 Black Heroes from Past and Present</a>. Illustrated by Andrea Pippins. London: Wide Eyed Editions.</li> </ol>
3rd	Justice “Let’s Talk About Race”	<p>Essential Questions: How will you locate yourself in the work of antiracism as you read and discuss this book? How might learning about the source of racist ideas help you to know the present and yourself.</p> <p>Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <ol style="list-style-type: none"> <li>1. Lester, Julius. (2008). <a href="#">Let’s Talk About Race</a>. Illustrated by Karen Barbour. New York: HarperCollins.</li> </ol>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
8/14/2023	Into to Nguzo Saba
8/15/2023	Culturally Responsive Teaching and the Brain
8/16/2023	ELA Module Curriculum
8/16/2023	Social Studies Planning
8/17/2023	Zip Code Matters



## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** James Dick

**Position:** Chief Academic Officer of Curriculum, Instruction and Assessment

**Email:** [james.dick@lf.k12.de.us](mailto:james.dick@lf.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

- Worked collaboratively with K-12 educators in the district to determine how we are already addressing the HB 198 curricular and instructional initiatives.
- Connected HB 198 curricula with district and building strategic plans
- Worked with LFSD K-12 school librarians and CIA team to increase diversity of books and resources available to teachers and students.
- Administered PL with CIA team on background of HB 198 Bill with teachers

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

**Implementation Summary Table**

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.		X		X	X	X	X	X	X	X			
b. The significance of enslavement in the development of the American economy.					X	X	X	X	X	X		X	
c. The relationship between white supremacy, racism, and American slavery.									X	X		X	
d. The central role racism played in the Civil War.					X	X			X			X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	X	X	X	X	X	X	X	X	X	X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.			X		X	X	X	X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X	X	X

**Minimum Content Requirement**

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
1	Library	Classrooms contain books in class libraries that provide students with access to the history and culture of Black people.
3	Social Studies	Students read biographies from various sources about Black people's contributions in the areas of science, art, music, and literature.
4	ELA	Students specifically read about people of color's contributions to Science, Art, Music, and Literature.
4-5	Computer	Background on Black History Research Project
6-8	Chorus  FACS	<ul style="list-style-type: none"> <li>Concert Repertoire: Learning and performing songs representative of traditional African musical traditions, including but not limited to arrangements of African music sung in the original language or a translation, learning music through Aural/Oral tradition.</li> <li>International Foods: Students will explore culture and cuisine in African countries pre-slavery then analyze how these traditions were introduced and later embedded within American culture.</li> </ul>
6	Social Studies	<p>The African Americans Migration Story: The African Americans Many Rivers to Cross (PBS Online Text)</p> <ul style="list-style-type: none"> <li>Chapter 1: The Early African Diaspora Lesson: A Scattering of Millions- reflects the connections and flow of information, goods, and ideas that Africans brought with them to America.</li> </ul>
8	Social Studies	Cultures of Africa before Columbian Era - Nystrom - the World of Africa Unit Three: Worlds Meet: Pre-Columbian World and Triangular Trade
9	AP Human Geography	<p>Course and Exam Description (CED) from College Board:</p> <ul style="list-style-type: none"> <li>Topic 2.10: Describe types of forced and voluntary migration: Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.</li> <li>Topic 2.11: Explain historical and contemporary geographic effects of migration.</li> <li>Topic 3.1: Define the characteristics, attitudes, and traits that influence geographers when they study culture. Cultural relativism and ethnocentrism are different attitudes toward cultural differences.</li> <li>Topic 3.5: Explain how historical processes impact current cultural patterns. Colonialism, imperialism, and trade helped to shape patterns and practices of culture.</li> </ul>

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
-------------	-----------------	-------------------

4-5	Computer	<ul style="list-style-type: none"> <li>Lesson on plantations and the role cotton served to build America's economy</li> </ul>
4-5	Library	<ul style="list-style-type: none"> <li>Discussion on free labor and slavery.</li> </ul>
6	World Geography	<p>The African Americans Migration Story: The African Americans Many Rivers to Cross (PBS Online Text)</p> <ul style="list-style-type: none"> <li>Chapter 2: The First Generations in America Lesson: Enslavement across the Atlantic - the processes affecting the location of economic activities such as the new cash crop 'cotton', why there was a second middle passage, compare and contrast two maps (1790 &amp; 1860) on the supply and demand of cotton.</li> <li>Chapter 3: Escaped and Free Blacks Lesson: Runaway Journeys - analyze and predict patterns and connections between and among people, places, and environments.</li> </ul>
7	Civics	<ul style="list-style-type: none"> <li>Unit 2: Politics - Lesson 6: The Constitution and Enslavement (DDOE Model Lesson)</li> </ul>
8	U.S. History	<ul style="list-style-type: none"> <li>Lesson: Slavery Divides the Nation - regional differences in perspectives, economies, and cultures</li> </ul>
8	ELA	<p>Into Literature- Unit 4: Fight For Freedom</p> <ul style="list-style-type: none"> <li>"Narrative of the Life of Frederick Douglass" and "Harriet Tubman Conductor of the Underground RR"</li> </ul>
9	Geography	<p>Unit: Culture</p> <ul style="list-style-type: none"> <li>Culture of the United States including all different races, cultures and traditions, how slavery impacted the American society as a whole and how it is still being fought against today</li> </ul>
11	AP U.S. History	<p>Course and Exam Description (CED) from College Board:</p> <ul style="list-style-type: none"> <li>Topic 2.3: The Regions of British Colonies - Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754. Includes instruction on plantation economies</li> <li>Topic 2.4: Transatlantic Trade - Explain causes and effects of transatlantic trade over time. Includes trading of enslaved Africans.</li> <li>Topic 2.6: Slavery in the British Colonies - Explain the causes and effects of slavery in the various British colonial regions.</li> <li>Topic 4.12: African Americans in the Early Republic - Explain the continuities and changes in the experience of African Americans from 1800 to 1848.</li> <li>Topic 4.13: The Society of the South in the Early Republic - Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848. (Slavery as part of the Southern problem, plantation relocation to areas where slavery continued to grow.)</li> <li>Topic 4.14: Causation in Period 4 - The United States' acquisition of</li> </ul>

		lands in the West gave rise to contests over the extension of slavery into new territories.
11	U.S. History	Units: Civil War and Reconstruction <ul style="list-style-type: none"> <li>• Causes of the Civil War including the "Industrial North versus the Agrarian South" and the "Peculiar Institution," along with several other factors relating to the institution of slavery.</li> <li>• Black Codes and sharecropping during Reconstruction-- examining their continuation of a system that had supposedly changed after the Civil War using lessons from the Stanford History Education Group</li> </ul>
11	ELA	Into Literature Unit 2- Building a Democracy <ul style="list-style-type: none"> <li>• Lesson 4: A Soldier for the Crown</li> <li>• Lesson 6: On Being Brought From Africa to America</li> </ul> Into Literature Unit 4- The Quest for Freedom <ul style="list-style-type: none"> <li>• Lesson 2: To My Old Master</li> </ul>

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
8	U.S. History	Unit: Civil War and Reconstruction - DDOE Model Lessons <ul style="list-style-type: none"> <li>• Emancipation in the North</li> <li>• DWP6a: Reconstruction</li> <li>• Changes in African American Freedom</li> <li>• Changes in Lincoln's Views on Slavery</li> </ul>
9	ELA	Into Literature Unit 1: Finding Common Ground <ul style="list-style-type: none"> <li>• The Gettysburg Address</li> </ul>
11	ELA	Into Literature: Unit 4 <ul style="list-style-type: none"> <li>• "To My Old Master"</li> <li>• "Incidents in the Life of a Slave Girl"</li> <li>• "Runagate Runagate"</li> <li>• Biographical essay on one of the numerous historical figures who helped African Americans gain their freedom</li> </ul>
11	U.S. History	Units: Civil War and Reconstruction <ul style="list-style-type: none"> <li>• Causes of the Civil War including the "Industrial North versus the Agrarian South" and the "Peculiar Institution," along with several other factors relating to the institution of slavery.</li> <li>• Black Codes and sharecropping during Reconstruction-- examining their continuation of a system that had supposedly changed after the Civil War using lessons from the Stanford History Education</li> </ul>

		Group
11	AP U.S. History	<p>Course and Exam Description (CED) from College Board:</p> <ul style="list-style-type: none"> <li>● Topic 4.11: An Age of Reform - Explain how and why various reform movements developed and expanded from 1800 to 1848. Includes emancipation in the North, contributing to the growth of the free African American population, and the increase of anti-slavery movements.</li> <li>● Topic 4.12: African Americans in the Early Republic - Explain the continuities and changes in the experience of African Americans from 1800 to 1848.</li> <li>● Topic 5.7 (Election of 1860 and Secession), 5.8 (Military Conflict in the Civil War), 5.9 (Government Policies During the Civil War), 5.10 (Reconstruction), 5.11 (Failure of Reconstruction) and 5.12 (Comparison in Period 5) dive deeply into understanding how Lincoln’s election was followed by economic and policy changes surrounding slavery and the standing of African Americans.</li> <li>● Topic 6.4: The “New South” - Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898. (Plessy v Ferguson)</li> <li>● Topic 8..1 Conceptualizing Period 8 (1945-1980) New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.</li> <li>● Topic 8.6 Early Steps in the Civil Rights Movement (1940s and 1950s) - Explain how and why the civil rights movements developed and expanded from 1945 to 1960.</li> <li>● Topic 8.9: The Great Society - Federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues</li> <li>● Topic 8.10: The African American Civil Rights Movement - Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.</li> <li>● 8.11: The Civil Rights Movement Expands- Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.</li> </ul>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
4-5	Computer	<ul style="list-style-type: none"> <li>● Images of the Civil War and explain that the war was the beginning of the end of slavery.</li> </ul>
5	Social Studies	<ul style="list-style-type: none"> <li>● Connect to the fourth grade curriculum of the constitution to link our Social Studies curriculum leading into the Bill of Rights and Due Process.</li> </ul>

8	U.S. History	Unit: Civil War and Reconstruction - DDOE Model Lessons <ul style="list-style-type: none"> <li>• Changes in Lincoln’s Views on Slavery</li> <li>• DWP5c: Emancipation Proclamation</li> </ul>
8	ELA	Into Literature: Unit 4: Fight For Freedom <ul style="list-style-type: none"> <li>• “Narrative of the Life of Frederick Douglass” and “Harriet Tubman Conductor of the Underground RR”</li> <li>• Abolitionist research paper</li> </ul>
11	U.S. History	Units: Civil War and Reconstruction <ul style="list-style-type: none"> <li>• Causes of the Civil War including the "Industrial North versus the Agrarian South" and the "Peculiar Institution," along with several other factors relating to the institution of slavery such as Uncle Tom's Cabin, the Dred Scott Supreme Court Case, the Fugitive Slave Act that was part of the Compromise of 1850, John Brown and his insurrection.</li> <li>• Black Codes and sharecropping during Reconstruction-- examining their continuation of a system that had supposedly changed after the Civil War using lessons from the Stanford History Education Group</li> </ul>

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
K-3	Art	<ul style="list-style-type: none"> <li>• Students discuss how to make laws better and improve them to create equality for everyone.</li> <li>• Students learn about how laws have changed over time to include minority groups and how the laws are still changing to make the world an equitable place.</li> </ul>
4-5	Computer	<ul style="list-style-type: none"> <li>• Images of the Civil Rights Movement.</li> <li>• Students discuss how although they were free, many aspects of America were not equal. Mention of MLK and Rosa Parks.</li> </ul>
4-5	Library	<ul style="list-style-type: none"> <li>• Lesson on Ruby Bridges and Martin Luther King Jr.</li> </ul>
6-8	Music	<ul style="list-style-type: none"> <li>• Discussion and video regarding Vaudeville, minstrel shows, blackface, and how Black people were not permitted to work in the theater</li> </ul>
7	Civics	Unit 2: Politics- Lesson 2: The Pizza Party (DDOE Model Lesson)
8	U.S. History	Sectionalism and Civil War- DOE Model Lessons: <ul style="list-style-type: none"> <li>• DWP3a: Slavery in the Constitution</li> <li>• DWP6c: Sharecropping</li> </ul>
9	Civics and	<ul style="list-style-type: none"> <li>• Origins of American Government: Creating the Constitution -</li> </ul>

	Geography	<p>analyze the major compromises of the constitutional convention, discuss and describe the lasting effects of the 3/5ths Compromise and the Slave Trade Compromise.</p> <ul style="list-style-type: none"> <li>● Judicial Branch and Landmark Court Cases Unit: Discuss Loving v. Virginia, Brown v. Board and other landmark cases that ultimately shaped our society into what it is today, discuss the different policies implemented by the US government to purposefully hamper the growth of African American citizens such as Jim Crow Laws, White flight and blockbusting during the 50s and 60s</li> <li>● Civil Rights Unit: presentation on Malcolm X, Martin Luther King Jr., Frederick Douglass and many more civil rights activists</li> </ul>
9	ELA	<p>Into Literature Unit 1- Finding Common Ground</p> <ul style="list-style-type: none"> <li>● Lesson 1: A Quilt of a Country</li> <li>● Lesson 5: Gettysburg Address/Saving Lincoln</li> </ul> <p>Into Literature Unit 2- The Struggle for Freedom:</p> <ul style="list-style-type: none"> <li>● Lesson 1: I Have A Dream</li> <li>● Lesson 2: Interview with John Lewis</li> <li>● Lesson 3: Hidden Figures</li> <li>● Lesson 5: Booker T. and W.E.B.</li> <li>● Lesson 7: We Wear The Mask</li> <li>● Lesson 10: A Long Walk to Freedom</li> </ul> <p>Into Literature Unit 3- The Bonds Between Us</p> <ul style="list-style-type: none"> <li>● Novel Study: To Kill A Mockingbird</li> </ul>
9	Social Studies	<ul style="list-style-type: none"> <li>● During the Civil Rights Unit, Jim Crow laws are discussed.</li> <li>● AP discusses blockbusting, white flight and other racially motivated acts occurring at the federal, state and local levels.</li> </ul>
10	Economics	<ul style="list-style-type: none"> <li>● Conduct a two-day lesson focused on the Harlem Renaissance as a portion of the Roaring 20's, leading up to the Great Depression.</li> <li>● Students discuss vast differences on the impact of the economic failure affecting minorities in urban areas the hardest, different sets of rules/laws which provided roadblocks towards economic recovery to those groups who were most in need.</li> </ul>
10	ELA	<p>Into Literature Unit 4 - Hard Won Liberty</p> <ul style="list-style-type: none"> <li>● Lesson 1: Letter from Birmingham Jail</li> </ul>
11	ELA	<p>Into Literature Unit 4: "On Being Brought From Africa to America"</p> <ul style="list-style-type: none"> <li>● Jim Crow laws</li> <li>● To Kill a Mockingbird</li> <li>● Civil Rights Movement</li> <li>● Separate But Equal</li> <li>● Hiring discrimination</li> </ul>
11	U.S. History	<ul style="list-style-type: none"> <li>● Compromise of 1850, Slave Codes, Dred Scott decision, use of popular sovereignty</li> </ul>



		<ul style="list-style-type: none"> <li>● Sharecropping</li> <li>● Plessy v. Ferguson Supreme Court Case</li> <li>● Black Codes</li> <li>● the discrimination of African Americans in World War I and II</li> <li>● 1920s discrimination and violence</li> <li>● Jim Crow laws</li> <li>● Civil Rights Movement</li> <li>● Voting Rights</li> <li>● Affirmative Action</li> </ul>
11	AP U.S. History	<p>Course and Exam Description (CED) from College Board:</p> <ul style="list-style-type: none"> <li>● Topic 4.11: An Age of Reform - Explain how and why various reform movements developed and expanded from 1800 to 1848. Includes emancipation in the North, contributing to the growth of the free African American population, and the increase of anti-slavery movements.</li> <li>● Topic 4.12: African Americans in the Early Republic - Explain the continuities and changes in the experience of African Americans from 1800 to 1848.</li> <li>● Topic 5.7 (Election of 1860 and Secession), 5.8 (Military Conflict in the Civil War), 5.9 (Government Policies During the Civil War), 5.10 (Reconstruction), 5.11 (Failure of Reconstruction) and 5.12 (Comparison in Period 5) dive deeply into understanding how Lincoln’s election was followed by economic and policy changes surrounding slavery and the standing of African Americans.</li> <li>● Topic 6.4: The “New South” - Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898. (Plessy v Ferguson)</li> <li>● Topic 8..1 Conceptualizing Period 8 (1945-1980) New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.</li> <li>● Topic 8.6 Early Steps in the Civil Rights Movement (1940s and 1950s) - Explain how and why the civil rights movements developed and expanded from 1945 to 1960.</li> <li>● Topic 8.9: The Great Society - Federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues</li> <li>● Topic 8.10: The African American Civil Rights Movement - Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.</li> <li>● 8.11: The Civil Rights Movement Expands- Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.</li> </ul>
9-12	Related Arts- Music	<ul style="list-style-type: none"> <li>● There are multiple pieces of music and resources are utilized in the chorus classroom that discuss Black history.</li> </ul>

		<ul style="list-style-type: none"> <li>• Students discuss the piece's content and the history behind it.</li> </ul>
--	--	---

f. **The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	<ul style="list-style-type: none"> <li>• Read Alouds such as <i>Peter's Chair</i></li> <li>• Door decorating to highlight those minor African Americans who had a big impact on everyday items, such as the person who created the first closed circuit camera for a backyard.</li> <li>• CKLA Unit 2 (Five Senses - Lesson 7: Ray Charles)</li> <li>• CKLA Unit 4 (Plants - Lesson 11: George Washington Carver)</li> <li>• CKLA Unit 12 (Presidents and American Symbols) - Learn about Barack Obama</li> </ul>
K-3	Art	<ul style="list-style-type: none"> <li>• Grid painting unit includes people that have had an impact on American life, history, literature, economy, politics, and culture.</li> </ul>
1	ELA	<ul style="list-style-type: none"> <li>• CKLA Unit 1: Fables and Stories (Anansi the Spider: An African Folktale)</li> <li>• CKLA Unit 10: A New Nation: American Independence - Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen colonies in America to independence as a nation (could be a culminating activity).</li> </ul>
2	ELA	<ul style="list-style-type: none"> <li>• CKLA Unit 9: The U.S. Civil War (Harriet Tubman, Underground Railroad, the North's victory reunited the North and South as one country and ended slavery)</li> </ul>
K-3	Art	<p>Units throughout the year include artists, artwork, and important people to other fields besides art.</p> <ul style="list-style-type: none"> <li>• Students paint grid paintings of famous people from all different cultures and races. Painting includes people that have had an impact on American life, history, literature, economy, politics, and culture.</li> <li>• Students participate in <i>All Around the World</i> event by creating drawings that are displayed around the school that relate to different parts of the world and different people from those areas.</li> <li>• Students learn about the history of the U.S. and how laws have changed over time.</li> <li>• Students learn about museums and their history including artwork from minority groups.</li> </ul>
3	Social Studies	<ul style="list-style-type: none"> <li>• Biography projects to provide instruction on the contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul>
3	ELA	<ul style="list-style-type: none"> <li>• CKLA Unit 7: Astronomy - Lesson 16 - Learn About Mae Jemison's</li> </ul>

		life
4	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 1: Personal Narratives - Lesson 3 - Learn About Condoleezza Rice</li> <li>● CKLA Unit 3: Poetry written by African American poets</li> <li>● CKLA Unit 7: The American Revolution (Unsung Heroes: James Armistead, Elizabeth Freeman)</li> </ul>
5	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 1: Personal Narratives Lesson 11 - Rosa Parks</li> <li>● CKLA Unit 3: Poetry - African American Poets like Langston Hughes</li> </ul>
6-8	Music	<ul style="list-style-type: none"> <li>● Every musical genre has black musicians, and in specific lessons students discuss the major contributions of black artists.</li> </ul>
6	Social Studies	<p>The African Americans Migration Story: The African Americans Many Rivers to Cross (PBS Online Text)</p> <ul style="list-style-type: none"> <li>● Chapter 4: The Great Migration Lesson: A Mass Movement North-reflects the contributions to science, art, and literature.</li> </ul>
6	ELA	<p>Into Literature Unit: Finding Courage</p> <ul style="list-style-type: none"> <li>● Lesson: Life Doesn't Frighten Me: Maya Angelou</li> <li>● Students read a poem by Maya Angelou and are asked to analyze word choice, tone and mood.</li> </ul> <p>Into Literature Unit: Surviving the Unthinkable</p> <ul style="list-style-type: none"> <li>● Lesson: The Ninth Ward, After the Hurricane</li> <li>● Two poems that give the reader the perspective of a victim/survivor of Hurricane Katrina in an impoverished area/neighborhood of Louisiana (The Ninth Ward)</li> </ul>
7	Social Studies	Unit 2 - Politics Lesson 7: Our Nation's Report Card (DDOE Model Lesson)
6-8	Exploratory-Band	<ul style="list-style-type: none"> <li>● In band, students include living and deceased black composers as part of today's literature.</li> <li>● Students learn about the backgrounds and history of these composers while playing their pieces builds a sense of connection to history.</li> <li>● Jazz unit which required students to research influential Jazz musicians.</li> </ul>
6-8	Physical Education	<ul style="list-style-type: none"> <li>● Lesson: The Story of Lonnie Johnson</li> </ul>
6-8	Health	<ul style="list-style-type: none"> <li>● Students are introduced to Madam C.J. Walker and her contributions to African American culture.</li> </ul>
7	ELA	<p>Into Literature Unit 1: Taking Action</p> <ul style="list-style-type: none"> <li>● Lesson 4: Women in Aviation</li> </ul>

		<ul style="list-style-type: none"> <li>● Lesson 5: Thank you Ma'am</li> </ul>
8	Social Studies	<ul style="list-style-type: none"> <li>● Hiram Revels, Frederick Douglas, and Harriett Tubman</li> </ul>
8	ELA	<p>Into Literature Unit 4: Fight For Freedom</p> <ul style="list-style-type: none"> <li>● "Narrative of the Life of Frederick Douglass"</li> <li>● "Harriet Tubman Conductor of the Underground RR"</li> </ul>
9	Civics	<p>The Road to Civil Rights</p> <ul style="list-style-type: none"> <li>● Identify individuals and groups that influenced the Civil Rights Movement</li> <li>● Explain the significance of these civil rights Supreme Court cases: Brown v. Board of Education, Loving v. Virginia, Bailey v. Patterson, and Heart of Atlanta v. US</li> <li>● Explain the significance of the Civil Rights Act of 1964 and 1968, the 24th Amendment, the Voting Rights Act of 1965, and the Fair Housing Act</li> </ul>
9	ELA	<p>Into Literature Unit 2- The Struggle for Freedom</p> <ul style="list-style-type: none"> <li>● Lesson 3: Hidden Figures</li> <li>● Lesson 5: Booker T. and W.E.B.</li> </ul>
10	Economics	<p>In Economics, after the Harlem Renaissance, students learn about entrepreneurs who would shape American culture for decades to include: Berry Gordy, Jr., Annie T Malone, Anthony Overton, and Lucille B Smith</p>
10	ELA	<p>Into Literature Unit 4 - Hard Won Liberty</p> <ul style="list-style-type: none"> <li>● Lesson 1: Letter from Birmingham Jail</li> <li>● Lesson 6: Speech at the March on Washington</li> </ul> <p>Into Literature Unit 5- Responses to Change: Novel Study- A Raisin in the Sun</p>
11	ELA	<p>Into Literature Unit 6: Contemporary Voices and Visions: Modern and Contemporary Literature</p> <ul style="list-style-type: none"> <li>● Lesson 12: Martin Luther King Jr: He Showed Us the Way</li> </ul>
11	U.S. History	<p>Include African American culture and contributions during the 1920s and throughout the 20th century. (Edsitement- African American History and Culture in the United States)</p> <p>Civil Rights Unit: Teaching Tolerance- A Time For Justice A Time For Justice lesson</p>
9-12	Finance	<ul style="list-style-type: none"> <li>● Students choose celebrities to research in Finance, some of which are African American.</li> <li>● Students explore careers in the business world and interview professionals, some of which are African American.</li> </ul>

9-12	Business	<ul style="list-style-type: none"> <li>● Research different entrepreneurs and their contributions to our society. Students are also assigned an entrepreneur to research and many choices are African American entrepreneurs.</li> </ul>
9-12	Related Arts-Music	<ul style="list-style-type: none"> <li>● There are multiple pieces of music and resources that are utilized in the chorus classroom that discuss Black history.</li> <li>● Students discuss the piece's content and the history behind it.</li> <li>● In the theater classroom, we study many plays that discuss this as well.</li> </ul>
12	Language Arts	<ul style="list-style-type: none"> <li>● This curriculum is compiled of multiple texts related to African American culture and history. These include: <i>The Secret Life of Bees</i>, <i>How it Feels to be Colored Me</i>, <i>Their Eyes Were Watching God</i>, and <i>I Will Rise</i>.</li> </ul>

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 5: The War of 1812</li> <li>● The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the U.S.; as well as the agency they employ in this work for equal treatment.</li> </ul>
4-5	Library	Lesson on Ruby Bridges and Martin Luther King Jr. lessons about the past and how things were for the black race. Those lessons tied into 3 weeks of reflection on where we were, where we are, and where we are going.
6-8	Music	<ul style="list-style-type: none"> <li>● Utilizing the From Ragtime to Rock curriculum, multiple lessons discuss and encourage students to think and reflect upon how Black musicians were able to (or unable to) work as musicians in the mid 1800s-present</li> <li>● Discussion and videos regarding Vaudeville, Minsterley shows, blackface, and how Black people were or were not permitted to work in the theater.</li> <li>● Students will explore the socio-economic struggles Black people endured and continue to endure, in working to achieve fair treatment in the United States. Students will research ways to increase equal treatment, and economic growth within the culture.</li> </ul>
6	ELA	<p>READ 180 Workshop 1- Part 2</p> <ul style="list-style-type: none"> <li>● I Dream A World by Langston Hughes</li> </ul> <p>Into Literature Unit 4 Discovering Your Voice:</p> <ul style="list-style-type: none"> <li>● Lesson 2: Brown Girl Dreaming</li> <li>● Lesson 4: Words Like Freedom</li> </ul> <p>Into Literature Unit 5 Never Give Up:</p>

		<ul style="list-style-type: none"> <li>● Lesson 2: The First Day of School</li> </ul>
7	Civics	Unit 3: Citizenship- Lesson 2: Mendez and “the greatest civil rights issue of our time.” (DDOE Model Lesson Plan)
8	ELA	<p>Into Literature Unit 4: Fight For Freedom</p> <ul style="list-style-type: none"> <li>● “Not My Bones/Fortune’s Bones”</li> </ul>
8	U.S. History	<p>Unit: Reconstruction (DDOE Model Lessons)</p> <ul style="list-style-type: none"> <li>● DWP6c: Sharecropping</li> <li>● DWP6d: Reconstruction</li> </ul>
9	AP Human Geography	<p>Course and Exam Description (CED) from College Board:</p> <ul style="list-style-type: none"> <li>● Topic 6.8: Explain the effects of different urban design initiatives and practices. Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.</li> <li>● Topic 6.10: Explain causes and effects of geographic change within urban areas. As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity zones or zones of abandonment. Urban renewal and gentrification have both positive and negative consequences.</li> </ul>
9	ELA	<p>Into Literature Unit 1- Finding Common Ground</p> <ul style="list-style-type: none"> <li>● Lesson 1: A Quilt of a Country</li> <li>● Lesson 5: Gettysburg Address/Saving Lincoln</li> </ul> <p>Into Literature Unit 2- The Struggle for Freedom:</p> <ul style="list-style-type: none"> <li>● Lesson 1: I Have A Dream</li> <li>● Lesson 2: Interview with John Lewis</li> <li>● Lesson 3: Hidden Figures</li> <li>● Lesson 5: Booker T. and W.E.B.</li> <li>● Lesson 7: We Wear The Mask</li> <li>● Lesson 10: A Long Walk to Freedom</li> </ul> <p>Into Literature Unit 3- The Bonds Between Us</p> <ul style="list-style-type: none"> <li>● Novel Study: To Kill A Mockingbird</li> </ul>
10	ELA	<p>Into Literature Unit 4 - Hard Won Liberty</p> <ul style="list-style-type: none"> <li>● Lesson 1: Letter from Birmingham Jail</li> </ul> <p>Into Literature Unit 5- Responses to Change: Novel Study- A Raisin in the</p>

		Sun Letter from Birmingham Jail - Martin Luther King, Jr.
11	ELA	<ul style="list-style-type: none"> <li>HBC hiring discrimination, Separate but equal, Educational disparities/struggles to pursue higher (and equal) education (overlaps with separate but equal)</li> </ul>
11	U.S. History	Concepts are addressed in the Reconstruction Unit, WWI and WWII Units, 1920s Unit, and Civil Rights Movement Unit.
12	ELA	<i>The Secret Life of Bees</i> by Sue Monk Kidd
9-12	Related Arts-Music	<ul style="list-style-type: none"> <li>There are multiple pieces of music and resources that are utilized in the chorus classroom that discuss Black history. .</li> <li>Before singing the songs, students discuss the piece's content and the history behind it. In the theater classroom, we study many plays that discuss this as well.</li> </ul>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	<ul style="list-style-type: none"> <li>Highlighting prominent African Americans</li> </ul>
2	ELA	<ul style="list-style-type: none"> <li>CKLA Unit 12: Fighting for a Cause (Civil Rights Movement, Jackie Robinson, Rosa Parks, MLK Jr, inequality, discrimination, and suffrage).</li> <li>CKLA Unit 9: The U.S. Civil War (Harriet Tubman, Underground RR, North's victory reunited the North and South as one country and ended slavery).</li> </ul>
K-3	Art	<ul style="list-style-type: none"> <li>The Grid painting unit includes people that have had an impact on American life, history, literature, economy, politics, and culture.</li> </ul>
3		<ul style="list-style-type: none"> <li>We include instruction on Black figures in national history as part of our biography unit.</li> <li>We also provide instruction on famous Black figures in Delaware history when we study our state during Social Studies.</li> </ul>
4	ELA	<ul style="list-style-type: none"> <li>CKLA Unit 7: The American Revolution - Unsung Heroes: James Armistead, Elizabeth Freeman</li> </ul>
4-5	Computer	<ul style="list-style-type: none"> <li>Virtual Field Trip to the Harriet Tubman Museum after visiting myself, the intricate and interesting facts about her impact through the UGRR, including her connections with Quaker abolitionists and William Still.</li> </ul>
4-5	Library	<ul style="list-style-type: none"> <li>Lesson on Ruby Bridges and Martin Luther King Jr. lessons about the past and how things were for the black race.</li> </ul>

6-8	Health	<ul style="list-style-type: none"> <li>Students are introduced to Madam C.J. Walker and her contributions to African American culture.</li> </ul>
7	ELA	<p>Into Literature Unit 1- Taking Action and Unit 3</p> <ul style="list-style-type: none"> <li>Lesson 4: Women in Aviation</li> </ul>
7	Social Studies	<p>Unit 3: Citizenship- Lesson 3: From Runaround to Remedy (DDOE Model Lesson)</p> <p>Unit 3: Citizenship- Unit 6: At the Hands of Persons Unknown - The Case of George White (DDOE Model Lesson)</p>
8	U.S. History	<ul style="list-style-type: none"> <li>DDOE Model Lesson: DWP4a: Nat Turner (H2ab)- Were Nat Turner's actions justified?</li> </ul>
8	ELA	<p>Into Literature Unit 4: Fight For Freedom</p> <ul style="list-style-type: none"> <li>"Narrative of the Life of Frederick Douglass" and "Harriet Tubman Conductor of the Underground RR"; Abolitionist research paper</li> </ul>
9	ELA	<p>Into Literature Unit 2- The Struggle for Freedom:</p> <ul style="list-style-type: none"> <li>Lesson 1: I Have A Dream</li> <li>Lesson 2: Interview with John Lewis</li> <li>Lesson 3: Hidden Figures</li> <li>Lesson 5: Booker T. and W.E.B.</li> <li>Lesson 7: We Wear The Mask</li> <li>Lesson 10: A Long Walk to Freedom</li> </ul>
9	Civics	<ul style="list-style-type: none"> <li>Discussion on the impacts of African American politicians on both the Local, State and Federal levels of our government.</li> </ul>
10	ELA	<ul style="list-style-type: none"> <li>Into Literature Unit 4- Lesson 9: From Crispus Atticks</li> <li>Letter from Birmingham Jail - Martin Luther King, Jr.</li> </ul>
11	U.S. History	<p>Civil Rights Movement Unit-- using resources from the DE Archives, students compare separate but equal facilities in the state of DE, investigate the desegregation of public schools in DE through the Milford 11, discuss the role of the NAACP, and Delaware's connection to Brown vs. Board of Ed through the University of DE and Louis Redding.</p>
9-12	Finance	<ul style="list-style-type: none"> <li>Students choose celebrities to research in Finance, so of which are black. Students explore careers in the business world and interview professionals, some of which are black.</li> </ul>
9-12	Business	<ul style="list-style-type: none"> <li>We look at different entrepreneurs and their contributions to our society.</li> <li>Students are also assigned an entrepreneur to research and many choices are black entrepreneurs.</li> </ul>



9-12	Related Arts-Music	<ul style="list-style-type: none"> <li>• There are multiple pieces of music and resources we utilize in the chorus classroom that discuss Black history.</li> <li>• Before singing the songs students discuss the piece's content and the history behind it.</li> </ul>
------	--------------------	---

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
August 2022	In-Service Professional Learning on HB 198 (Review Bill) Social Studies and ELA teachers
August 2023	In-Service Professional Learning on HB 198 (Review Bill) Social Studies and ELA teachers
22-23 SY	Contracted UD to conduct PL on details of HB 198
22-23 SY	CKLA PD (Covered HB 198 Topics)

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Michael Reitemeyer

Position: Supervisor of Mathematics and Social Studies

Email: [michael.reitemeyer@laaa.k12.de.us](mailto:michael.reitemeyer@laaa.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

- a. Rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.

In grades K – 5 at least one whole class book comes from a Black author revealing their own perspective directly through a memoir or through a character in a realistic fiction story. In grades 6 – 12, our ELA curriculum *My Perspectives* includes stories from Black authors telling of Black triumphs, setbacks, and contributions that students will engage with.

- b. Ensure the material is presented in an age appropriate manner.

We are relying on the recommendations of authors and curriculum designers to teach these topics to the age-appropriate students. We do have different groups focused on social justice for grades K – 3, 4 – 8, and 9 – 12 to differentiate age-appropriate topics and tasks.

- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.

In an effort to be trauma-responsive and recognize the impact of racial and historical trauma on students, we have moved to a responsive classroom approach to classroom and school management. This approach seeks to heal and restore relationships damaged by behaviors that may have been rooted in racial or historical trauma. Each year we have at least one full day of PD focused on being trauma informed as well as creating a responsive classroom.

- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.

On ongoing theme in our ELA and Spanish Language Arts (SLA) curricula are asking students to reflect and write about their role and responsibility as a citizen in a democratic society to promote justice, reduce inequality, undermine discrimination, and encourage peace. Throughout the school year but especially during Hispanic Heritage Month and Black History Month, tools of resistance used by marginalized groups are highlighted and celebrated. We also have celebrations for these marginalized cultures that include music, food, and dancing.

- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.

The history of Black Lives Matter is explicitly taught in our 8<sup>th</sup> grade Spanish course. In our high school social studies classes comparisons between Palestinians and American Blacks have been explicitly focused on in lessons. In our high school geography courses (AP Human Geography and Civics & Geography) the current global practices of sex trafficking and slavery are compared to American Black slavery.

- f. Develop students' respect for cultural and racial diversity.

Through our Diversity, Equity, Inclusion and Belonging (DEIB) focus K-12 students and team members work to develop students' respect for cultural and racial diversity. This includes school-wide cultural celebrations and heritage nights where parents and students are able to share cultural artifacts (dances, foods, clothing) from their ethnic origins.

- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.

Throughout the year students are engaged in activities to help them understand the ramifications of prejudice, racism and stereotyping. For example, our high school is a No Place for Hate school. As such we teach a minimum of 4 lessons with our students annually. These lessons focus on tools to respond to bias and bullying, increasing our students' sense of safety and belonging, and developing a greater respect for differences.

- h. Provide opportunities for students to discuss and uplift the Black experience.

Every grade provides opportunities for students to discuss and uplift the Black experience. One clear example of where this routinely happens is through read alouds (K – 5) and book analysis (6 – 12). Students read stories with Black protagonists and discuss their experiences ultimately focused on uplifting and supporting the Black protagonist.

- i. Provide students with a foundation for examining the history of discrimination in this State.

Whenever key historical events centered around discrimination—slavery, abolitionism, Jim Crow, red-lining—are taught, specific attention is paid to Delaware’s participation. Students are asked whether Delawareans deserve to celebrate Juneteenth as students are taught that slavery still existed in Delaware on that historical date. Students are explicitly taught that slavery was legal in Delaware longer than anywhere else in the country and that a Constitutional amendment was needed to abolish it here.

- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

We are a school that practices restorative justice and have several Restorative Justice Ambassadors (team members with complete training) who are supporting other team members in implementing Community Circles and Restorative Practices. Students are taught about the mistakes made historically when restorative justice was not sought (for example after World War I), and how restorative justice provides necessary healing both to individuals as well as entire communities/countries.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.		X	X		X	X			X	X			
b. The significance of enslavement in the development of the American economy.				X					X			X	

c. The relationship between white supremacy, racism, and American slavery.							X	X	X	X	X	X	X
d. The central role racism played in the Civil War.							X		X			X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.							X	X	X		X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.							X	X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X	X	X

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
1	ELA	Lessons comparing Aesop’s Fables with Anansi
2	Morning meeting	Students read and discuss a new person every day using people in the deck of Urban Intellect Black History Flashcards. They learn about prehistoric and current men and women in all fields (including STEAM specifically). The conversations span the topics of segregation, economics, art, culture, history, and policies.
4	Social Studies	Unit on the states and empires of medieval Africa with a focus on West Africa before the year 1500.
5	ELA	Students listen to <i>Mufaro’s Beautiful Daughters: An African Tale</i> , read aloud and work on accompanying lessons.

8	Social Studies	A pair of units are dedicated to slavery, the Atlantic Slave Trade, and what Africa looked like before the Atlantic Slave Trade.
8	Music/Choir	The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature is being explored through our singing of African American Spiritual songs in music and choir classes. We are talking about the origin of the lyrics, where the tradition started, and how they are culturally significant to black culture and the liberation of enslaved people.
9	Social Studies	Students learn about different African cultures and languages as well as their histories prior to the Black Diaspora. Students will complete different cultural landscape analysis of various countries within Africa and analyze how the cultures have shifted over time as well as identify partial causes of those shifts.
9 – 12	Art	We study African Art prior to the Black Diaspora. Students study techniques/skills, make connections to other art styles, and create their own similarly-themed art.

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
3	Social Studies	The economic unit will include discussion of how slavery impacted the United States economy. Units of study include but are not limited to those provided by the DE Social Studies Coalition.
8	Social Studies	Students complete a project about the developments of the American economy, specifically how the use of slaves directly impacted the development of the economy in the South. Students also learn about how the North benefited from the use of slavery in the South and how the economy of the country relied on slavery.
11	Social Studies	Students learn about the significance slavery had in developing the American economy comparing and contrasting the economies of slave and non-slave states. Our primary resource is National Geographic US Histories.

c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
6	Social Studies	We will see the movie <i>Selma, Lord, Selma</i> on the March on the Edmund Pettus Bridge (Bloody Sunday) and the impact it had on the Civil Rights Movement.
6	Spanish	Students read a brief introduction in Spanish about Civil Rights Movements.  We read in class the book: <i>Rosa Parks y el boicot de autobuses de Montgomery</i> by Connie Colwell Miller. It tells the story of Rosa Parks arrest in 1995 for not giving up her seat on a Alabama bus and the boycott it sparked.
7	ELA, Social Studies	<i>The Watsons’s go to Birmingham</i> cross-curricular unit ELA/Social Studies which focuses on events surrounding the Civil Rights movement of the 1960s.
7	Social Studies	Students complete a Civil Rights Movement activity where they read about 6 different forms of protest used in the Civil Rights Movement and explore how/why these were crucial to the advancement of African Americans as well as how white supremacy created a need for the Civil Rights Movement.
8	Social Studies	A pair of units are dedicated to slavery, the Atlantic Slave Trade, and what Africa looked like before the Atlantic Slave Trade. The connections between white supremacy, racism, and American slavery are explicitly taught here. Students also complete a document analysis about white supremacy, racism, and American slavery in the time period leading up to the Civil War.
9	Social Studies	Students learn about the “Scramble for Africa” and discuss the implications of colonialism and imperialism on African nation development; including infrastructure, access to energy sources, education and the link to the Human Development Index. Connections are taught directly the links between this colonization and white supremacy, slavery, and racism.

10	ELA	We discuss the evolving situation of Black people as America developed—from the early colonial beginnings of American slavery to continued enslavement during the Revolutionary and Romantic eras, with a shift post-civil war as we entered the Age of Realism and had a boom of Black artists and culture in the Harlem Renaissance movement. Racism, white supremacy, and their links to slavery and segregation are directly addressed. Our primary resource is My Perspectives by Pearson.
11	Social Studies	Students study the slavery and analyze how racism and white supremacy supported this structure. Our primary resource is National Geographic US Histories.

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
6	Social Studies	Brief history of the U.S. - Civil War, Abolitionist Movement, Civil Rights Movement, Leaders of Abolitionist Movement (online resources: Britannica.com, Black History in Two Minutes, Facing History Facing Ourselves and Nearpod videos and presentations)
8	Social Studies	Students learn the causes of the Civil War and the ways in which racism contributed to the causes and outcomes. They complete a project about the Civil War where they study the causes, the war, and the outcome all focusing on how racism contributes to the war. Our unit on Reconstruction starts with explicitly exploring the central role racism played in launching the Civil War and well as racism’s impact in post-war America both North and South.
11	Social Studies	Students learned about racism before and within the Civil War, focusing on different perspectives from the North and South not typically analyzed; emphasis is placed on racism as the primary factor leading to the onset of the Civil War. Our primary resource is National Geographic US Histories.

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
-------------	-----------------	-------------------



6	Social Studies	<p>Discuss different ways that Blacks were prevented from voting in the South, such as Poll Tax, literacy test, Gum Ball Candy Jar, intimidation by Ku Klux Klan.</p> <p>Projects on Civil Rights Act of 1964, Voting Rights Act of 1965, Civil Rights Act of 1968 (Fair Housing Act), Abolitionist Movement, Civil Rights and Discrimination, Brown v Board of Education</p>
7	Social Studies	Students complete a reading/summarizing activity about federal, state and local laws that demonstrate how the tragedy of enslavement was evident through segregation.
8	Social Studies	An entire unit is dedicated to Reconstruction and Jim Crow laws and their impact on Black communities in America.
10	ELA	We discuss the evolving situation of Black people as America developed—from the early colonial beginnings of American slavery to continued enslavement during the Revolutionary and Romantic eras, with a shift post-civil war as we entered the Age of Realism and had a boom of Black artists and culture in the Harlem Renaissance movement. Racism, white supremacy, and their links to slavery and segregation are directly addressed; this leads to lessons about how enslavement was perpetuated through segregation and laws. Our primary resource is My Perspectives by Pearson.
11	Social Studies	Students then learned about the reconstruction efforts within the time period that followed and the disadvantages Black Americans suffered post ‘freedom.’ Students studied the implications of Jim Crow Laws and differences between the laws of the North and South. Students learned about the treatment of Black cowboys during westward expansion and the differences between the West and the East in terms of equality and racism. Students then learned about the Great Migration and how it affected the Harlem Renaissance and the Jazz Age. Our primary resource is National Geographic US Histories.

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
-------------	-----------------	-------------------

K	Art	We used the art of Alma Thomas to learn about abstract art and color theory. Students used her style of painting to illustrate understanding of these concepts.
K	ELA	Read alouds and biography studies addressing topics such as segregation and important figures such as Rosa Parks, Martin Luther King Jr., Ruby Bridges.  <i>Hair Love</i> by Matthew A. Cherry
1	Art	We used the art of Alma Thomas to learn about abstract art and color theory. Students used her style of painting to illustrate understanding of these concepts.
1	ELA	Read Alouds about Barack Obama near President’s Day and videos of Barack and Michelle Obama reading aloud  Read Alouds about Rosa Parks and Ruby Bridges with conversations about the Montgomery Bus Boycott and school integration  Author Studies of Faith Ringgold and Eloise Greenfield
2	Morning meeting	Students read and discuss a new person every day using people in the deck of Urban Intellect Black History Flashcards. They learn about prehistoric and current men and women in all fields (including STEAM specifically). The conversations span the topics of segregation, economics, art, culture, history, and policies.
2	Science	Students do an introduction unit called “I Am a Scientist”. The teacher will show pictures of famous Black scientists, and students will use Multicultural Skin Tone crayons to draw themselves as scientists.
2	Social Studies	February and March focuses on the contributions of Black figures in United States and Delaware history. Students choose a person to research, write a short biography, and create a 3D model of the person to share with the class.

2	P.E.	Jackie Robinson is studied as an example of how racism has influenced athletics and fair play in athletics. Students will practice the striking skill of swinging a bat in honor of Jackie Robinson as well as a written assignment on the life of Jackie Robinson.
2	Art	We used the art of Alma Thomas to learn about abstract art and color theory. Students used her style of painting to illustrate understanding of these concepts.
3	Social Studies	The unit about Delaware history will include Black historical figures as well as current figures. Units of study include but are not limited to those provided by the DE Social Studies Coalition.
3	Science	Our current resource, STEMScopes, highlights contributions of black scientists. Readings and videos highlighting these scientists are included in each unit of study.
3	Music	Students engaged in a unit all about the history and origin of Jazz music. We listened to and analyzed music of different black jazz musicians--each class voted on who their favorite musician was.
3	Art	Students learned about the artist Jean Michel Basquiat. We engaged in a discussion of the life and art of Basquiat.
3	P.E.	Jackie Robinson is studied as an example of how racism has influenced athletics and fair play in athletics. Students will practice the striking skill of swinging a bat in honor of Jackie Robinson as well as a written assignment on the life of Jackie Robinson.
4	Art	Students learned about the artist Martin Puryear. Students were able to make a sculpture using similar materials inspired by Puryear's work.  Students learned about the artist Jean Michel Basquiat. We engaged in a discussion of the life and art of Basquiat.

4	Music	Students engaged in a unit all about the history and origin of Jazz music. We listened to and analyzed music of different black jazz musicians--each class voted on who their favorite musician was.
5	Social Studies	In February we'll focus on Black History by looking at the contributions of Black people to American life, history, literature, economy, politics, and culture. Students will also study the history of the Underground Railroad including Delawareans' contributions.
6	ELA	Using the memoir "Brown Girl Dreaming" by Jacqueline Woodson. Students examined the impact of Black Voices in literature as they read the memoir and considered the author's own influences and contributions from Black culture.
6	Music	The contributions of Black people to American life, history, literature, economy, politics, and culture were showcased in music by bringing in an African-American Opera singer who was currently performing at the Metropolitan Opera's Production of Porgy and Bess. We had a zoom session where students could ask questions and hear about the experience and challenges of being a black opera singer.  Spotlight of African American singers and songwriters and musicals: exploration of artists and their music.
6	Science	Project where students need to research a Black scientist's contributions to science.  Periodic Table of Black History bulletin board  Science History Quilt - Scientists who have made contributions to the field focusing on scientists from marginalized communities  Black History Month Fact of the Day
6	Spanish	Make hands with Spanish language phrases supporting unity for the MLK display

6	Art	Sneaker project - Students learn about significant contributions of black artists, designers, and influencers to the creation of sneaker culture. Students design their own sneaker - encouraged to include as much of their own experiences into the design.
7	ELA	Mae Jamison and Neil DeGrasse Tyson writing prompt and research on whether or not humans should colonize Mars. These two individuals are used as field experts to give the students background information on space travel/exploration (Resources from My Perspectives ELA materials.)
7	Social Studies	A project that requires students to investigate an African-American of their choice and report how they contributed to the history of the United States as well as literature, economy, politics or culture.
8	Spanish	Students have had assignments on researching different Black Americans that have shaped the history of this country: musicians, current and past, scientists, poets, and authors. Students also have been taught about different Black history in the world, like famous Afro-Latinos such as Celia Cruz.
8	Social Studies	Students investigate American culture including the contributions of Black people to American life, history, literature, economy, politics and culture. This project requires students to study these areas in the 19th century. During this project students look at all aspects of culture and life in terms of Black people and analyze the works they created to interpret how they were influenced by society. Students are also exposed to history through film by viewing documentaries based on the history of Black people around the world.
8	English	Students have a creative writing project during The Harlem Renaissance unit where leading figures of the Harlem Renaissance are studied.
8	Math	Black History Month Project- Students research famous Black mathematicians. They learn how they made an impact in math class.  Students make posters and celebrate Black mathematicians.

8	Science	Students learn about various African American scientists and scientific discoveries made by persons of color as they pertain to the current field of study. This is also reflected periodically in a daily science history fact which is part of the opening routine in science class.
9	English	We complete a unit focused on Civil Rights—students learn about the history of the movement, major events and figures, read poems, essay/memoir, as well as MLK’s “I have a Dream” speech, research a Black civil rights leader of choice, and watch the film, <i>Ruby Bridges</i> .
9-12	Music	We had an activity comparing and contrasting Corps Style vs. HBCU style in Drum Corps. We performed several HBCU style cadences.
9	Earth Science	We dedicated a lesson to the contributions of Neil DeGrasse Tyson and his contribution to astronomy and the education of the public. We researched then built a bulletin board honoring Black scientists.
9	Health	Students were assigned a poster project, where they were to identify an athlete, composer, singer, author, actor, etc.. and to represent a Black person who overcame adversity of any kind and has been involved in social/cultural diversity activism.
10	ELA	We read works from the following black writers: Olaudah Equiano (1700s—slave who was eventually freed and wrote a narrative about his experience crossing the Atlantic on a slave ship), Phillis Wheatley (1753-1784—slave who was eventually freed, educated by her owner-family and became an accomplished American poet), Frederick Douglass (1818-1895—former slave and national abolitionist leader who wrote about his experiences), Sojourner Truth (1797-1883—former slave, abolitionist and women’s rights activist), Harlem Renaissance (Hughes, Toomer, McKay, Cullen—all black writers from the 1920s-30s) Alice Walker (born 1944—short story writer).
9-12	Digital Media	Each semester we have a Black filmmaker in as a special guest to present his work to students and give input on their current projects.

11	Social Studies	Students completed a project on different Jazz Age contributors. Students learned how Jazz is considered to be one of the first authentic pieces of American culture credited to Black Americans. Students learned about Black regiments and their contributions to WWII. Students studied the Civil Rights Movement and the important figures within the movement.
----	----------------	---

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
6	ELA	The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment is addressed in part in the reading of “Black Cowboy, Wild Horse” by Julius Lester. Themes of inequality in agriculture/ranching and unfair treatment of Black people are discussed as part of the story analysis.
7	Social Studies	Students study the history of the Black Lives Matter movement and how it relates to the previous movements made by African Americans, demonstrating the struggles African Americans have endured and continue to endure.
8	Spanish	The history of BLM has been discussed and students were taught the principles to set in motion in their own school community.
9	English	We complete a unit focused on Civil Rights—students learn about the history of the movement, major events and figures, read poems, essay/memoir, as well as MLK’s “I have a Dream” speech, research a Black civil rights leader of choice, and watch the film, <i>Ruby Bridges</i> .
9-12	MLL	Students will watch and discuss the movie <i>Just Mercy</i> , which features Delawarean attorney Bryan Stevenson. <i>Just Mercy</i> is based on a true story and includes opportunities to discuss racial inequalities in the American justice system.

10	Biology	We discuss the case of Henrietta Lacks in cancer research and the research on Blacks without consent. We connect this to other instances of disparate treatment of Black people in the American healthcare system.
9-12	Teacher Academy Pathway	We discuss the inequalities in the United States education system. We work to dismantle stereotypes, bias, segregation, and other forms of racism by working towards systemic change for the future students we will educate. The primary resource used for this pathway and the 3 sequential courses comes from Educators' Rising.
11	Social Studies	Students learned about the effects of segregation and how it has impacted society today. Our primary resource is National Geographic US Histories. Students learn about the struggles and advancements Black Americans made during the 21st century, including the induction of the first Black American president Barack Obama.
12	Spanish	We study the topic of identity, including the different components that make up our identities and how different identities are valid. We discuss matters of racism, cultural appropriation vs. cultural appreciation, and the intersectionality that occurs among individuals. One poem that we read is by a Black Peruvian artist named Victoria Santa Cruz called "Me gritaron negra," in which she reflects on the power of the word "black" and how it was used in a harmful way but how she has reclaimed it and celebrates her identity as an Afrolatina.

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	Read alouds and biography studies addressing topics such as segregation and important figures such as Rosa Parks, Martin Luther King Jr., Ruby Bridges.
1	ELA	Read Alouds about Barack Obama near President's Day and videos of Barack and Michelle Obama reading aloud  Read Alouds about Rosa Parks and Ruby Bridges with conversations about the Montgomery Bus Boycott and school integration



		Author Studies of Faith Ringgold and Eloise Greenfield
2	Morning meeting	Students read and discuss a new person every day using people in the deck of Urban Intellect Black History Flashcards. They learn about prehistoric and current men and women in all fields (including STEAM specifically). The conversations span the topics of segregation, economics, art, culture, history, and policies.
2	Science	Students do an introduction unit called "I Am a Scientist". The teacher will show pictures of famous Black scientists, and students will use Multicultural Skin Tone crayons to draw themselves as scientists.
2	Social Studies	February and March focuses on the contributions of Black figures in United States and Delaware history. Students choose a person to research, write a short biography, and create a 3D model of the person to share with the class.
2	P.E.	Jackie Robinson is studied as an example of how racism has influenced athletics and fair play in athletics. Students will practice the striking skill of swinging a bat in honor of Jackie Robinson as well as a written assignment on the life of Jackie Robinson.
2	Art	We used the art of Alma Thomas to learn about abstract art and color theory. Students used her style of painting to illustrate understanding of these concepts.
3	Social Studies	The unit about Delaware history will include Black historical figures as well as current figures. Units of study include but are not limited to those provided by the DE Social Studies Coalition.
3	Science	Our current resource, STEMScopes, highlights contributions of black scientists. Readings and videos highlighting these scientists are included in each unit of study.

4	Art	<p>Students learned about the artist Martin Puryear. Students were able to make a sculpture using similar materials inspired by Puryear’s work.</p> <p>Students learned about the artist Jean Michel Basquiat. We engaged in a discussion of the life and art of Basquiat.</p>
4	Music	<p>Students engaged in a unit all about the history and origin of Jazz music. We listened to and analyzed music of different black jazz musicians--each class voted on who their favorite musician was.</p>
5	Social Studies	<p>In February we’ll focus on Black History by looking at the contributions of Black people to American life, history, literature, economy, politics, and culture. Students will also study the history of the Underground Railroad including Delawareans’ contributions.</p>
6	ELA	<p>Using the memoir “Brown Girl Dreaming” by Jacqueline Woodson. Students examined the impact of Black Voices in literature as they read the memoir and considered the author’s own influences and contributions from Black culture.</p>
6	Music	<p>The contributions of Black people to American life, history, literature, economy, politics, and culture were showcased in music by bringing in an African-American Opera singer who was currently performing at the Metropolitan Opera’s Production of Porgy and Bess. We had a zoom session where students could ask questions and hear about the experience and challenges of being a black opera singer.</p> <p>Spotlight of African American singers and songwriters and musicals: exploration of artists and their music.</p>
6	Science	<p>Project where students need to research a Black scientist’s contributions to science.</p> <p>Periodic Table of Black History bulletin board</p> <p>Science History Quilt - Scientists who have made contributions to the field focusing on scientists from marginalized communities</p> <p>Black History Month Fact of the Day</p>

6	Spanish	Make hands with Spanish language phrases supporting unity for the MLK display
7	ELA	Mae Jamison and Neil DeGrasse Tyson writing prompt and research on whether or not humans should colonize Mars. These two individuals are used as field experts to give the students background information on space travel/exploration (Resources from My Perspectives ELA materials.)
8	Spanish	Students have had assignments on researching different Black Americans that have shaped the history of this country: musicians, current and past, scientists, poets, and authors. Students also have been taught about different Black history in the world, like famous Afro-Latinos such as Celia Cruz.
8	Social Studies	Students have a research project about abolitionists in the antebellum period. During this students study black figures in national history and learn about how their lives led to their crusade against slavery.
8	English	Students have a creative writing project during The Harlem Renaissance unit where leading figures of the Harlem Renaissance are studied.
8	Math	Black History Month Project- Students research famous Black mathematicians. They learn how they made an impact in math class.  Students make posters and celebrate Black mathematicians.
8	Science	Students learn about various African American scientists and scientific discoveries made by persons of color as they pertain to the current field of study. This is also reflected periodically in a daily science history fact which is part of the opening routine in science class.
9	English	We complete a unit focused on Civil Rights—students learn about the history of the movement, major events and figures, read poems, essay/memoir, as well as MLK’s “I have a Dream” speech, research a Black civil rights leader of choice, and watch the film, <i>Ruby Bridges</i> .

9	Earth Science	We dedicated a lesson to the contributions of Neil DeGrasse Tyson and his contribution to astronomy and the education of the public. We researched then built a bulletin board honoring Black scientists.
9-12	MLL	Students will watch and discuss the movie <i>Just Mercy</i> , which features Delawarean attorney Bryan Stevenson.
9	Health	Students were assigned a poster project, where they were to identify an athlete, composer, singer, author, actor, etc.. and to represent a Black person who overcame adversity of any kind and has been involved in social/ cultural diversity activism.
10	ELA	We read works from the following black writers: Olaudah Equiano (1700s–slave who was eventually freed and wrote a narrative about his experience crossing the Atlantic on a slave ship), Phillis Wheatley (1753-1784–slave who was eventually freed, educated by her owner-family and became an accomplished American poet), Frederick Douglass (1818-1895–former slave and national abolitionist leader who wrote about his experiences), Sojourner Truth (1797-1883–former slave, abolitionist and women’s rights activist), Harlem Renaissance (Hughes, Toomer, McKay, Cullen—all black writers from the 1920s-30s) Alice Walker (born 1944–short story writer).
11	Social Studies	Students completed a project on different Jazz Age contributors. Students learned how Jazz is considered to be one of the first authentic pieces of American culture credited to Black Americans. Students learned about Black regiments and their contributions to WWII. Students studied the Civil Rights Movement and the important figures within the movement.

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
------	--------------------------------------

01/12/2024	<p>Each teacher of social studies will meet with the Social Studies supervisor by grade and will explain what they have done for HB-198 so far this year and will reveal their plans for Black History Month. HB-198 specific units, designed by the DDoE, will be analyzed to ensure that the units are taught with fidelity.</p>
02/16/2024	<p>LAAA’s Equity Conference. Speakers will present on topics directly related to HB-198. The following instructional approaches will be directly addressed: (a) rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons; (c) trauma-responsive and recognize the impact of racial and historical trauma on students; (e) incorporate contemporary events into discussions of Black History and the tools of resistance; (g) enable students to understand the ramifications of prejudice, racism, and stereotyping; (j) explore the various mechanisms of transitional and restorative justice that help humanity move forward.</p> <p>The following content implementations will be directly addressed: (c) The relationship between white supremacy, racism, and American slavery and (g) The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</p>

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Ashley Q. Giska

**Position:** Assistant Superintendent: Teaching and Learning

**Email:** [ashley.giska@laurel.k12.de.us](mailto:ashley.giska@laurel.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Our core focus this year was obtaining and deploying materials that directly met the needs of our content areas that incorporated culturally responsive materials, specifically in ELA and Social Studies classrooms. Primarily we wanted to increase the diversity of texts we exposed students to that are written and curated by black authors, as well as materials and texts that addressed the themes and history in the core content requirements.

It was our belief that the best way to address the above elements in c-j was to use literature and supplementary texts in our literacy based classrooms to touch upon the current and historical black experience in our country and globally. We are piloting two new ELA curriculums to address this need, an updated version of our HS ELA with a revised range of culturally responsive texts and and companion MS program that aligns with our elementary ELA curriculum that already brought these important elements to the forefront in their text analysis.

We are utilizing our HQIM and our monthly PLCs to continue to identify gaps in meeting the above requirements. We will couple our Professional Development days with our PLC days to begin to address and fill the existing gaps to ensure that all requirements are met. Our cross-content PLCs will help foster responsibility for this work across all contents. The Equity Summit provided valuable learning that aligned the work from PD to PLC and across contents.

Our district Schoology Group, titled Culturally Responsive Education, houses multiple resources for Administrators and teachers to support this on-going work.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X		X	X		X			X	X	X	
b. The significance of enslavement in the development of the American economy.				X	X		X	X	X	X	X	X	X
c. The relationship between white supremacy, racism, and American slavery.	X	X	X		X	X	X		X	X		X	
d. The central role racism played in the Civil War.	X						X	X		X		X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	X				X	X	X	X	X	X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	X	X	X	X	X	X	X	X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X	X	X

### Minimum Content Requirement

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	In Unit 2; lessons 41-45 <u>Rap a Tap Tap</u> , Rap a Tap Tap is a narrative text highlighting the experience of a real life tap dancer written by Leo Dillon and Diane Dillon. Rap a Tap Tap is a tribute to Bill “Bojangles” Robinson and captures the rhythm of the famous tap dancing he did all over the city.
1	ELA	In Module 2, Unit 1 “Stories from our Past”, Lesson 19, students learn that Duke Ellington was a revolutionary jazz pianist and composer. His contributions to jazz music are regarded as some of the most influential of the 20th century. This book is a biography of his exceptional life and an explanation of his musical genius.
2	NA	There is no specific text example that discusses history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature in Grade 2. However, in My Brother Martin, the illustrator Chris Soentpiet, used the spirit and generosity of Mrs. Farris, the staff at both the Ebenezer Baptist Church and the National Historic Site, and the King family to make the illustrations as genuine and authentic as possible and to have Dr. King’s vision of justice and harmony live on.
3	ELA	In Module 3, Unit 2 “Astonishing Accomplishments”, Lessons 11-14 , <i>Snowflake Bentley</i> is a text about the journey of Wilson Bentley’s snowflake photographs. Although this book is a biography, it is written in a narrative format so you will use a story map structure.
4	Social Studies	Unit 2, Lesson 1, in the lesson “Ways of Thinking About People and Places in the Past,” students explore misconceptions about people, specifically about the people of West Africa Before Columbus (1492). Students learn that ancient West African people were once thought to be less advanced than other populations around the time that Christopher Columbus landed in the “New World” (in 1492). In reality, students learn that the people of West Africa had rich and diverse histories and cultures hundreds of years before Europeans arrived in the 1400s. Africans had kingdoms and empires, each with its own language and culture. The empire of Songhai and the kingdoms of Mali, Benin, and Kongo were large and powerful with kings and queens who ruled over well-developed governments that served hundreds of thousands of people. In other areas, there were smaller governments for people living in villages. Art, learning and technology flourished i.e., the achievements in Africa were reaching new heights. Africans were especially



		skilled with medicine, mathematics, and astronomy. Before the Europeans started exploring Africa, African people were making fine luxury items in bronze, ivory, gold, and terracotta. Students view photographs in an article of these artifacts.
6	Social Studies	<p>In a unit titled, <i>North American Cultural Patterns and Diffusion</i>, students will learn the meaning of the words culture, cultural diffusion, cultural hearth, and cultural fusion. Students will learn about the cultural aspects of Africans prior to the diaspora. They will study how that culture changed as it spread and fused with other cultures as a result of African slavery in the Americas. They will specifically learn about Gullah culture through a video and text. They will do so through class discussions, reading comprehension assessments, and short-answer written responses.</p> <p><b>ELA:</b> While <i>The Boy Who Harnessed the Wind</i> chronicles the scientific accomplishments of a young boy (the author and narrator) who lives in Malawi, no anchor text in 6th grade addresses this specific standard.</p>
9	Social Studies	<p>In the Geography Unit, Continent of Africa, students will have the opportunity to research and report on the cultural contributions of the various African countries that were the source of the slave trade and report out on their cultural contributions.</p> <p><b>Spanish:</b> In Unit 1, Hispanic Heritage Month, students celebrate Hispanic Heritage month by learning about remarkable people with African-Latino origin: read a text to get to know the achievements of the following remarkable Afro-Latino people as a role model like Celia Cruz and Roberto Clemente and research information about remarkable Afro-Latino people who influenced American History from different Spanish speaking countries.</p>
10	CTE	Plant and Soil Systems: In the Unit “History of Floral Design,” students learn about different historical periods of floral design, including those pertaining to African culture/history.
11	Social Studies	<p>In the Unit, “Rise of AME Church,” students explore how the AME Church was influenced by the cultural traditions passed down among enslaved Africans in America.</p> <p><b>CTE:</b> Financial Services: In Unit 2 “Origins of Money and Banking,” students learn about bartering and the creation of money that happened in parts of Africa and other countries before the United States. How the United States adapted to Africa and other countries’ monetary values.</p>

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
K	N/A	There is no specific text example that discusses the significance of enslavement in the development of the American economy in Grade K. However, the text Harriet Tubman: Follow the North Star, describes the systems of enslavement in America

1	N/A	There is no specific text example that discusses the significance of enslavement in the development of the American economy in Grade 1. However, the text, <i>Martin Luther King: A Peaceful Leader</i> , describes the fight for Black rights after enslavement.
2	N/A	There is no specific text example that discusses the significance of enslavement in the development of the American economy in Grade 2. However, the text, <i>In The Story of Ruby Bridges</i> , describes the racial segregation in schools after enslavement in America.
3	ELA	Module 4, Unit 1 “A Journey of Self Discovery”, Lessons 16-20, <i>The Boy Who Harnessed the Wind</i> is a true story about a Malawian boy that worked hard to create a better life for his community contributing to the development of the American economy. Module 4, Unit 1 “Actions and Consequences”, Lessons 4-7, <i>One Hen</i> is a true story based on a boy from Ghana named Kojo who utilized the town’s loan system to boost the overall economy of the village.
4	Social Studies	Unit 4, Lesson 2, in the lesson “Enslavement in History,” students learn the main purpose of American slavery was to make money for enslavers. The enslavers used enslaved people to make profits to help build the American economy, while not paying the enslaved people for their work. Student explore the following: Why were people enslaved? How did life change for those enslaved? How was enslavement in America different from enslavement in the “Old World?” In Unit 4, Lesson 2, in the lesson “The Middle Passage”, students learn that the Middle Passage involved the forced removal of Africans from their homeland - an event that traumatized enslaved victims, harmed areas of Africa from which people were enslaved, and helped build the emerging economies of the British colonies and eventually of the United States.
6	Social Studies	In a unit titled, <i>North American Cultural Patterns and Diffusion</i> , students will learn about the causes of African slavery in the Americas. They will learn about how African slavery contributed to the economic growth of various regions in North America, specifically through agriculture.  <b>ELA:</b> <i>Lizzie Bright and the Buckminster Boy</i> indirectly addresses the economic wealth as a result of slavery. The residents of Malaga Island are left out of the social and economic structure of Phippsburg and are, in fact, forced to abandon their generational homes because the white town leaders decide to develop the island for their own personal gain, without regard to the Black residents.
7	Social Studies	While students develop an understanding of pre-industrial United States history and its connections to Delaware history, including the Expansion and Reform (1801-1861), they explore why slavery become increasingly important to the South and how after the invention of the cotton gin, plantation owners needed more laborers to plow, plant, cultivate, and harvest. As a result, enslaved workers were in greater demand than ever.
8	Math	In a lesson titled, <i>Representing Proportional Relationships</i> , students examine how one crop, slave-grown cotton, provided over half of all US

		<p>export earnings. By 1840, the South grew 60 percent of the world's cotton and provided some 70 percent of the cotton consumed by the British textile industry. Thus slavery paid for a substantial share of the capital, iron, and manufactured goods that laid the basis for American economic growth. In addition, precisely because the South specialized in cotton production, the North developed a variety of businesses that provided services for the slaveSouth, including textile factories, a meat processing industry, insurance companies, shippers, and cotton brokers.</p> <p><b>ELA:</b> <i>Sugar Changed the World</i> explores slavery on sugar plantations in the American South. The text also follows how sugar plantations affected the American economy</p>
9	Social Studies	In Civics, Unit titled “Impact of the 13th Amendment on the southern economy,” students explore how the enactment of the 13 Amendment impact the southern economy, now that slave labor is now ended in the nation. Students can work together to understand the labor impacts and the migration from the south in search of work in the north.
10	Social Studies	As students learn about the Tulsa Race Massacre and economic impacts, they also look at the economic impact of slavery pre civil war (King Cotton) and economic impacts after the abolishment of slavery (Sharecropping, etc)
11	Social Studies	<p>In Unit 2: Gilded Age, Invention of the Cotton Gin, students study how the invention of the Cotton Gin ends up resulting in increased reliance on the labor of enslaved peoples and how this helps the economy in both the North and South. Students chart analysis tracking spread of enslavement into new territories, increase in the number of enslaved people in the south and new territories, as well as chart the increased profits for cotton plantations, shipping industry/railroad industry, and textile industry before and after invention of Cotton Gin.</p> <p><b>CTE:</b> Culinary and Hospitality Management: In the Unit “International Cuisines,” students connect various cultures migrating to America, including the involuntary slave trade, that developed and greatly influenced American Cuisine. They explore how the slave trade influenced the development of American Cuisine and how to relate cultural food tendencies stemming from the slave trade to the creation of soul food in American Cuisine</p>
12	Social Studies	Enlightenment Era: Students explore if slavery was indispensable to the growth of the western economies as well as which was more important in bringing about the abolition of slavery: economic interest or moral conviction.

c. **The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	In Shared Module 4: 16-20, Harriet Tubman: Follow the North Star is an informational text about the life of Harriet Tubman and her fight to free slaves. There are texts that discuss slavery as a cruel system in the American

		past or answer students' questions if they go beyond the information provided in the text.
1	ELA	In Module 3, Unit 2 "Learning Our History", Lessons 36-38, Harriet Tubman: Freedom Fighter is the true journey of a woman who helps enslaved people gain freedom. This book is a biography that includes historical information and domain-specific vocabulary.
2	ELA	In Module 3, Unit 3, Lessons 21 -22 The Story of Ruby Bridges white supremacy and racism were evident. In 1954, in a landmark, case, Brown v. Board of Education, the Supreme Court ruled unanimously that racial segregation of children in public schools was unconstitutional. Ruby was born the same year of the decision to desegregate schools and is notable in her journey as a civil rights activist.
3	N/A	There is no specific text example that discusses the relationship between white supremacy, racism, and American slavery in Grade 3. However, in the text, Rosa describes her lessons of standing up for justice and equality based on white supremacy and racism.  "A Picture Book of Frederick Douglass" features illustrations which depict mistreatment (beating) of slaves and the buying of his freedom with monetary funds.
4	Social Studies	Unit 4, Lesson 2, in the lesson "Enslavement in History", students learn enslavement in the areas that became part of the United States of America was different from the English colonies, most notably because American enslavement was based on race. Those who were enslaved included those who were different physically and culturally - Native Americans, then Africans. The enslavers justified enslaving those people by arguing to others and convincing themselves that, not only were these people different, but that they were inferior. Europeans frequently described the people of different races as "savages" simply because of their different ways of living, cultures, and religious practices. Europeans viewed them as less advanced or uncivilized compared to their own achievements and ways of living.  In Unit 4, Lesson 6 in the lesson "Resistance to Enslavement" students explore misleading representations and flawed conclusions drawn about enslavement. Students debunk the "happy slave" narrative and explore the idea of "silent sabotage" as a form of resistance that historians have framed that includes people hurting or killing themselves. One resource explains how silent sabotage sometimes led enslavers to draw flawed conclusions about Africans being inherently lazy, unintelligent, sneaky, or thieving. These flawed conclusions, and others like the "happy slave", were then used to prop up racist beliefs about the inferiority of Black people and white supremacy.
5	ELA	In Module 4, Unit 1: Demonstrating Courage, "The Mostly True Adventures of Homer P. Figg" is a text about a young boy in search of his brother who is a part of the Union Army. The main character, a white boy, travels to find his brother. During his travels he meets slave bounty hunters, a Puritan man who houses runaway slaves for the Underground Railroad, and troops of African American soldiers fighting in the Civil War. This story is set during

		the Civil War when slavery was still legal. Words like “Negroes,” “colored,” and “darkey” are used at various points throughout the book. Ideas such as lynching and race-based social hierarchy is evident in the text, along with other instances of prejudice and injustice.
6	ELA	The narrator of <i>brown girl dreaming</i> , a memoir in verse, describes personal stories of racism experienced by both the poet and her family members, who grew up during the 1960s Civil Rights Movement. <i>Lizzie Bright and the Buckminster Boy</i> also addresses the connection between white supremacy and racism, as the Black Malaga residents’ rights are completely disregarded by the white, wealthy town leaders.
8	ELA	<i>Sugar Changed the World</i> explicitly connects White supremacy, racism, slavery, and the society and the economy of the American South.
9	Social Studies	Civics - Explanation of the 13th, 14th and 15th Amendments- Students explore why it was necessary to add two additional amendments in order to safeguard the essential rights of black Americans and if these additional amendments achieved their goal.
11	Social Studies	In Unit 1: Causes of the Civil War: Cornerstone Speech, students analyze what phrases and language Douglass uses to justify the role of slavery in the formation of the Confederate States of America through the close reading of the Cornerstone Speech.  <b>CTE:</b> Culinary and Hospitality Management: Student explore the relationship between white supremacy, racism, and American slavery throughout the American Cuisine unit in international cuisine.

d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	In Unit 2; lessons 41-45 <u>Rap a Tap Tap</u> , Rap a Tap Tap’s watercolor illustrations in sophisticated shades of tan, plum, aqua, mustard, olive, rust, black, and gray recall the pre-WWII era in which Robinson lived and danced.
1	N/A	There is no specific text example that discusses the central role racism played in the Civil War in Grade K. However, the text Martin Luther King: A Peaceful Leader, describes his role in the Civil Rights movement resulting from the Civil War.
2	N/A	There is no specific text example that discusses the central role racism played in the Civil War in Grade 2. However, in the text My Brother Martin, Christine King describes her lessons of standing up for justice and equality. It sets the stage for the historical journey that her brother would embark upon in his role in the Civil Rights movement resulting from the Civil War.
3	N/A	There is no specific text example that discusses the central role racism played in the Civil War in Grade 3. However, in the text, Rosa, describes her lessons of standing up for justice and equality during the Civil Rights movement.

4	N/A	
5	N/A	The central role racism played in the Civil war is not explicitly taught, however, in “The Mostly True Adventures of Homer P. Figg”, the main character meets troops of African American soldiers fighting in the Civil War.
6	ELA	<i>Lizzie Bright and the Buckminster Boy</i> indirectly addresses racism during the Civil War, as the events in this historical novel take place 50 years after the end of the war and the older townspeople display deep-seated racism. The Black residents of Malaga, descendants of enslaved people are victims of this racism
7	ELA	While reading <i>Code Talkers</i> , students read an article titled, <i>Enemies Within</i> and then compare the role of racism toward the Native Americans during WWII to the role of racism toward African Americans during the Civil War.
9	Social Studies	Geography - Mapping of America- Students look at geographic designations in our country (ie- Mason Dixon line, Missouri Compromise) based on slavery laws and social norms of the day and explore how the regions in the United States were designated based on the ideologies of white supremacy and the use of slavery.
11	Social Studies	In Unit 1: Causes of the Civil War: Cornerstone Speech, students analyze what phrases and language Douglass uses to justify the role of slavery in the formation of the Confederate States of America through the close reading of the Cornerstone Speech.

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	In Unit 2; lessons 41-45, Happy Birthday, Martin Luther King tells about the important events in the life of Dr. Martin Luther King, Jr. and describes segregation and federal, state, and local laws.
1	N/A	There is no specific text example that discusses how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws in Grade 1. However, the text Martin Luther King: A Peaceful Leader, describes segregation held up by federal, state, and local laws.
2	N/A	There is no specific text example that discusses how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws Grade 2. However, in the text In the Story of Ruby Bridges, the racial segregation of children in public schools held up by federal, state, and local laws were deemed unconstitutional.
3	N/A	There is no specific text example that discusses how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws in Grade 3. However, in the text, Rosa describes her determination for positive change demonstrating segregation held up by federal, state, and local laws. “A Picture Book of Frederick Douglass” focuses on segregation due to his inability to attend school and learn to read alongside White students.

		<p>“When Marian Sang” focuses on segregation due to her inability to attend music school and learn to perform alongside White students.</p>
4	ELA	<p>In Module 1, Unit 1: Our Changing Relationships, while reading “A Strong Right Arm: The Story of Mamie “Peanut” Johnson”, students learn about Mamie “Peanut” Johnson, one of only three women to play professional baseball in the Negro Leagues. In this group of lessons, students learn about the Negro Leagues, teams formed because Black players were not allowed to play on professional teams with White players due to racism and segregation. Students also learn that segregation in the United States was a practice where our laws required that Black people had to have separate places to live, separate schools, and other separate services, different from those of White people. Throughout the reading, students will explore how one Black woman navigated life in the 1950s and early 1960s in the United States as she worked to achieve her dream of playing professional baseball.</p> <p>ELA: In Module 4, Unit 2 Read Aloud, The book “Freedom on the Menu: The Greensboro Sit-Ins” is about true events that happened in Greensboro, North Carolina, in 1960. Students learn that Black and White people didn’t always get along, and Black people were often not given the same rights that White people enjoyed. Students learn about places that segregation affected, such as restaurants where Black people could not eat in the same restaurants that White people ate in. The book introduces students to a group of four Black college students decided to address segregation through the non-violent means of holding a sit-in; protesting by sitting down and not moving.</p> <p><b>Social Studies:</b> In Unit 1, Lesson 1, in the “Why and where was Rosa Parks?” lesson, students learn about the segregation going on in the City of Montgomery, AL in 1955. Students then learn that the Black people in Montgomery, Alabama started boycotting the buses. When Rosa Parks was asked about the boycott, she said, “Rather than ride in shame, we decided to walk with dignity.” Nine months after the boycott started, the bus company had lost so much revenue due to the boycott that they ended their discriminatory bus rules. Students analyze accounts of the day that Rosa Parks refused to give up her seat on the bus then draw conclusions and create accounts explaining why she chose to do so and where she was sitting.</p>
5	ELA	<p>Module 3, Unit 1: Hope and Perseverance, “Bud, Not Buddy” is a historical fiction piece taking place during the Great Depression. In the novel, a ten-year-old Black boy deals with many troubles of growing up in Flint, Michigan during the Great Depression of the 1930s as he tries to find his father. There are instances of discrimination and dated examples of children being “punished” in the story. For example, there are adults who threaten to “whip” or “beat” Bud with a belt and his foster parents lock him in a shed where there are hornets and bats for the night. This story includes descriptions of the horrors of the Great Depression and allows students to witness a snapshot of what life was like for Black people in Michigan during the Depression in the 1930s in a work of historical fiction. There are also other events and instances of prejudice and segregation from within that time period that are described in the text.</p> <p>In Module 2, Unit 2: History of Civil Rights, Lessons 15-32, “The Watsons Go to Birmingham — 1963” is a novel about a Black family that travels to</p>

		<p>Alabama during one of the most difficult times in history. This work of historical fiction depicts what life was like in America during the 1960s during the time of segregation and the Civil Rights Movement.</p> <p>In Module 2, Unit 2: History of Civil Rights, Culminating Task, “Informative Writing: Civil Rights Research Paper, In this Civil Rights research paper, students are expected to provide information from multiple informative sources about the Civil Rights Movement, including an accurate explanation of Civil Rights, race discrimination, and segregation, an accurate description of one event that occurred during the Civil Rights Movement, and an accurate description of one influential individual who was directly involved in the event the student chose to include</p> <p><b>Social Studies:</b> In their Civics Bill of Rights unit, students examine two high-profile Supreme Court case studies: Plessy vs. Ferguson and Brown vs. Board of Education. In Plessy vs. Ferguson, students learn that Plessy, who was technically black under Louisiana law, asked to sit in a "whites only" car of a Louisiana train and was denied access. In Brown vs. Board of Educations, students learn about segregation of public schools on the basis of race. Through their study of both cases, students examine issues of violation of one’s Constitutional Rights under the Fourteenth Amendment.</p>
6	ELA	<p><i>Lizzie Bright and the Buckminster Boy</i> directly addresses the dichotomy between how white citizens and black citizens of Maine in the early 1900s are treated by the law. The Black residents of Malaga do not have the same rights as the white citizens: they are pushed off their generational land and the white leaders are able to declare the residents mentally incompetent and commit them to an insane asylum. <i>brown girl dreaming</i> also tells personal stories of the effects of institutional and generational racism on a particular family.</p>
7	ELA	<p><i>Hidden Figures</i> follows the stories of Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden, three African American women who lived and persevered during the Civil Rights Era.</p>
8	ELA	<p><i>Just Mercy</i> examines how enslavement and resulting racial oppression inform local and state laws; the enactment of those laws and racism in the judicial system. Also, In a lesson titled, <i>Racial Disparity in the Criminal Justice System</i>, students use primary and secondary sources to explore if there is a disparity between the racial composition of the United States and the racial composition of the correctional population in the United States.</p>
9	Social Studies	<p>Civics - Analysis of Supreme Court Cases: Students analyze the US Supreme Court cases such as Brown v Board of Education, vs Plessy V Ferguson in order to understand “separate but equal.”</p>
10	ELA	<p>In lessons 7-10 of Guidebooks, students read about Abraham Lincoln and how slavery and segregation impacted minorities' ability to vote in the past and how we were not staying true to our founding principles by not allowing them to vote. They apply this to women’s suffrage and how we continue to discriminate against certain groups of people.</p>



		<p><b>CTE: Teacher Academy:</b> In Chapter 4 titled “The Modern History of Education in America” students explore how the civil rights movement impacted the American Education System. And in Chapter 9, titled “Teaching Diverse Learners,” students learn why it is important to develop strategies to embrace cultural diversity.</p> <p><b>Social Studies:</b> Students learn how the welfare system was created through Federal &amp; State Laws such as New Deal Legislation and debate the reality of social responsibility versus individual responsibility. In addition, they explore Racial Inequities within the Housing System &amp; Laws</p>
11	Social Studies	<p>In Unit 7: WW2: Double V Campaign, students explore how Black American soldiers returning from WW2 react to the Jim Crow and Black Codes prevalent throughout America while they perform a Gallery Walk and Think Pair Share reflections, using primary and secondary sources of advertising, Black Codes, journals.</p> <p><b>ELA:</b> In Unit 3, students read and analyze John Brown’s Speech to the Court at his Trial.” They explore how, as an abolitionist, he fought to free slaves; however, his efforts were seen as acts of treason, insurrection, and murder.</p> <p><b>CTE: Culinary and Hospitality Management:</b> Students explore how slavery and segregation influenced cuisine development in America</p> <p><b>CTE: Teacher Academy:</b> In Chapter 14, “Role of Assessment and Guarding against Bias,” students explore how diversity training helps teachers to be attuned to any biases they may have that affects assessment.</p>
12	Social Studies	<p>Imperialism Unit: Students explore the role Christianity, Enlightenment-era philosophy, and democratic revolutions play in the abolishment of the slave trade, emancipating slaves in the Americas, and in achieving social reforms in various regions of the world.</p> <p><b>CTE: Plant Systems Management &amp; Sustainability:</b> As students study FFA History, they learn about the significance of the NFA (New Farmers of America) merger with the FFA. NFA was for African-American Farmers. Following desegregation, both organizations merged into one. Students also learn about the contributions of NFA and its members</p>

f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	In Unit 2: lessons 16-20, Of Thee I Sing: A Letter to My Daughters, former President Barack Obama writes a letter to his daughters, including thirteen Americans who he believes demonstrate the United States’ best virtues. The author explains how he sees those virtues reflected in his daughters and all of the nation’s children.
1	ELA	In Module 3, Unit 2 “Learning Our History”, Lessons 41-45, Martin Luther King: A Peaceful Leader is the true story of a brave peaceful man that stood up for Black rights affecting the contributions of Black people to American

		life, history, literature, economy, politics, and culture. This book is a biography that includes historical information and domain-specific vocabulary.
2	ELA	In Module 3, Unit 3, Lessons 23 - 25, <i>My Brother Martin</i> , Christine King uses simple language as she describes race relations in the South during her childhood, shares the lessons that the King children learned from their families about standing up for justice and equality and sets the stage for the historic journey that her brother would embark upon in the years to come.
3	ELA	In Module 4, Unit 1 “A Journey of Self Discovery”, Lessons 16-20, <i>The Boy Who Harnessed the Wind</i> is a true story about a young boy that worked hard to create a better life for his community. His determination led to his success in providing wind electricity to his village. This text is identified as nonfiction, however, the author has chosen to use a narrative text structure. In Module 4, Unit 1 “Actions and Consequences”, Lessons 4-7 <i>One Hen</i> is a true story based on a boy from Ghana named Kojo who utilized the town’s loan system to boost the overall economy of the village.
4	ELA	In Module 1, Unit 1: Our Changing Relationships, while reading “A Strong Right Arm: The Story of Mamie “Peanut” Johnson”, students learn about Mamie “Peanut” Johnson, one of only three women to play professional baseball in the Negro Leagues. In this group of lessons, students learn about the Negro Leagues, teams formed because Black players were not allowed to play on professional teams with White players due to racism and segregation. Students also learn that segregation in the United States was a practice where our laws required that Black people had to have separate places to live, separate schools, and other separate services, different from those of White people. Throughout the reading, students will explore how one Black woman navigated life in the 1950s and early 1960s in the United States as she worked to achieve her dream of playing professional baseball. In Module 2, Unit 2 Read Aloud, in “Shaking Things Up: 14 Young Women Who Changed the World” students read two texts about black women in history and learn about their backgrounds and accomplishments. First, students read the poem “Taking the Heat” about Molly Williams, a Black woman who was the first known female firefighter in the United States and who lived from 1747–1821. Students then read the poem “Lift-off” about Mae Jemison, the first female Black astronaut to go to outer space, born in 1956. Students plot both women’s stories on a timeline and record important facts about both women on an anchor chart.
5	ELA	In Module 1, Unit 1: Writing with a Purpose, Lesson 11, while reading the biography “Keep On! The Story of Matthew Henson: Co-discoverer of the North Pole”, students learn about Matthew Henson, an African American man who co-discovered the North Pole Robert Perry. The book includes a timeline of the exploration and information that discusses how Matthew Henson did not initially get credit for the discovery until many years later
6	ELA	The students will read the memoir “Brown Girl Dreaming” by Jacqueline Woodson. In her memoir, Woodson describes the laws that she had to

		endure living with in New York and South Carolina in the era of Jim Crow. In her memoir, Woodson describes the Civil Right Movement and some of the African-American heroes who led it. The students will explore these heroes and their contributions, as well as Woodson herself who has made many contributions to literature.
7	ELA	<i>Hidden Figures</i> tells the story of the contributions of four notable African American scientists who contributed to the field of Aeronautics
8	Math	In Unit 4, students are introduced to Benjamin Banneker, a mathematician who was born in MD and assisted in the construction of the capital, created almanacs and worked towards racial equality.  <b>ELA:</b> In <i>Just Mercy</i> , the author details how he attempts to disrupt an unjust judicial system. His work towards equity is a contribution to society. Also, the freedom to disrupt oppression in society is part of the American ethos.
9	Social Studies	Civics & Geography - Highlight individual contributions, when appropriate, on historic dates and through related current events. Students study Reaching of the North Pole by Perry and Matthew Henson. (Both are buried in a prominent location in Arlington National Cemetery.) And explore who Matthew Henson truly was.  <b>CTE: Finance:</b> In the Unit titled, History of Banking and Financial Careers, students discuss the contributions of black owned banks, as well as the contributions and destruction of the Black Wall Street. We also talk about ethics and the history of discrimination against women and African Americans when it comes to getting loans and getting jobs.  <b>CTE: BioMed:</b> Students, in a variety of units, explore the contributions of black individuals through career connections and scientific discoveries related to biomedical sciences
10	ELA	In Unit 2 “The Horse and the Olive,” students read and analyze a text by an influential African American author, James Baldwin. And in Unit 3 “Henrietta’s Dance,” students learn about the contributions of Henrietta Lacks to modern science. Additionally, in this unit, students read and analyze two poems by African American poet Alice Walker and discuss a painting by African American painter Faith Ringgold.  <b>Social Studies:</b> Students explore Black peoples’ contributions such as Machinery, telescopes, computer programming, GPS, IBM, Traffic Signals, etc. and their impact on the economy.  <b>CTE: Plant and Soil Systems:</b> Students study FFA history, SAEs and Career Exploration to learn about important historical figures within the national FFA organization and important historical events involving Black History within the organization. Additionally, students see examples of SAE projects and careers held by all races and cultures, including Blacks.
11	Social Studies	In Unit 6: Interwar: Harlem Renaissance, students discover how the art,

		<p>music, and literature produced during the Harlem Renaissance provide examples of Black American culture being centered in mainstream American society.</p> <p><b>CTE:</b> Human Body Systems: Students explore the contribution of black individuals through career connections and scientific discoveries related to biomedical sciences.</p> <p><b>CTE:</b> Financial Services: In Unit 2 “Origins of Money and Banking,” students learn about bartering and the creation of money that happened in parts of Africa and other countries before the United States. How the United States adapted to Africa and other countries' monetary values.</p>
12	CTE	<p>Plant Systems Management &amp; Sustainability: As students study FFA History/Opportunities in FFA, SAEs &amp; Career Exploration/Preparation, they learn about important historical figures within the national CTE: FFA organization and important historical events involving African American History within the organization. They also see the opportunities available to all individuals involved in the National FFA Organization. Additionally, students see examples of SAE projects and careers held by all races and cultures, including African Americans.</p>

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	Amazing Grace is a realistic fiction story about a girl who loves pretending to be many different people and characters until others tell her that she cannot do things because of who she is. Even though her classmates discourage Grace from trying out for Peter Pan in the school play because she is Black and a girl.
1	ELA	In Module 3, Unit 2 “Learning Our History”, Lessons 36-38, Harriet Tubman: Freedom Fighter is the true journey of a woman who helps enslaved people gain freedom. This book is a biography that includes historical information relating to the struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States.
2	ELA	In Module 3, Unit 3, Lessons 23 - 25, In My Brother Martin, renowned educator Christine King Farris, older sister of the late Dr. King recalls the birth of her two younger brothers and reflects on life in the King household from the vantage point of an older sibling.
3	ELA	In Module 3, Unit 1 “Fearless American Females”, Lessons 1-5 , Rosa is a text about Rosa Parks and her determination for positive change demonstrating the socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States.
4	ELA	In Module 2, Unit 2 Read Aloud, The book “Freedom on the Menu: The Greensboro Sit-Ins” is about true events that happened in Greensboro, North Carolina, in 1960. Students

		learn that Black and White people didn't always get along, and Black people were often not given the same rights that White people enjoyed. Students learn about places that segregation affected, such as restaurants where Black people could not eat in the same restaurants that White people ate in. The book introduces students to a group of four Black college students decided to address segregation through the non-violent means of holding a sit-in; protesting by sitting down and not moving. Students are also introduced to the role of the NAACP, The National Association for the Advancement of Colored People, a civil rights organization in the United States, who works toward promoting justice for African Americans.
5	ELA	In Module 2, Unit 2: History of Civil Rights, Lessons 15-32, "The Watsons Go to Birmingham — 1963" is a novel about a Black family that travels to Alabama during one of the most difficult times in history. This work of historical fiction depicts what life was like in America during the 1960s during the time of segregation and the Civil Rights Movement.
6	ELA	<i>Lizzie Bright and the Buckminster Boy</i> gives examples of socio-economic struggles that the residents of Malaga experience in the lack of access to town services, access to jobs, and in the flagrantly racist treatment the residents receive from the town leaders. Much of the poetry in <i>girl dreaming</i> tells of the experiences of the author's family members in their struggles during the Civil Rights movement and after.
7	Social Studies	In a Macroeconomics unit titled, <i>How does where you live impact how you live?</i> , students examine how redlining contributed to wealth inequalities that exist today. By analyzing graphs, understanding how different groups of people are affected differently by unemployment and how the rate of unemployment among groups has many different causes. In addition, students learn how from 1968 to 1974, Congress passed several federal laws and policies preventing lending discrimination by race and gender, and the pattern of residential segregation started to change.  <b>ELA:</b> <i>Hidden Figures</i> recounts the discrimination Black, women scientists experienced in gaining recognition, funding, and respect for their invaluable contributions to the field of Aerospace Engineering
8	ELA	In <i>Just Mercy</i> the author discusses the socio-economic struggles faced by his Black clients. He traces a thorough line between racism, their socio-economic status, and their unjust incarceration.
9	Social Studies	Civics - Explanation of the 13th, 14th and 15th Amendments. Students explore why it was necessary to add two additional amendments in order to safeguard the essential rights of black Americans and if these additional amendments achieved their goal.  <b>CTE:</b> Finance: In the History of Banking unit, students discuss the contributions of black owned banks, as well as the contributions and destruction of the Black Wall Street. We also talk about ethics and the history of discrimination against women and African Americans when it comes to getting loans and getting jobs.

10	Social Studies	Students will learn about credit card debt and the legislative agencies that cause struggles for various minorities, such as Black people. They will also learn about the wealth gap within soci-economic status and how that impacts them on a personal finance level & the American Economy.
11	Social Studies	In Unit 10: Modern America: Redlining, students define the practice of redlining, locate areas in which the practice was more frequently employed, and describe the effect redlining has had on generational wealth in Black American communities.  <b>ELA:</b> In Unit 2 , while exploring the theme of the American Dream, students read and analyze “Let America Be America Again,” by Langston Hughes to uncover the impact of inequality on African Americans due to the lack of freedom. However, Hughes is encouraging African Americans to make America what it should be.
12	CTE	Plant Systems Management & Sustainability: During the Sustainability Unit, students learn about the three levels of agricultural sustainability (community, economy, environment) and how these factors disproportionately impact marginalized individuals and impoverished areas, such as some Black communities.

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	In Unit 2, Happy Birthday, Martin Luther King tells about the important events in the life of Dr. Martin Luther King, Jr. This nonfiction text is a biography with a sequence of events structure. Students will collaboratively create a list of events in Dr. King’s life as a national figure.
1	ELA	In Module 3, Unit 2 “Learning Our History”, Lessons 41-45, Martin Luther King: A Peaceful Leader Beginning readers will learn about the milestones in Martin Luther King Jr.’s life in this Level Two I Can Read biography, which combines a traditional, illustrated narrative with historical photographs at the back of the book—complete with a timeline, illustrations, and interesting facts as a national figure.
2	ELA	In Module 3, Unit 2, Lessons 31 - 35, Jackie Robinson is a biography with a narrative text structure. It tells the life story of Jackie Robinson, a talented baseball player who overcame prejudice to become the first Black person to play on a modern major league baseball team—the Brooklyn Dodgers. Students will collaboratively create a timeline documenting the most important events in Jackie Robinson’s life from the readings each day.
3	ELA	In Module 3, Unit 1 “Fearless American Females”, Lessons 1-5, Rosa is a text about Rosa Parks and her determination for positive change. The author offers a moving interpretation of Rosa Parks's momentous refusal to give up her bus seat. The author brings her heroine very much to life as she convincingly imagines Parks's thoughts and words while she rode the bus on December 1, 1955.

4	ELA	<p>In Module 1, Unit 1: Our Changing Relationships, while reading “A Strong Right Arm: The Story of Mamie “Peanut” Johnson”, students learn about Mamie “Peanut” Johnson, one of only three women to play professional baseball in the Negro Leagues. In this group of lessons, students learn about the Negro Leagues, teams formed because Black players were not allowed to play on professional teams with White players due to racism and segregation. Students also learn that segregation in the United States was a practice where our laws required that Black people had to have separate places to live, separate schools, and other separate services, different from those of White people. Throughout the reading, students will explore how one Black woman navigated life in the 1950s and early 1960s in the United States as she worked to achieve her dream of playing professional baseball.</p> <p>ELA: In Module 2, Unit 2 Read Aloud, in “Shaking Things Up: 14 Young Women Who Changed the World” students read two texts about black women in history and learn about their backgrounds and accomplishments. First, students read the poem “Taking the Heat” about Molly Williams, a Black woman who was the first known female firefighter in the United States and who lived from 1747–1821. Students then read the poem “Lift-off” about Mae Jemison, the first female Black astronaut to go to outer space, born in 1956. Students plot both women’s stories on a timeline and record important facts about both women on an anchor chart.</p> <p><b>Social Studies:</b> In Unit 1, Lesson 11, “Why and where was Rosa Parks?,” students learn about the segregation going on in the City of Montgomery, AL in 1955. Students then learn that the Black people in Montgomery, Alabama started boycotting the buses. When Rosa Parks was asked about the boycott, she said, “Rather than ride in shame, we decided to walk with dignity.” Nine months after the boycott started, the bus company had lost so much revenue due to the boycott that they ended their discriminatory bus rules. Students analyze accounts of the day that Rosa Parks refused to give up her seat on the bus then draw conclusions and create accounts explaining why she chose to do so and where she was sitting.</p>
5	ELA	<p>In Module 3, Unit 2: The Underground Railroad, Lessons 5-8, while reading “Aunt Harriet’s Underground Railroad in the Sky” students learn how the real Underground Railroad operated, and follow one fictional character’s journey along the railroad. This story is about siblings on an educational journey to learn about their great-great-grandparent’s movement from slavery to freedom through the stories of Harriet Tubman.</p>
6	ELA	<p>Jacqueline Woodson, author of <i>brown girl dreaming</i>, is a winner of both the Coretta Scott King Award and the National Book Award.</p>
7	ELA	<p><i>Hidden Figures</i> tells the story of four historical figures: Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden. During the reading of the text, <i>Hidden Figures</i>, students listen to and discuss a podcast that discusses school desegregation in Southern Delaware to better understand why school desegregation was so difficult to achieve.</p>
8	ELA	<p>Using the article, <i>The Incredible Frederick Douglas</i>, and a newspaper article titled, <i>100 years of Frederick Douglas School in Seaford, DE.</i>, students examine Frederick Douglas’ impact on US history and the impact of his school on Delaware. In addition, The author of <i>Just Mercy</i>, Bryan Stevenson,</p>

		is from Milton, DE. Teachers can illuminate the connection to the state.
9	Civics & Geography	<p>Highlight individual contributions, when appropriate, on historic dates and through related current events. Students study Reaching of the North Pole by Perry and Matthew Henson. (Both are buried in a prominent location in Arlington National Cemetery.) And explore who Matthew Henson truly was. Additionally, students in Civics can research Thurgood Marshall and his contributions to the Supreme Court.</p> <p><b>CTE: Finance:</b> Students highlight black owned Bank owners, as well as the first African Americans involved in Economy research.</p> <p><b>CTE: BioMed:</b> Students explore the contributions of black individuals through career connections and scientific discoveries related to biomedical sciences. This area is lacking specifically in important figures in Delaware history.</p>
10	Social Studies	<p>Students study Black Entrepreneurs &amp; Inventors and their impact on the Economy such as: Pint-Sized CEO, Oprah Winfrey, Michael Jordan, George Foreman, Madam C.J. Walker, Robert Gordon, Annie Malone, etc.</p> <p><b>CTE: Principles of Accounting:</b> In Unit 5, “Careers in Accounting,” students highlight Black accountants and do research on the black owned accounting businesses in the US and Delaware.</p> <p><b>CTE: Plants and Soil Systems:</b> Students learn about important Black historical figures within both the Delaware and National FFA Organization.</p>
11	Social Studies	<p>In Unit 1: Civil War: Harriet Tubman, students study how Harriet Tubman impacted the lives of enslaved people through the state of Delaware.</p> <p><b>CTE: Human Body Systems:</b> Students explore the contributions of black individuals through career connections and scientific discoveries related to biomedical sciences. This area is lacking specifically in important figures in Delaware.</p> <p><b>CTE: Culinary and Hospitality Management:</b> Students discuss black leaders in the culinary field during International cuisine.</p> <p><b>CTE: Financial Services:</b> In Unit 5 “Careers,” students highlight black individuals in Financial Service Careers, Measure differences in Pay and write a persuasive essay on the need for consistency with women and people of color.</p>
12	Social Studies	<p>In Units on World Religions : Mansa Musa, European Slave Trade, and Imperialism students study the role of blacks in world history.</p> <p><b>CTE: Plant Systems Management &amp; Sustainability:</b> While studying FFA History/Opportunities in FFA, students learn about important historical figures within both Delaware and the National FFA Organization. Additionally, they learn about the opportunities afforded to all individuals who have participated in both Delaware FFA and National FFA.</p>



## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
	<p><b>Previous</b></p> <ol style="list-style-type: none"> <li>1. Introduction to HB 198-the what, the why, and the how? (Aug. 25, 2022)</li> <li>2. Culturally Responsive Education: What it is and What it is not. (Sept. 13, 2022)</li> <li>3. Unpacking Culturally Responsive Education (Sept. 13, 2022)</li> <li>4. Importance of Diversity (Sept. 13, 2022)</li> <li>5. Whole Family Approach to Academics (Sept. 13, 2022)</li> <li>6. Embedding HB198 in your classroom (August 24, 2023)</li> <li>7. HB198 - Leading the Work (September. 18, 2023)</li> <li>8. HB198 - Targeting the Learning Targets (October 13, 2023)</li> <li>9. Statewide Equity Summitt - All Content Areas (October 13, 2023)</li> </ol> <p><b>Upcoming</b></p> <ol style="list-style-type: none"> <li>10. HB198 - Culturally Responsive Resources - Actively Learn Partnership (Nov. 20, 2023)</li> <li>11. Exploring Black History- District Wide PL (January 2, 2024)</li> <li>12. Recognizing the educational impact of cultural diversity</li> <li>13. Addressing demographics inequities in achievement</li> <li>14. Building relationships across cultural differences</li> <li>15. Classroom Culture that Promotes Diversity- District Wide PL (On-going: Self- Paced)</li> <li>16. Teaching Hard History- District Wide PL (On-going: Webinars; Podcasts)</li> </ol>

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Dr. Kate Bowski

**Position:** District ELA and Social Studies Specialist

**Email:** [kbowski@msd.k12.de.us](mailto:kbowski@msd.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

The Milford School District continues to do extensive work reviewing and assessing the curriculum to determine alignment with HB 198. We reviewed our initial work from the 2022-2023 SY and identified further areas of strength and areas where improvement or replacement was necessary. The following are actions we completed that address curriculum:

1. We realigned our K-3 Social Studies curriculum and created lessons with a lens on Black history. Additionally, we implemented multiple model lessons, endorsed by the DDOE and Social Studies Coalition, in grades 4, 5, 6, 7, and 8. Our team ensured all lessons were age-appropriate, incorporated many primary and secondary sources, and scaffolded student understanding of cultural and racial diversity, racism, prejudice, and discrimination then and now.
2. At the K-5 level, we reviewed our ELA curriculum that puts a greater emphasis on indigenous and marginalized communities with the expectation that this would further develop students' respect for cultural and racial diversity and knowledge of Black history.
3. We began reviewing the various lessons used in Related Arts classrooms to determine the extent the elements of HB 198b are integrated.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.					X		X			X			
b. The significance of enslavement in the development of the American economy.									X	X		X	
c. The relationship between white supremacy, racism, and American slavery.			X					X	X	X	X	X	
d. The central role racism played in the Civil War.						X		X	X	X		X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.					X	X		X		X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X		X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.		X	X	X	X			X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X		X		X	X	

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	In Unit 2 of the 4th grade Social Studies lessons, students will read and learn about the flourishing culture and cities of Africa before European Colonization. The students look at maps and learn and clarify misconceptions about Africa, including the major misconception that Africa is one country and not the diverse continent that it is.
6	Social Studies	In 6th grade world regional geography, students will learn about North Africa and Sub-Saharan Africa. Lessons cover the diversity of Africa prior to the African and Black diaspora; current connections and contributions to science, art, literature and history by teaching the African Cultural Hearths and how it influenced the development of ancient civilizations. Lessons also cover the regions of West Africa, boundaries were influenced by the slave trade and the European colonization of Africa. Students will also compare and contrast the economic and human rights issues that African and Black Diaspora populations faced in different regions.
9	World Geography & History	<u>9th Grade World Geography and History</u> <i>McGraw-Hill World History and Geography textbook</i>  Students use New Visions lessons on the Abbasid Golden Age, Trans Saharan Trade and why the West African Empires prospered to learn about the history and culture of Black people prior to the African and Black Diaspora. They also examine the growth of trade networks and power relations in the Songhai Empire and in East African city-states.

- b. **The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	Underground Railroad and beginnings of abolition Slavery throughout the westward expansion. Exodusters, treatment/discrimination in main events like the Gold Rush, etc. Debate between free and slave states being admitted into the Union Slavery leading up to and during the Civil War Causes of war, African American soldiers, Emancipation Proclamation, 13th

9	AP Human Geography	<p><u>AP Human Geography</u>  <u>CED: Course and Exam Description from College Board for AP Human Geography</u></p> <p>Topic 2.10 from CED Describe types of forced and voluntary migration: Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.</p> <p>Topic 3.5 from CED Explain how historical processes impact current cultural patterns. Colonialism, imperialism, and trade helped to shape patterns and practices of culture.</p> <p>Topic 6.8 from CED Explain the effects of different urban design initiatives and practices. Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.</p> <p>Topic 6.10 from CED Explain causes and effects of geographic change within urban areas. As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity zones or zones of abandonment. Urban renewal and gentrification have both positive and negative consequences.</p>
11	<p>US History</p> <p>AP US History</p>	<p>Topic 7.1 from CED Explain how the Industrial Revolution facilitated the growth and diffusion of industrialization. Investors in industry sought out more raw materials and new markets, a factor that contributed to the rise of colonialism and imperialism.</p> <p>In order to show the significance of enslavement in the development of the American economy, 11th grade students will examine the economic structure of both Northern and Southern parts of the United States prior to the Civil War and identify why the Southern United States economy was dependent on the enslavement of African Americans compared to the Northern United States.</p> <p><u>AP U.S. History</u>  <i>Fabric of a Nation supplemental textbook</i>  From the Course Exam and Description (CED) document:  Topics 1.5, 2.3, 2.4</p>

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
2	Social Studies	The 2nd grade Social Studies curriculum utilizes a variety of products pulled from the Delaware Recommended Curriculum as well as teacher created products. The year begins by building a foundation for understanding and

4	Social Studies	<p>developing respect and an appreciation for diversity in the Civics unit. Students explore what makes them unique through the <i>Best Part of Me</i> lesson and extend that to how we all create a diverse society. As we continue to build our curriculum, the History unit will include artifacts and primary sources that will help build an understanding of how notable events in Black history fit in with other historical events. These lessons provide a beginning understanding of the relationship between racism and American slavery.</p> <p>In Unit 4 of the 4th grade Social Studies lessons provided from DDOE, the topic is Enslavement. These sets of lessons have a goal of helping understand how America developed their system of enslavement and how it transformed and digressed from the systems of enslavement around the world being used at the time. The students will also look at a court case involving John Punch of indentured servitude that serves as a “turning point” where America moved from indentured servitude to race- based enslavement. These lessons also include the story of Olaudah Equiano, which focuses on telling a story that is not based on the victimization of people of color but also their agency and resistance. There are also additional lessons in this unit that emphasize resistance to enslavement. The lessons in this unit also cover what enslavement looked like in Delaware.</p>
7	Social Studies	<p>Reading from ICivics covering the Civil War, the Emancipation Proclamation, and the Reconstruction Period Students review and discuss the importance of the 13th-15th amendments</p> <p>Lessons on Plessy v Ferguson and Jim Crow laws</p>
8	Social Studies	<p>Underground Railroad and beginnings of abolition Slavery throughout the westward expansion. Exodusters, treatment/discrimination in main events like the Gold Rush,etc. Debate between free and slave states being admitted into the Union Slavery leading up to and during the Civil War Causes of war, African American soldiers, Emancipation Proclamation, 13th</p>
9	<p>World Geography and History</p> <p>AP Human Geography</p>	<p><u>9th Grade World Geography and History</u> Lessons from iCivics, the Stanford History Education Group lesson on the Middle Passage, and the film, <i>Roots</i>, explore the relationship between white supremacy, racism, and American slavery from colonization through the Civil War.</p> <p><u>AP Human Geography</u> <u>CED: Course and Exam Description from College Board for AP Human Geography</u></p> <p>Topic 2.10 from CED Describe types of forced and voluntary migration: Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.</p> <p>Topic 2.11 from CED Explain historical and contemporary geographic effects of migration.</p>

10	Government and Economics	<p>Topic 3.1 from CED Define the characteristics, attitudes, and traits that influence geographers when they study culture. Cultural relativism and ethnocentrism are different attitudes toward cultural differences.</p> <p><u>Government and Economics</u> <i>MacGruders American Government textbook</i></p> <p>Tenth grade students are taught various court cases during their Judicial Branch unit to help them understand how the courts have corrected the tragedy of enslavement. Court cases include Plessy v Ferguson and Brown v Board of Education. These cases will involve federal court decisions noting the supremacy of the Federal government. However during Brown v Board of education, students learn how Delaware was a part of the class action suit of Brown and the experience local of the Milford 11. Students also discuss the Civil Rights movement of the 1960s and how movements such as Black Lives Matter continue today. These lessons also examine actions of the government to enforce and make laws to promote fair and equal treatment.</p> <p>Other lessons include the contributions of Louis Redding and Orlando Camp (author of <i>The Milford Eleven</i>) in the work to integrate Delaware Schools; the work of Lisa Blunt-Rochester as an African American woman in federal politics; and the impact of Bryan Stevenson during discussions of the pursuit of equal justice for African Americans in court cases.</p>
11	American Literature	<p><u>11th Grade American Literature</u></p> <p>The 11th grade English course uses the My Perspectives curriculum. In this course, students study American Literature which involves the following topics:</p> <ul style="list-style-type: none"> <li>- Exploration of the Foundational Documents, the Equiano narrative, the Gettysburg Address, and the concept of “all men are created equal.”</li> <li>- Examination of the continued struggle for freedom and equality across various groups in this country (particularly Black men and all women) through writers such as Frederick Douglass, Sojourner Truth, Langston Hughes.</li> <li>- Reading and discussion of the Brown v BOE court case.</li> <li>- Incorporation of the book <i>Of Mice and Men</i> and Ta-Nehisi Coates’ video about words that don’t belong.</li> </ul>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
5	ELA	<i>The Mostly True Adventures of Homer P. Figg</i> in the Bookworms curriculum addresses the central role of racism in the Civil War.
7	Social Studies	<p>Reading from ICivics covering the Civil War, the Emancipation Proclamation, and the Reconstruction Period</p> <p>Underground Railroad and beginnings of abolition</p>

8		<p>Slavery throughout the westward expansion.  Exodusters, treatment/discrimination in main events like the Gold Rush, etc.  Debate between free and slave states being admitted into the Union  Slavery leading up to and during the Civil War  Causes of war, African American soldiers, Emancipation  Proclamation, 13th</p>
9	World Geography and History	<p><u>9th Grade World Geography and History</u>  Lessons from iCivics, the Stanford History Education Group lesson on the Middle Passage, and the film, <i>Roots</i>, explore the relationship between white supremacy, racism, and American slavery from colonization through the Civil War.</p>
11	US History	<p><u>11th Grade U.S. History</u>  11th Grade students will also study the Lost Cause Interpretation developed by the Confederate States at the conclusion of the Civil War and explain why the Confederate States developed this interpretation in order to mask how big the role of race was for their side during the Civil War.</p>

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
4	ELA and Social Studies	<p>Fourth graders read several books from the Bookworms reading program pertaining to the elements of HB 198. In <i>A Strong Right Arm</i>, students learn about segregation and Jim Crow laws as they read about Mamie Peanut Johnson's struggles as she and her Negro League baseball team travel through the south. The text compares the inequities Mamie's team and spectators faced compared to white teams and spectators at the time. Mamie's story also shares her struggle to find opportunities as a woman of color to grow her love and skills in baseball. This story also shares other influential Black athletes she encountered during her time in the pros: Satchel Paige, Toni Stone, Hank Baylis, Jackie Robinson, and more. The book illustrates their influence and importance on black culture during the 1950s and discusses the influence of the players on breaking the "colored lines" in baseball. Students also read <i>Freedom on the Menu: The Story of Greensboro Sit-ins</i>. Students learn about segregation laws and how African Americans fought for equality and freedom during that time period.</p> <p>In Social Studies, fourth grade teachers use the model lessons endorsed by the DDOE and the Social Studies Coalition. The lessons chosen allow students to learn to use and manipulate different types of timelines. Through this work students study accounts of the historic moment when Rosa Parks refused to give up her seat. They also have readings on Carter G. Woodson who helped create Black History Month and they create a timeline of his life. Students also participate in a read aloud of <i>Shaking Things Up</i> which features: Ruby Bridges, Mae Jemison, Molly Williams. This book illustrates how these women stood up to racial and gender barriers to reach their dreams.</p> <p>Fifth graders read <i>The Watsons Go to Birmingham - 1963</i>, <i>Bud Not Buddy</i>,</p>



5	ELA	<p>and <i>Keep On! The Matthew Henson Story</i> as part of the Bookworms Reading program. Each of these books helps students understand how racial discrimination, prejudice, and segregation affected the characters, and thereby African Americans in the 1960s.</p> <p>The History of Civil Rights unit in the Bookworms reading curriculum culminates with students researching the Civil Rights movement using several primary and secondary sources. They will produce a news article that answers the question, <i>What was it like to live during the Civil Rights Movement?</i></p>
7	Social Studies	<p>Analysis of Delaware Inn Keeper’s Law of 1875 that allowed Delaware restaurants and service industry, as well as transportation, to refuse service to people of color</p> <p>Case of Sarah C. Roberts vs. the City of Boston</p> <p>Lessons on Plessy v Ferguson and Jim Crow laws</p>
9	<p>ELA</p> <p>World Geography and History</p> <p>AP Human Geography</p>	<p>In our 7th grade ELA Curriculum, which utilizes the Amplify ELA program, students read <i>A Raisin in the Sun</i>. They complete writing pieces and discussions about the themes of racism, segregation, family, oppression, and civil rights.</p> <p><u>9th Grade World Geography and History</u>  Lessons from iCivics, the Stanford History Education Group lesson on the Middle Passage, and the film, <i>Roots</i>, explore the relationship between white supremacy, racism, and American slavery from colonization through the Civil War.</p> <p><u>AP Human Geography</u>  <u>CED: Course and Exam Description from College Board for AP Human Geography</u></p> <p>Topic 2.11 from CED Explain historical and contemporary geographic effects of migration.</p> <p>Topic 3.1 from CED Define the characteristics, attitudes, and traits that influence geographers when they study culture. Cultural relativism and ethnocentrism are different attitudes toward cultural differences.</p> <p>Topic 6.8 from CED Explain the effects of different urban design initiatives and practices. Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.</p> <p>Topic 6.10 from CED Explain causes and effects of geographic change within urban areas. As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity</p>

10	Government & Economics	<p>zones or zones of abandonment. Urban renewal and gentrification have both positive and negative consequences.</p> <p>Topic 7.1 from CED Explain how the Industrial Revolution facilitated the growth and diffusion of industrialization. Investors in industry sought out more raw materials and new markets, a factor that contributed to the rise of colonialism and imperialism.</p> <p><u>Government and Economics</u> <i>MacGruders American Government textbook</i></p> <p>Tenth grade students are taught various court cases during their Judicial Branch unit to help them understand how the courts have corrected the tragedy of enslavement. Court cases include Plessy v Ferguson and Brown v Board of Education. These cases will involve federal court decisions noting the supremacy of the Federal government. However during Brown v Board of education, students learn how Delaware was a part of the class action suit of Brown and the experience local of the Milford 11. Students also discuss the Civil Rights movement of the 1960s and how movements such as Black Lives Matter continue today. These lessons also examine actions of the government to enforce and make laws to promote fair and equal treatment.</p> <p>Other lessons include the contributions of Louis Redding and Orlando Camp (author of <i>The Milford Eleven</i>) in the work to integrate Delaware Schools; the work of Lisa Blunt-Rochester as an African American woman in federal politics; and the impact of Bryan Stevenson during discussions of the pursuit of equal justice for African Americans in court cases.</p>
11	US History	<p><u>11th Grade U.S. History</u> 11th grade students will learn how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws by investigating the development of Black Codes and the Jim Crow laws to see the different avenues both local and federal governments went through in order to continue the disenfranchisement of the newly freed African Americans.</p> <p><u>AP U.S. History</u> <i>Fabric of a Nation supplemental textbook</i> From the Course Exam and Description (CED) document: Topics: 1.5, 1.6, 2.3, 2.4, 2.5, 3.12, 4.3, 4.12</p>
12	Multiple electives	<p>In 12th grade, students have the option to take any number of elective Social Studies courses as well as dual enrollment courses where the curriculum is defined by Higher Education institutions. For example, in Sociology, students study culture and cultural diversity, and they analyze social stratification and the causes and consequences of classifying people by race, ethnicity, and gender.</p>

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
-------------	-----------------	-------------------

K	Social Studies	<p>In Social Studies, students learn about the traditions and ceremonies of Kwanzaa as it relates to African American culture. Students read an informational text and participate in hands-on activities meant to increase student understanding of the holiday.</p>
1	<p>Art</p> <p>ELA and Social Studies</p>	<p>Alma Thomas art project - teaching mosaics and Black History Reggie Laurant - teaching abstract art and use of shapes</p> <p>Our Social Studies curriculum introduces students to Black American leaders, including their backgrounds, hardships if any, and contributions to society. The curriculum incorporates lessons about the lives and accomplishments of Martin Luther King Jr, Mae Jemison, George Washington Carver, and Ruby Bridges. Students use stories, videos, and a variety of activities and puzzles to learn about the contributions of these historical African Americans.</p> <p>These concepts are further explored through our Bookworms Reading curriculum when students are introduced to a variety of books such as: <i>Wings</i> (a celebration of diversity), <i>Duke Ellington</i> (a biography of his life and contributions to jazz music), <i>The Thing Lou Couldn't Do</i> (celebrating our differences and persevering), <i>Harriet Tubman: Freedom Fighter</i> (explores her life as well as her lesser-known accomplishments), and <i>Martin Luther King, Jr: A Peaceful Leader</i>. These books are read, discussed, and written about through student writing pieces.</p> <p>Art</p> <p>Students learned about Faith Ringgold and her story "Tar Beach". Students learned about Faith's father's struggle as an employee and how she persevered in following her dreams. Bernard Hoyes-talked about his family life and struggles; why he came to America and pursued art here instead of home of Jamaica; did paintings of his dancing lady Benjamin Banneker- taught of his life struggles and achievements; gave history of Benjamin Banneker school through the years up to date; did art of his watches Artwork by Blsa Butler, fabric artist, is viewed, discussed and used as inspiration to create student drawings. Discussed how MLK Jr. understood the need for societal changes, and through working together, used peaceful protests to further justice for African Americans. Created artwork using the peace symbol. Studied selected artwork by Jean-Michel Basquia while learning about his background and created artwork emulating his style.</p>
2	ELA	<p>The 2nd grade Bookworms Reading curriculum addresses the above referenced requirements through lessons linked to multiple texts that include two Jackie Robinson texts. A Jackie Robinson biography that highlights his struggles with segregation and inequality as well as the most important events and accomplishments in his life and <i>Dad, Jackie, and Me</i> (a narrative that explores prejudicial treatment based on race or disability). Other texts that address the above referenced requirements are <i>My Brother Martin</i>, <i>The Story of Ruby Bridges</i>, and <i>Starstruck: The Cosmic Journey of Neil deGrasse Tyson</i>. Lessons associated with these books include</p>

3	Art	<p>developing chronologies of important events in their lives, identifying prejudices, and writing pieces discussing how these individuals overcame adversity brought on by racism, segregation, and inequalities.</p> <p>Students learned about Alma Thomas and her life experiences dealing with segregation and how she became a teacher during this time.</p> <p>Jean Michel Basquiat- discussed life experiences; how he uses art to express feelings and emotions; did drawings of self expression and favorite things in life</p> <p>Benjamin Banneker- taught of his life struggles and achievements; gave history of Benjamin Banneker school through the years up to date; did art of his watches and clocks</p> <p>William H. Johnson’ art and style are discussed and emulated through a collage activity. Blind Singer is a particular reference used to highlight the enduring struggle of African Americans.</p>
	ELA	<p>In the 3rd grade Bookworms Reading program, students read books such as: <i>A Picture Book of Frederick Douglass</i> which outlines his life and times, his civic contributions, and the concepts of prejudice, slavery, and racial discrimination. <i>Rosa</i> tells the story of Rosa Parks’ work for equal rights. The book also outlines scenarios of segregation, racial discrimination, and prejudice. It describes the work of Martin Luther King, Jr and the events leading to the Civil Rights Movement.</p> <p><i>When Marian Sang</i> is a biography of Marion Anderson, the first African American singer to perform at the White House and to sing with New York's Metropolitan Opera. The lessons for this story cover the struggles of racial segregation and discrimination that Marian had to overcome to reach her goal.</p> <p>For each of these books, students discuss, respond to questions, and complete written responses to demonstrate understanding of the time period and empathy for the character. During one marking period, students do a research report called “Exposing Injustice” where they apply what they have learned about injustice to defend an opinion about the end justifying the means.</p>
	Art	<p>Students learned about Charles MaGee and how he felt it was important to create art that was meaningful to all races. He focused on the city of Detroit and explained that even though we have differences we can all come together and find the beauty in creativity.</p> <p>Benjamin Banneker - taught of his life struggles and achievements; gave history of Benjamin Banneker school through the years up to date; did art of constellations</p> <p>Clementine Hunter- taught of how she used art to allow others to see the lives of slaves; self taught; was first African American artist to have a solo exhibit in art museum but wasn’t allowed to go in herself because of segregation; did watercolor crayon resist painting of her zinnias</p> <p>MLK Jr. understood the need for societal changes, and through working together, used peaceful protests to further justice for African Americans. Paint portrait.</p>

4	Social Studies	<p>In Unit 4 of the 4th Grade Social Studies lessons provided from DDOE, the topic is Enslavement. These sets of lessons have a goal of helping understand how America developed their system of enslavement and how it transformed and digressed from the systems of enslavement around the world being used at the time. The students will also look at a court case involving John Punch of indentured servitude that serves as a “turning point” where America moved from indentured servitude to race- based enslavement. These lessons also include the story of Olaudah Equiano, which focuses on telling a story that is not based on the victimization of people of color but also their agency and resistance. There are also additional lessons in this unit that emphasize resistance to enslavement. The lessons in this unit also cover what enslavement looked like in Delaware.</p>
5	Art	<p>The reasons behind MLK Jr “I have a dream” speech are discussed and how working cooperatively can facilitate change. Discussed reasons why society must continue to be aware of bias and prejudice.</p> <p>Students learned about Jacob Lawrence and “The Migration Series”. Our focus was on the struggles of black people leaving the south to find a better way of life.</p> <p>Benjamin Banneker- taught of his life struggles and achievements; gave history of Benjamin Banneker school through the years up to date; created our own stamps of Benjamin Banneker</p> <p>Lois Malou Jones- discussed her art styles and life struggles; became a teacher and used her artwork to share history of her life; made masks in her style with oil pastels.</p> <p>Shirley Chisholm, first African American woman elected to the senate, is studied and drawn.</p>
6	Social Studies	<p>Fifth graders read <i>The Watsons Go to Birmingham - 1963</i>, <i>Bud Not Buddy</i>, and <i>Keep On! The Matthew Henson Story</i> as part of the Bookworms Reading program. Each of these books helps students understand how racial discrimination, prejudice, and segregation affected the characters, and thereby African Americans in the 1960s.</p> <p>View and discuss short sections of this online reading of the book “I am MLK Jr.” by Brad Meltzer.</p> <p>Students pick one item from the online book and draw/sketch it.</p> <p>Students complete a MLK portrait painting, either in abstract or realistic fashion, after comparing/contrasting various portraits of him.</p> <p>Students learned about Aaron Douglas and how he was an important figure during the Harlem Renaissance. They learned how his art reflected the culture of Harlem during this time of change.</p> <p>Lois Malou Jones- discussed her art styles and life struggles; became a teacher and used her artwork to share history of her life; made masks and different designs with oil pastels.</p>
6	Social Studies	<p>In 6th grade world regional geography, students will learn about North Africa and Sub-Saharan Africa. Lessons cover the diversity of Africa prior to the African and Black diaspora; current connections and contributions to science, art, literature and history by teaching the African Cultural Hearths</p>

		<p>and how it influenced the development of ancient civilizations. Lessons also cover the regions of West Africa, boundaries were influenced by the slave trade and the European colonization of Africa. Students will also compare and contrast the economic and human rights issues that African and Black Diaspora populations faced in different regions.</p>
7	Health & PE	Discussions and lessons about impactful black athletes in America
	Art	Lessons incorporate a project using 2 African ancient civilizations and one Japanese culture era to combine a mask/monument artwork based on their culture. The combination of the 3 cultures into one visual art project helps the students relate to the struggles these civilizations endured. We know little about them in literature, but their visual footprint is widely known. Many of our ancestors were at one point or another related to these civilizations.
	Social Studies	<p>The experience of the Milford 11          Students read from the book written by Orlando Camp detailing society in Milford at the time          Students watch interviews from Orland Camp explaining what happened in the town after integration</p>
		<p>Underground Railroad and beginnings of abolition          Slavery throughout the westward expansion.</p>
		<p>Exodusters, treatment/discrimination in main events like the Gold Rush, etc.</p>
		<p>Debate between free and slave states being admitted into the Union          Slavery leading up to and during the Civil War</p>
	Art	Causes of war, African American soldiers, Emancipation Proclamation, 13th
		Students learn about different African cultures and the masks of those cultures. Students then look at how those masks influenced western art.
8	Art	Students learn about different African American artists as they relate to different class projects. Those artists include, but are not limited to: Charles McGee, Jacob Lawrence, Kehinde Wiley, Jean Michel-Basquait, and Kara Walker.
10	Government and Economics	<p><u>Government and Economics</u>  <i>MacGruders American Government textbook</i></p>
		Tenth grade students are taught various court cases during their Judicial Branch unit to help them understand how the courts have corrected the tragedy of enslavement. Court cases include Plessy v Ferguson and Brown v Board of Education. These cases will involve federal court decisions noting the supremacy of the Federal government. However during Brown v Board of education, students learn how Delaware was a part of the class action suit of Brown and the experience local of the Milford 11. Students also discuss the Civil Rights movement of the 1960s and how movements such as Black Lives Matter continue today. These lessons also examine actions of the government to enforce and make laws to promote fair and equal

10, 11, 12	Art	<p>treatment.</p> <p>Other lessons include the contributions of Louis Redding and Orlando Camp (author of <i>The Milford Eleven</i>) in the work to integrate Delaware Schools; the work of Lisa Blunt-Rochester as an African American woman in federal politics; and the impact of Bryan Stevenson during discussions of the pursuit of equal justice for African Americans in court cases.</p> <p>We create a project using 2 African ancient civilizations and one Japanese culture era to combine a mask/monument artwork based on their culture. The combination of the 3 cultures into one visual art project helps the students relate to the struggles these civilizations endured. We know little about them in literature, but their visual footprint is widely known. Many of our ancestors were at one point or another related to these civilizations.</p> <p>Students learn about different African cultures and the masks of those cultures. Students then look at how those masks influenced western art.</p> <p>Students learn about different African American artists as they relate to different class projects. Those artists include, but are not limited to: Charles McGee, Jacob Lawrence, Kehinde Wiley, Jean Michel-Basquait, and Kara Walker.</p>
11	US History	<p><u>11th Grade U.S. History</u></p> <p>In 11th grade, students learn about the contributions of Black people to American life by investigating key African American figures in the Harlem Renaissance and the different contributions they made to American Culture during the early 20th century.</p>

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	<p>The 2nd grade Bookworms Reading curriculum addresses the above referenced requirements through lessons linked to multiple texts that include two Jackie Robinson texts. A Jackie Robinson biography that highlights his struggles with segregation and inequality as well as the most important events and accomplishments in his life and <i>Dad, Jackie, and Me</i> (a narrative that explores prejudicial treatment based on race or disability). Other texts that address the above referenced requirements are <i>My Brother Martin</i>, <i>The Story of Ruby Bridges</i>, and <i>Starstruck: The Cosmic Journey of Neil deGrasse Tyson</i>. Lessons associated with these books include developing chronologies of important events in their lives, identifying prejudices, and writing pieces discussing how these individuals overcame adversity brought on by racism, segregation, and inequalities.</p>
3	ELA and Social Studies	<p>The 3rd grade Social Studies curriculum utilizes the Delaware Recommended Curriculum and teacher curated materials. In the Social</p>

4	ELA and Social Studies	<p>Studies Civics unit, third graders learn about rights, responsibilities, and privileges and how they evolved from the Constitution, the Bill of Rights, and the creation of a civilized society. Respect for diversity is a focus throughout much of the Civics unit. This will create the foundation for moving into the Regions and Places unit from the DRC which will focus heavily on culture - house design, dress, food, or language and how places are connected to each other through culture and for the History Unit which will utilize primary and secondary sources to learn about Black History.</p> <p>In the Bookworms Reading program, students read books such as: <i>A Picture Book of Frederick Douglass</i> which outlines his life and times, his civic contributions, and the concepts of prejudice, slavery, and racial discrimination. <i>Rosa</i> tells the story of Rosa Parks' work for equal rights. The book also outlines scenarios of segregation, racial discrimination, and prejudice. It describes the work of Martin Luther King, Jr and the events leading to the Civil Rights Movement.</p> <p><i>When Marian Sang</i> is a biography of Marion Anderson, the first African American singer to perform at the White House and to sing with New York's Metropolitan Opera. The lessons for this story cover the struggles of racial segregation and discrimination that Marian had to overcome to reach her goal.</p> <p>These lessons provide a beginning understanding of the struggles historical Black figures endured by incorporating how the laws and regulations of the time period impacted the lives of these figures.</p> <p>Fourth graders read several books from the Bookworms reading program pertaining to the elements of HB 198. In <i>A Strong Right Arm</i>, students learn about segregation and Jim Crow laws as they read about Mamie Peanut Johnson's struggles as she and her Negro League baseball team travel through the south. The text compares the inequities Mamie's team and spectators faced compared to white teams and spectators at the time. Mamie's story also shares her struggle to find opportunities as a woman of color to grow her love and skills in baseball. This story also shares other influential Black athletes she encountered during her time in the pros: Satchel Paige, Toni Stone, Hank Baylis, Jackie Robinson, and more. The book illustrates their influence and importance on black culture during the 1950s and discusses the influence of the players on breaking the "colored lines" in baseball. Students also read <i>Freedom on the Menu: The Story of Greensboro Sit-ins</i>. Students learn about segregation laws and how African Americans fought for equality and freedom during that time period.</p> <p>In Social Studies, fourth grade teachers use the model lessons endorsed by the DDOE and the Social Studies Coalition. The lessons chosen allow students to learn to use and manipulate different types of timelines. Through this work students study accounts of the historic moment when Rosa Parks refused to give up her seat. They also have readings on Carter G. Woodson who helped create Black History Month and they create a timeline of his life. Students also participate in a read aloud of <i>Shaking Things Up</i> which features: Ruby Bridges, Mae Jemison, Molly Williams. This book illustrates how these women stood up to racial and gender barriers to reach</p>
---	------------------------	---



7	Social Studies	<p>their dreams.</p> <p>In Unit 5 of the Social Studies lessons provided from DDOE, students will learn about 1619, the year the first enslaved person arrived in the colonies and how this arrival allowed for the survival and growth of the colonies. They will then learn about a historical figure, Elizabeth Key, as an illustration of how enslaved people worked for agency and sued for their freedom even when obstacles were purposely put in their way. In Unit 6, regarding the revolution, students learn how throughout the turmoil enslaved people were still fighting for their freedom (including Ona Judge and Mum Bett). In Unit 9, students also learn about how enslaved people helped build America and especially, its architecture. During this time they also learn to question perspectives of stories that they are reading to be sure they are reading an accurate account of the events. Finally, in Unit 10 students will learn about the Bill of Rights and their rights and responsibilities as citizens of America.</p> <p>Voter suppression Students watch clips from movies showing voter intimidation at the end of the reconstruction period, and the use of the literacy test Actual literacy tests are shared with the students, and students discuss the experience of trying to answer those questions, and how it was unfair and not constitutional</p> <p>Students discuss the influence of White Citizen Councils that created economic pressures on people to comply with the racist policies of the local and state governments</p> <p>Students read about the Voting Rights Act and how it increased voter registration, and then analyze a recent case of Shelby County vs Holder to determine whether that decision was good or not in their viewpoint</p> <p>Students analyze newspaper articles and interviews concerning the experiences of the Little Rock 9</p> <p>Microeconomics lesson on the importance of access to banking, and how some areas with higher percentages of people with color and lower socioeconomic status do not have these banks available to them</p>
8	Social Studies	<p>Underground Railroad and beginnings of abolition Slavery throughout the westward expansion. Exodusters, treatment/discrimination in main events like the Gold Rush, etc. Debate between free and slave states being admitted into the Union Slavery leading up to and during the Civil War Causes of war, African American soldiers, Emancipation Proclamation, 13th</p>
9	AP Human Geography	<p><u>AP Human Geography</u> <u>CED: Course and Exam Description from College Board for AP Human Geography</u> <u>Geography</u></p> <p>Topic 6.8 from CED Explain the effects of different urban design initiatives</p>



12	Multiple electives	<ul style="list-style-type: none"> <li>- Examination of the continued struggle for freedom and equality across various groups in this country (particularly Black men and all women) through writers such as Frederick Douglass, Sojourner Truth, Langston Hughes.</li> <li>- Reading and discussion of the Brown v BOE court case.</li> <li>- Incorporation of the book <i>Of Mice and Men</i> and Ta-Nehisi Coates' video about words that don't belong.</li> </ul> <p>In 12th grade, students have the option to take any number of elective Social Studies courses as well as dual enrollment courses where the curriculum is defined by Higher Education institutions. For example, in Sociology, students study culture and cultural diversity, and they analyze social stratification and the causes and consequences of classifying people by race, ethnicity, and gender.</p>
----	--------------------	--

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	<p>Kindergartners learn about Black figures in national and Delaware history as well as the contributions of Black people to American life, history, literature, economy, politics, and culture through the Reading (Bookworms) and Social Studies curriculums. In ELA, students read and discuss books from the Bookworms curriculum such as <i>Happy Birthday</i>, <i>Martin Luther King</i>, <i>Rap a Tap Tap</i>, <i>Harriet Tubman</i>, and <i>Of Thee I Sing</i>. Activities that accompany these books include comprehension questions, drawing illustrations that show understanding, and writing about why Dr. King was brave.</p>
1	ELA and Social Studies	<p>Our Social Studies curriculum introduces students to Black American leaders, including their backgrounds, hardships if any, and contributions to society. The curriculum incorporates lessons about the lives and accomplishments of Martin Luther King Jr, Mae Jemison, George Washington Carver, and Ruby Bridges. Students use stories, videos, and a variety of activities and puzzles to learn about the contributions of these historical African Americans.</p> <p>These concepts are further explored through our Bookworms Reading curriculum when students are introduced to a variety of books such as: <i>Wings</i> (a celebration of diversity), <i>Duke Ellington</i> (a biography of his life and contributions to jazz music), <i>The Thing Lou Couldn't Do</i> (celebrating our differences and persevering), <i>Harriet Tubman: Freedom Fighter</i> (explores her life as well as her lesser-known accomplishments), and <i>Martin Luther King, Jr: A Peaceful Leader</i>. These books are read, discussed, and written about through student writing pieces.</p>
2	ELA	<p>The 2nd grade Bookworms Reading curriculum addresses the above referenced requirements through lessons linked to multiple texts that include two Jackie Robinson texts. A Jackie Robinson biography that highlights his struggles with segregation and inequality as well as the most important events and accomplishments in his life and <i>Dad, Jackie, and Me</i> (a narrative that explores prejudicial treatment based on race or disability). Other texts that address the above referenced requirements are <i>My Brother</i></p>

3	ELA	<p><i>Martin, The Story of Ruby Bridges, and Starstruck: The Cosmic Journey of Neil deGrasse Tyson.</i> Lessons associated with these books include developing chronologies of important events in their lives, identifying prejudices, and writing pieces discussing how these individuals overcame adversity brought on by racism, segregation, and inequalities.</p> <p>In the 3rd grade Bookworms Reading program, students read books such as: <i>A Picture Book of Frederick Douglass</i> which outlines his life and times, his civic contributions, and the concepts of prejudice, slavery, and racial discrimination. <i>Rosa</i> tells the story of Rosa Parks' work for equal rights. The book also outlines scenarios of segregation, racial discrimination, and prejudice. It describes the work of Martin Luther King, Jr and the events leading to the Civil Rights Movement.</p> <p><i>When Marian Sang</i> is a biography of Marion Anderson, the first African American singer to perform at the White House and to sing with New York's Metropolitan Opera. The lessons for this story cover the struggles of racial segregation and discrimination that Marian had to overcome to reach her goal.</p> <p>For each of these books, students discuss, respond to questions, and complete written responses to demonstrate understanding of the time period and empathy for the character. During one marking period, students do a research report called "Exposing Injustice" where they apply what they have learned about injustice to defend an opinion about the end justifying the means.</p>
4	ELA and Social Studies	<p>Fourth graders read several books from the Bookworms reading program pertaining to the elements of HB 198. In <i>A Strong Right Arm</i>, students learn about segregation and Jim Crow laws as they read about Mamie Peanut Johnson's struggles as she and her Negro League baseball team travel through the south. The text compares the inequities Mamie's team and spectators faced compared to white teams and spectators at the time. Mamie's story also shares her struggle to find opportunities as a woman of color to grow her love and skills in baseball. This story also shares other influential Black athletes she encountered during her time in the pros: Satchel Paige, Toni Stone, Hank Baylis, Jackie Robinson, and more. The book illustrates their influence and importance on black culture during the 1950s and discusses the influence of the players on breaking the "colored lines" in baseball. Students also read <i>Freedom on the Menu: The Story of Greensboro Sit-ins</i>. Students learn about segregation laws and how African Americans fought for equality and freedom during that time period.</p> <p>In Social Studies, fourth grade teachers use the model lessons endorsed by the DDOE and the Social Studies Coalition. The lessons chosen allow students to learn to use and manipulate different types of timelines. Through this work students study accounts of the historic moment when Rosa Parks refused to give up her seat. They also have readings on Carter G. Woodson who helped create Black History Month and they create a timeline of his life. Students also participate in a read aloud of <i>Shaking Things Up</i> which features: Ruby Bridges, Mae Jemison, Molly Williams. This book illustrates how these women stood up to racial and gender barriers to reach</p>

5	ELA	<p>their dreams.</p> <p>Fifth graders read <i>The Watsons Go to Birmingham - 1963</i>, <i>Bud Not Buddy</i>, and <i>Keep On! The Matthew Henson Story</i> as part of the Bookworms Reading program. Each of these books helps students understand how racial discrimination, prejudice, and segregation affected the characters, and thereby African Americans in the 1960s.</p> <p>The History of Civil Rights unit in our Reading curriculum culminates with students researching the Civil Rights movement using several primary and secondary sources. They will produce a news article that answers the question, <i>What was it like to live during the Civil Rights Movement?</i> Research will also include notable figures of the time period.</p>
6	Social Studies	<p>In 6th grade world regional geography, students will learn about North Africa and Sub-Saharan Africa. Lessons cover the diversity of Africa prior to the African and Black diaspora; current connections and contributions to science, art, literature and history by teaching the African Cultural Hearths and how it influenced the development of ancient civilizations. Lessons also cover the regions of West Africa, boundaries were influenced by the slave trade and the European colonization of Africa. Students will also compare and contrast the economic and human rights issues that African and Black Diaspora populations faced in different regions.</p>
8	Social Studies	<p>Underground Railroad and beginnings of abolition  Slavery throughout the westward expansion.  Exodusters, treatment/discrimination in main events like the Gold Rush, etc.  Debate between free and slave states being admitted into the Union  Slavery leading up to and during the Civil War  Causes of war, African American soldiers, Emancipation  Proclamation, 13th</p>
10	Government and Economics	<p><u>Government and Economics</u>  <i>MacGruders American Government textbook</i></p> <p>Tenth grade students are taught various court cases during their Judicial Branch unit to help them understand how the courts have corrected the tragedy of enslavement. Court cases include Plessy v Ferguson and Brown v Board of Education. These cases will involve federal court decisions noting the supremacy of the Federal government. However during Brown v Board of education, students learn how Delaware was a part of the class action suit of Brown and the experience local of the Milford 11. Students also discuss the Civil Rights movement of the 1960s and how movements such as Black Lives Matter continue today. These lessons also examine actions of the government to enforce and make laws to promote fair and equal treatment.</p> <p>Other lessons include the contributions of Louis Redding and Orlando Camp (author of <i>The Milford Eleven</i>) in the work to integrate Delaware Schools; the work of Lisa Blunt-Rochester as an African American woman in federal politics; and the impact of Bryan Stevenson during discussions of the pursuit</p>

11	US History	<p>of equal justice for African Americans in court cases.</p> <p>Notable figures such as Hiram Revels and Frederick Douglass will be studied to understand the notable role African Americans played in politics.</p>
----	------------	---

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
Summer 2023	Curriculum review and rewriting where necessary for ELA and Social Studies
Fall 2023	Individual PLC meetings with middle school teachers. Discussions centered on model lessons provided by DDOE and the Social Studies Coalition. How do we best support our students when teaching sensitive topics?
Ongoing	<p>Delaware Valley Consortium of Educational Equity - professional learning offerings for all staff</p> <p>Equity and Beyond - training for District and Campus leaders on processing cultural competence</p>

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Ned Southworth

Position: Head of School

Email: [ned.southworth@mot.k12.de.us](mailto:ned.southworth@mot.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

MOT Charter School's plan to meet the instructional framework requirements established by HB 198 has been developed using the guidance provided within the bill. Our K-12 teachers have used, or plan to use, primary sources to teach students about the triumphs, setbacks, and contributions of African American people. The lessons and activities that students will be engaging in will give them an opportunity to learn about African American culture and gain a perspective that will enhance their awareness and understanding of cultural and racial diversity. The curricula that students will be introduced to will expose them to the Black experience and contributions made across content areas including English/Language Arts, Social Studies, Science, Math, STEM, Art, Music, Theater, Dance, Business Education, Engineering, and Computer Science. The resources adopted or developed have been planned through a trauma-responsive lens and take into account the age and grade-level appropriateness of the content.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X		X	X	X	X	X
b. The significance of enslavement in the development of the American economy.					X	X		X	X	X		X	X
c. The relationship between white supremacy, racism, and American slavery.				X	X	X	X	X				X	X
d. The central role racism played in the Civil War.				X		X			X			X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.			X	X	X		X	X	X	X		X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.				X		X	X	X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X			X	X

### Minimum Content Requirement

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*



a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

Grade-level	Content Area(s)	Lessons/Resources
K	Music	<ul style="list-style-type: none"> <li>Students learn about folk songs from Africa. Students sing and dance to the folk songs they are studying. The students learn about the meanings of the songs after they are translated.</li> </ul>
1	Music	<ul style="list-style-type: none"> <li>Students learn about folk songs from Africa. Students sing and dance to the folk songs they are studying. The students learn about the meanings of the songs after they are translated.</li> </ul>
2	Music	<ul style="list-style-type: none"> <li>Students learn about folk songs from Africa. Students sing and dance to the folk songs they are studying. The students learn about the meanings of the songs after they are translated.</li> </ul>
3	ELA, Music	<ul style="list-style-type: none"> <li>Cultural folktales used to identify character traits and the moral - <u>Mufaro's Beautiful Daughters</u> and various folktales from Africa.</li> <li>Students learn about folk songs from Africa. Students sing and dance to the folk songs they are studying. The students learn about the meanings of the songs after they are translated.</li> <li>Students learn about the different instruments used in African drumming. Students then use djembes to play along with different folk songs.</li> </ul>
4	Math, SS, Music	<ul style="list-style-type: none"> <li>Lesson on symmetry using African masks - Students will create an African tribal mask using symmetrical images throughout.</li> <li>Plan to complete the SSCD/DOE model lesson " Ways of Thinking About People and Places in the Past" (4th grade) U2, L1</li> <li>Students learn about folk songs from Africa. Students sing and dance to the folk songs they are studying. The students learn about the meanings of the songs after they are translated.</li> <li>Students learn about the different instruments used in African drumming. Students then use djembes to play along with different folk songs.</li> </ul>
5	Music	<ul style="list-style-type: none"> <li>Students learn about folk songs from Africa. Students sing and dance to the folk songs they are studying. The students learn about the meanings of the songs after they are translated.</li> <li>Students learn about the different instruments used in African drumming. Students then use djembes to play along with different folk songs.</li> </ul>
6	SS	<ul style="list-style-type: none"> <li>SSCD/DOE model lesson: "Conflict in Sub-Saharan Africa"</li> </ul>
8	STEM	<ul style="list-style-type: none"> <li>Explore early scientific contributions made by Black people.</li> </ul>
9	STEM	<ul style="list-style-type: none"> <li>Scientific and Engineering contributions by Black Americans.</li> </ul>
10	English	<ul style="list-style-type: none"> <li>Students have the option to read "Things Fall Apart" by Chinua Achebe and analyze themes surrounding pre-colonial life in Nigeria.</li> </ul>
12	AP World	<ul style="list-style-type: none"> <li>Students read primary sources from Moroccan explorer Ibn Battuta</li> </ul>

	History, Honors World History	<p>and analyze each source based on Historical Situation, Point of View, and Intended Audience.</p> <ul style="list-style-type: none"> <li>• Students have the opportunity to read and analyze native African religious stories, such as Unkulunkulu from the Amazulu of South Africa and Anansi from Akan folklore.</li> <li>• Students read Chapter 14 in <i>Ways of the World</i>, which covers the Transatlantic Slave Trade, including a special excerpt on Ayuba Suleiman Diallo.</li> </ul>
--	-------------------------------	--

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4	SS	<ul style="list-style-type: none"> <li>• SSCD/DOE model lessons from Unit 4: Enslavement, Lessons 1-6</li> </ul>
5	ELA, SS	<ul style="list-style-type: none"> <li>• Read <u>Chains</u> by Laurie Halse Anderson. Will complete writing prompts and reflections. Students will also have literature circle discussions.</li> <li>• Examine the role of slavery during the American Revolution and formation of the United States.</li> </ul>
7	SS	<ul style="list-style-type: none"> <li>• Through the SSCD/DOE model lesson, students will learn the following: unemployment rates by race and ethnicity, equitable public policy, causes of unemployment. Why do different groups experience different levels of unemployment and what additional questions does the unemployment data raise?</li> </ul>
8	SS	<ul style="list-style-type: none"> <li>• Changes in American Slavery in the early republic including in the creation of the US Constitution - How the Constitution protected the institution and allowed enslavers to aggressively defend its expansion, but also created a central government strong enough to eliminate it.</li> <li>• Primary Source Analyzing - Thomas Pickney (SC delegate) and Oliver Ellsworth (CT delegate) statements made during the convention with regard to slavery (source is James Madison's notes).</li> </ul>
9	Theatre	<ul style="list-style-type: none"> <li>• Theatre students discuss and compare/contrast the democracy of Ancient Greece to that of early America, especially topics of slavery in both forms of democracy.</li> </ul>
11	Honors US History, AP US History, Theatre	<ul style="list-style-type: none"> <li>• Students engage in a classwide Jigsaw of multiple readings giving different perspectives on the role of slavery in the development of the American economy. Students then write a one-page response to the essential question: To what degree was American capitalism built on slavery? Using multiple sources of evidence gathered from the lesson.</li> <li>• Students engage in a QFT assignment analyzing a graph of the growth of slavery in America's early economic development. They create a list of questions about the graph and research answers to their own questions.</li> <li>• Students read several textbook chapters discussing slavery in early America and then take a quiz on the topic.</li> <li>• Treatment of Tituba in Arthur Miller's "The Crucible."</li> </ul>

12	Theatre	<ul style="list-style-type: none"> <li>Resources include CBS: Sunday Morning episode on Black Face and use in theatre, as well as PBS Musical Theatre history resources, and student research on Vaudeville and class/race inclusion in Early American Theatre.</li> </ul>
----	---------	--

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
3	ELA	<ul style="list-style-type: none"> <li>Read <u>Bud, Not Buddy</u> by Christopher Paul Curtis as a read aloud and discuss theme, character traits, time period and genre of historical fiction; the effects of the Great Depression on African Americans.</li> </ul>
4	ELA	<ul style="list-style-type: none"> <li>Read the story <u>Two Tickets to Freedom</u> by Florence B. Freedman about enslaved African Americans escaping from the South on the Underground Railroad. Students respond to the story and write a reflection.</li> </ul>
5	ELA	<ul style="list-style-type: none"> <li>Read <u>Chains</u> by Laurie Halse Anderson. Will complete writing prompts and reflections. Students will also have literature circle discussions.</li> </ul>
6	ELA	<ul style="list-style-type: none"> <li>Read <u>Fever</u> by Laurie Halse Anderson. Will complete writing prompts and reflections as well as have classroom discussions.</li> </ul>
7	SS	<ul style="list-style-type: none"> <li>The Path to the Civil Rights Movement - Beginnings of Slavery in the U.S.; Slavery in the colonies; Effects of the American Revolution and the Constitution; Election of 1860 and the Civil War; End of the Civil War and the 13th Amendment; 14th and 15th Amendments.</li> </ul>
11	Honors US History, AP US History	<ul style="list-style-type: none"> <li>Students create a timeline of black civil rights progress using primary source documents. The timeline begins with Reconstruction up until the 1940s.</li> <li>Students read several textbook chapters discussing slavery in early America and then take a quiz on the topic.</li> </ul>
12	Theatre, Honors World Literature	<ul style="list-style-type: none"> <li>A study of the musical Showboat and its depiction of racial topics including slavery, miscegenation, and more.</li> <li>Students read a section of <i>Homegoing</i>, a novel detailing the effects of slavery on different generations of a family in America and Africa and will analyze the text.</li> </ul>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
3	ELA	<ul style="list-style-type: none"> <li>Groups of students read <u>I Survived the Civil War</u> and <u>I Survived the American Revolution</u>. These books contain characters who were enslaved and later freed.</li> </ul>
5	SS	<ul style="list-style-type: none"> <li>Implement unit on the Civil War, including causes, effects, and</li> </ul>

		events that directly affected African Americans.
8	SS	<ul style="list-style-type: none"> <li>Expansion of American Slavery in Antebellum America. <ul style="list-style-type: none"> <li>- Growing political conflict over slavery leading to secession.</li> <li>- Slavery as the central cause of the Civil War.</li> <li>- Resistance of slavery nationally and within DE (analyze runaway ads from DE)</li> </ul> </li> <li>Speaker Presentation - Speaker (Kathy Trusty) on African Americans in the Civil War.</li> </ul>
11	Honors US History, AP US History	<ul style="list-style-type: none"> <li>Students create a timeline of black civil rights progress using primary source documents. The timeline begins with Reconstruction up until the 1940s.</li> <li>Students read a textbook chapter discussing the role of slavery in causing the Civil War. They then take a quiz on the topic.</li> <li>Students engage in a lesson analyzing numerous primary source documents about the causes of the Civil War.</li> </ul>

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	<ul style="list-style-type: none"> <li>African American Unit - <u>The Story of Martin Luther King</u>, <u>Martin's Big Words</u>, <u>The Story of Ruby Bridges</u>, <u>I am Jackie Robinson</u>, <u>I am Harriet Tubman</u>, <u>I am Rosa Parks</u> - Students will read and respond to the text with paragraph writing and answer comprehension questions with text evidence.</li> </ul>
3	ELA, SS	<ul style="list-style-type: none"> <li>We read and learn about famous people, their contributions, and the struggles they had to face due to injustices such as segregation. These people include: Madam C.J. Walker, Jackie Robinson, Martin Luther King Jr., Katherine Johnson, Rosa Parks and Ruby Bridges.</li> </ul>
4	ELA, SS	<ul style="list-style-type: none"> <li>Who where why Rosa Parks? DRC lesson Unit 1, Lesson 8</li> <li>Martin Luther King, Jr. and his relationship to civil rights non-fiction reading and written response</li> <li><u>Martin's Big Words</u> social studies activity</li> </ul>
6	ELA	<ul style="list-style-type: none"> <li>Read <u>Fever</u> by Laurie Halse Anderson. Will complete writing prompts and reflections as well as have classroom discussions.</li> </ul>
7	SS	<ul style="list-style-type: none"> <li>Restrictions on Minorities; Voting Restrictions (Literacy Test, Poll Tax); Jim Crow Laws (where, when, why).</li> </ul>
8	SS	<ul style="list-style-type: none"> <li>Changes that resulted in the early emergence of sectionalism and the role of African Americans in these changes.</li> <li>Appoquinimink Meeting House field trip and presentation - Delaware's role in the Underground Railroad and slave refuge.</li> </ul>
9	Theatre	<ul style="list-style-type: none"> <li>Students will do research and analyze sources on various Supreme Court cases such as <i>Plessy v Ferguson</i> and <i>Brown v Board of Education</i>.</li> </ul>

11	Honors US History, AP US History, Theatre	<ul style="list-style-type: none"> <li>● Students take notes on a documentary about the Murder of Emmett Till. The next class this immediately ties into a socratic seminar about the philosophies of MLK (liberal integrationism) vs. Malcolm X (black nationalism) as responses to white supremacy.</li> <li>● Students create a timeline of black civil rights progress using primary source documents. The timeline begins with Reconstruction up until the 1940s.</li> <li>● Students research, create, and present Google slides presentations about the Civil Rights Movement, key groups in the movement, and the degree to which its goals have been met.</li> <li>● Students analyze racial dot maps and compare them to HOLC maps to analyze the degree to which redlining contributed to modern racial segregation in American cities.</li> <li>● Students engage in a DBQ about Michelle Alexander's <i>New Jim Crow</i>.</li> <li>● Students read several textbook chapters discussing Jim Crow throughout American history and then take quizzes on the subject.</li> <li>● Students analyze a primary source discussing the causes of Chicago's 1919 riot. Northern residential segregation is identified as a major underlying cause.</li> <li>● Play studios include "A Raisin in the Sun," "Joe Turner's Come and Gone," "Fences," and more. Discussion regarding the African-American experience as depicted in plays written by BIPOC authors.</li> </ul>
12	Honors World Literature	<ul style="list-style-type: none"> <li>● Students read a section of <i>Homegoing</i>, a novel detailing the effects of slavery on different generations of a family in America and Africa and will analyze the text and create personal family narratives.</li> </ul>

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA, SS, Art	<ul style="list-style-type: none"> <li>● Students listen to read alouds and research famous African Americans to complete a research project identifying their contributions. Examples: Jackie Robinson, Barack Obama, Mae Jemison, etc.</li> <li>● Students learn about the quiltmaker Faith Ringgold and they listen to the read aloud <a href="#">Tar Beach</a>. Students make an "about me" quilt.</li> </ul>
1	ELA, Art	<ul style="list-style-type: none"> <li>● Utilizing a variety of nonfiction books, students listen to read alouds about famous Black Americans and their contributions to society. Examples: George Washington Carver, Barack Obama, Martin Luther King, Jr., etc.</li> <li>● Students learn about the quiltmaker Faith Ringgold and they listen to the read aloud <a href="#">Tar Beach</a>. Students make an "about me" quilt.</li> </ul>
2	ELA, Art	<ul style="list-style-type: none"> <li>● African American Musician Unit - focusing on contributions to musical history - Jazz, Scat, Rhythm and Blues. <a href="#">When Louis Armstrong Taught me to Scat</a>, <a href="#">Little People Big Dreams</a>, <a href="#">Readworks Nat King Cole</a>, <a href="#">My Itty Bitty Bio Stevie Wonder</a>.</li> <li>● <a href="#">Brave Bessie</a> - First African American pilot - Read and discuss the text. Write a written response and answer comprehension questions.</li> </ul>

		<ul style="list-style-type: none"> <li>● <u>I Am Perfectly Designed</u> by Kamaro Brown. Read text and discuss what makes us special and unique. Students will write a paragraph describing what makes them perfectly designed.</li> <li>● Students will learn about the history of Alma Thomas. We will read <u>Ablaze with Color: a Story of Alma Thomas</u>. After this, students will create an Alma Thomas inspired project.</li> </ul>
3	SS, ELA, Art	<ul style="list-style-type: none"> <li>● We read a chapter in Social Studies about the elements of different cultures - language, clothing, food, etc. Students present about their own cultures.</li> <li>● We read and learn about famous people and their contributions including Madam C.J. Walker, Jackie Robinson, Martin Luther King Jr., Katherine Johnson, Rosa Parks and Ruby Bridges.</li> <li>● Introduce students to African American music during the Great Depression: Big Band/Jazz to compliment <u>Bud, Not Buddy</u>.</li> <li>● Art - Students will learn about the history of Alma Thomas. We will read <u>Ablaze with Color: a Story of Alma Thomas</u>. After this, students will create an Alma Thomas inspired project.</li> </ul>
4	ELA, SS, Math, Art	<ul style="list-style-type: none"> <li>● Students read short biographies about contributions of Black people in America and complete a short research project. Living History Museum.</li> <li>● SSCD/DOE model lesson "What is History and Why Learn It?" U1, L1</li> <li>● SSCD/DOE model lesson "Using Timelines to Analyze Change Over Time" U1, L7</li> <li>● Students will solve algebraic expressions that will reveal the name of a significant black figure who contributed to mathematics. They will then fill out a graphic organizer about their historical figure.</li> <li>● Students will learn about the history of Alma Thomas. We will read <u>Ablaze with Color: a Story of Alma Thomas</u>. After this, students will create an Alma Thomas inspired project after looking at Alma Thomas Paintings. The project will be inspired by her paintings and it will be made out of cut up paper.</li> </ul>
5	Math, SEL, Art	<ul style="list-style-type: none"> <li>● Educate/inform students about John Urschel; Mathematician/NFL Football player/American Author, and his success.</li> <li>● Read various picture books, novels, and stories that focus on the struggle of African Americans, including <u>Different</u>, <u>Last Stop on Market Street</u>, <u>Those Shoes</u>, <u>The Day You Begin</u>, <u>The Year We Learned to Fly</u>, etc.</li> <li>● Students will learn about the history of Alma Thomas. <u>We will read Ablaze with Color: a Story of Alma Thomas</u>. After this, students will create an Alma Thomas inspired project after looking at Alma Thomas Paintings. The project will be inspired by her paintings and it will be made out of cut up paper.</li> </ul>
6	ELA, Art, Music	<ul style="list-style-type: none"> <li>● Implement the "Unsung Heroes Project" where students research the influence of Black people to American life &amp; history.</li> <li>● Students will learn about the history of Alma Thomas by a PowerPoint created by the teacher and a video on Alma Thomas and her life. Teacher reads to students a part of the book <u>We Are Artists</u>, a book all about famous women artists. After this, students will create projects inspired by Alma Thomas and her paintings.</li> </ul>

		<ul style="list-style-type: none"> <li>● Students complete a Music Through the Decades project, focusing on black musicians from the following decades: 60's-present day. Students discuss how each artists' music reflects what was happening in America during that time frame, how those things affected black life, and if messages in each artists' music still rings true today.</li> </ul>
7	ELA, SS, STEM, Business Ed, Art, Music	<ul style="list-style-type: none"> <li>● Literature circle books (e.g. Kwame Alexander, Jason Reynolds) read in ELA.</li> <li>● Raphael W. Bostic - First African American and openly gay person to be president of a Federal Reserve bank. We look at research for Dr. Bostic's dissertation which found that lenders were influenced by the borrower's skin color.</li> <li>● Dr. Sadie T. M. Alexander - First African American woman to earn a Ph.D. from the University of Pennsylvania and second African American woman in the United States with a Ph.D.</li> <li>● Watch a video on Coltrane Curtis who founded a marketing and branding agency and promotes diversity in his teams.</li> <li>● Students research black engineers and their contributions.</li> <li>● Students will learn about the history of Alma Thomas by a PowerPoint created by the teacher and a video on Alma Thomas and her life. Teacher reads to students a part of the book <u>We Are Artists</u>, a book all about famous women artists. After this, students will create projects inspired by Alma Thomas and her paintings.</li> <li>● Students complete a Music Through the Decades project, focusing on black musicians from the following decades: 60's-present day. Students discuss how each artists' music reflects what was happening in America during that time frame, how those things affected black life, and if messages in each artists' music still rings true today.</li> </ul>
8	STEM, Art, Music, Sci, SS	<ul style="list-style-type: none"> <li>● Students research Black engineers and their contributions.</li> <li>● Students will learn about the history of Alma Thomas by a PowerPoint created by the teacher and a video on Alma Thomas and her life. Teacher reads to students a part of the book <u>We Are Artists</u>, a book all about famous women artists. After this, students will create projects inspired by Alma Thomas and her paintings.</li> <li>● Students complete a Music Through the Decades project, focusing on black musicians from the following decades: 60's-present day. Students discuss how each artists' music reflects what was happening in America during that time frame, how those things affected black life, and if messages in each artists' music still rings true today.</li> <li>● Students view the short BrainPop video on Professor Wangari Maathai who founded The Green Belt Movement (GBM) in 1977 under the auspices of the National Council of Women of Kenya (NCWK) to respond to the needs of rural Kenyan women who reported that their streams were drying up, their food supply was less secure, and they had to walk further and further to get firewood for fuel and fencing. GBM encouraged the women to work together to grow seedlings and plant trees to bind the soil, store rainwater, provide food and firewood, and receive a small monetary token for their work.</li> </ul>

		<ul style="list-style-type: none"> <li>● Inventions and early industrial advances brought about by the African American community (Andrew J. Beard, Henry Blair, Solomon Brown, Hugh M. Browne, George Washington Carver, Shelby Davidson, Lewis Latimer, Sarah Breedlove Walker, etc.).</li> </ul>
9	Sci, Theatre, Engineering, Civics, Dance	<ul style="list-style-type: none"> <li>● Students watch videos discussing science that show representation from all backgrounds (e.g. Neil Degrasse Tyson).</li> <li>● Students watch and discuss the Whitney Houston produced and led production of Cinderella. Students discuss the changes in traditional casting, costuming, etc.</li> <li>● Students view various productions of Shakespeare's "Midsummer Night's Dream," especially the filmed version by Julie Taymor, featuring notable Black performances, and discuss the nature of that versus how Black people were seen and written in Shakespeare's plays, including Othello.</li> <li>● Students do research and presentations on the history of technology that include African American inventors of technology.</li> <li>● Students will do research and presentations regarding African American politicians in Congress. Students will also investigate and present the contributions of various Civil Rights figures as they fought for political equality.</li> <li>● Students learn dance moves and choreography from the 90's and the influence of Black culture.</li> </ul>
10	Biology, Theatre, AP Computer Sci	<ul style="list-style-type: none"> <li>● Students watch videos discussing science that show representation from all backgrounds (E.g. Neil Degrasse Tyson).</li> <li>● Theatre students watch various productions of Shakespeare's "Twelfth Night," including version performed by National Theatre featuring Black actors; Intro to Black playwrights and Black themes.</li> <li>● Students watch videos discussing computer science that show representation from all backgrounds (Code.org).</li> </ul>
11	Sci, Honors US History, English, AP US History, Theatre, Visual Art, AP Computer Science	<ul style="list-style-type: none"> <li>● Students are introduced to 3 black chemists: Alice Ball Day - contribution to treatment for leprosy. Marie Daly, first Black woman to get Ph.D. in Chemistry. Samuel Massie - Manhattan Project.</li> <li>● Students produce a final unit podcast on a topic of their choice, including contributions of Black people to American life.</li> <li>● Students engage with poetry from the Harlem Renaissance. Specific writers include Langston Hughes, Claude McKay and W.E.B Dubois. Students will discuss and analyze tone, mood, and theme. Students will engage in conversation about the impact of the Harlem Renaissance on American literature.</li> <li>● Students will read <i>A Raisin in the Sun</i> and engage in characterization activities, provide commentary on themes presented in the text, and identify and explain symbols.</li> <li>● Students read textbook chapters throughout the course discussing Black individuals and civic organizations important in American culture and politics. They take quizzes based on these textbook chapters.</li> <li>● Students research and present on BIPOC playwrights including August Wilson, Lorraine Hansberry, Dominique Morisseau, Lynn Nottage, and more.</li> </ul>



		<ul style="list-style-type: none"> <li>• Students research a Black artist throughout history for a 'copy a master' drawing/painting. They follow with an art critique of the artist's work.</li> <li>• Students watch videos discussing computer science that show representation from all backgrounds (Code.org).</li> </ul>
12	Physics, Theatre	<ul style="list-style-type: none"> <li>• Students watch videos discussing science that show representation from all backgrounds.</li> <li>• Study of major performers and shows in American musical theatre, from Bojangles Robinson and Moms Mabley to Tina Turner and MJ musicals.</li> </ul>

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
3	ELA, SS	<ul style="list-style-type: none"> <li>• We read and learn about Madam C.J. Walker and Jackie Robinson who were treated unfairly and struggled economically. They worked harder to achieve their goals and worked to change unfair laws.</li> <li>• We read a historical fiction story called <u>Uncle Jed's Barbershop</u> about an entrepreneur during the Great Depression.</li> </ul>
5	SEL	<ul style="list-style-type: none"> <li>• Read various picture books, novels, and stories that focus on the struggle of African Americans, including <u>Different</u>, <u>Last Stop on Market Street</u>, <u>Those Shoes</u>, <u>The Day You Begin</u>, <u>The Year We Learned to Fly</u>, etc.</li> </ul>
6	ELA	<ul style="list-style-type: none"> <li>• Read <u>Fever</u> by Laurie Halse Anderson. Will complete writing prompts and reflections as well as have classroom discussions.</li> <li>• Pre-Reading Activity for Fever 1793 - "Philadelphia - The Great Experiment" - ABC News <a href="https://youtu.be/P7L5olfYcl">https://youtu.be/P7L5olfYcl</a></li> </ul>
7	SS	<ul style="list-style-type: none"> <li>• Restrictions on Minorities; Voting Restrictions (Literacy Test, Poll Tax); Jim Crow Laws (where, when, why).</li> <li>• Civil Rights Movement figures and impacts (Ruby Bridges, Martin Luther King Jr.).</li> </ul>
8	SS	<ul style="list-style-type: none"> <li>• Growth of reform movements such as Abolition.</li> <li>• Emancipation Proclamation and its effects.</li> <li>• Changes that resulted from the passage of the 13th, 14th and 15th amendments.</li> <li>• Emergence of Jim Crow and its effects.</li> </ul>
9	English	<ul style="list-style-type: none"> <li>• Students will read "Everyday Use" by Alice Walker and complete an analysis of the story. Students may use evidence from "Everyday Use" in a larger cumulative essay.</li> <li>• Students will read "Still I Rise" by Maya Angelou and complete an analysis of the story. Students may compare the theme of the poem with modern examples.</li> </ul>
10	Economics	<ul style="list-style-type: none"> <li>• Students will be able to explain through an essay how housing</li> </ul>

		discrimination has directly impacted the Black community through intentional discrimination.
11	Honors US History, Theatre	<ul style="list-style-type: none"> <li>• Students research, create, and present a Google slides presentations about the Civil Rights Movement, key groups in the movement, and the degree to which its goals have been met.</li> <li>• Students engage in a DBQ about Michelle Alexander's <i>New Jim Crow</i>, followed up with a video-discussion on the politics of mass incarceration and the crime wave of the late 20th century.</li> <li>• Done through a study of plays and playwrights depicting the shared experience of Black people in America.</li> </ul>
12	Theatre, Honors World Literature	<ul style="list-style-type: none"> <li>• Casting and "color blind" vs "color conscious" choices; Looking at the Black voices in Broadway productions, improvements to this since COVID, etc. Black people in Vaudeville - specifically Bert Williams and Leonard Reed - and treatment in casts regarding fair treatment.</li> <li>• Students read a section of <i>Homegoing</i>, a novel detailing the effects of slavery on different generations of a family in America and Africa and will analyze the text and create personal family narratives.</li> </ul>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA, SS	<ul style="list-style-type: none"> <li>• Students listen to read alouds and research Dr. Martin Luther King, Jr. and discuss. Students complete writings and crafts identifying Dr. King's contributions.</li> </ul>
1	ELA	<ul style="list-style-type: none"> <li>• Utilizing a variety of nonfiction books, students listen to read alouds about famous Black Americans and their contributions to society. Examples: George Washington Carver, Barack Obama, Martin Luther King, Jr., etc.</li> </ul>
2	ELA	<ul style="list-style-type: none"> <li>• African American Unit - <a href="#">I am Harriet Tubman</a> - Discuss the stops of the Underground Railroad located in Delaware.</li> </ul>
3	ELA, SS	<ul style="list-style-type: none"> <li>• We read and learn about famous people, their contributions, and the struggles they had to face due to injustices such as segregation. These people include: Madam C.J. Walker, Jackie Robinson, Martin Luther King Jr., Katherine Johnson, Rosa Parks and Ruby Bridges.</li> </ul>
4	SS	<ul style="list-style-type: none"> <li>• SSCD/DOE model lesson "What is History and Why Learn It?" U1, L7</li> <li>• SSCD/DOE model lesson "Why and Where Rosa Parks" U1, L11</li> </ul>
5	SCI, ELA	<ul style="list-style-type: none"> <li>• Examine notable African American scientists, and if possible, observe/recreate their contributions.</li> <li>• Read a short biographical article about Rosa Parks. Students will reflect on how Black Americans were affected by segregation and the role that Rosa Parks played in helping to influence laws that would eventually end it.</li> </ul>
6	ELA	<ul style="list-style-type: none"> <li>• Students develop a slideshow and give an oral presentation on famous Black Americans.</li> </ul>

7	SS	<ul style="list-style-type: none"> <li>● Civil Rights Movement figures and impacts (Ruby Bridges, Martin Luther King Jr.).</li> <li>● Dr. Sadie T. M. Alexander - First African American woman to earn a Ph.D. from the University of Pennsylvania and second African American woman in the United States with a Ph.D.</li> </ul>
8	SS	<ul style="list-style-type: none"> <li>● Resistance of slavery nationally and within DE (analyze runaway ads from DE).</li> <li>● Speaker Presentation - Speaker (Kathy Trusty) on African Americans in the Civil War including Delaware's role.</li> <li>● Appoquinimink Meeting House field trip and presentation - Delaware's role in the Underground Railroad and slave refuge.</li> </ul>
11	Honors US History	<ul style="list-style-type: none"> <li>● Students engage in a Socratic Seminar comparing/contrasting the ideas of Malcolm X with Martin Luther King.</li> <li>● Students research and present about a chosen civil rights group, including the Black Panther Party, SCLC, or Poor People's Campaign. This includes analysis of primary source documents from individuals within the group (Stokely Carmichael/Kwame Ture, Angela Davis, Martin Luther King, Ralph Abernathy).</li> <li>● Students produce a final unit podcast on a topic of their choice, including Delaware Black American History.</li> </ul>
12	Theatre	<ul style="list-style-type: none"> <li>● Changes over time and reflection of "American" culture on Broadway. Focus to include Bert Williams, Paul Robeson, Andre DeShields, Stephanie Mills, Debbie Allen, musicals like Shuffle Along, Blackbirds of 1928, Showboat, Porgy and Bess, Hamilton, and more.</li> </ul>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
September 2023	PLC meetings for the implementation of HB 198

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

<b>HB 198 Lead:</b>	Shanta Reynolds	Donna Poore
<b>Position:</b>	Director of Teaching, Learning, and Equity	District ELA/Social Studies Instructional Specialist
<b>Email:</b>	<a href="mailto:shanta.reynolds@nccvt.k12.de.us">shanta.reynolds@nccvt.k12.de.us</a>	<a href="mailto:donna.poore@nccvt.k12.de.us">donna.poore@nccvt.k12.de.us</a>

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Prior to November 15, 2022, the New Castle County VoTech School District conducted an internal audit of ELA and Social Studies curricula. We identified existing materials that addressed the language and spirit of HB198 and set out to design, adopt, and implement additional resources with our students and teachers. We applied for a grant through the Library of Congress that allowed us to partner with the National Council for History Education in utilizing primary sources that highlight the true perspective of the Black experience in American History. Other work included diversifying texts in ELA classrooms to ensure minority perspectives and divergent viewpoints were represented, rewriting our ELA 3 honors curriculum, holding student panels where district curricula were discussed, and hosting professional learning for staff members around culturally responsive pedagogy.

One of the things that became apparent during our audits and student panels is the lack of diversity in black experiences taught in our classrooms. Deficit perspectives were pervasive, and one of the things we were most cognizant of was incorporating materials that didn't shy away from the hardships faced by the black community, but also celebrated the resilience and triumphs they have experienced. Bringing student voices into the conversation allowed us to hear their own unique experiences and gain a better understanding for how they are receiving existing

texts and topics.

In addition to audits on specific curricula, the Instructional Services Division partnered with Sheldon Eakins, Ph. D. from Leading Equity Center to conduct audits on 7 areas of our district's functioning. One of the areas dealt specifically with Instructional Practices and members of Instructional Services from all content and CTE areas participated in the audit experience. This guided us to look specifically at access, student voice and choice, teaching and learning strategies, assessment practices, and instructional design and has continued to frame our decisions and action steps in our current and future work.

Each of the high schools has affinity groups for students. These groups are known as the FAM and include a BSU. The BSUs discuss issues, learn more about, and seek to uplift the African American community. Moreover, during BHM the BSUs are charged with creating school-based events and sharing information that not only reviews the history of African Americans in the United States, but also celebrates the culture and impact of the community.

Additionally, the FAM plays a role in Unity Day, which is a district-wide event that takes place at the historical Howard High School of Technology. The day focuses on better understanding each other and realizing that across various identities, we are more similar than we realize and getting along with the people around you only strengthens the community. Students investigate topics like race, implicit bias, community building, and student leadership. Over the summer the student leadership team worked with Chris Collins from "Cool Speaks" to hone leadership skills and prepare to put their voices to use advocating for the changes they want to see in their schools.

The bulk of the work happening in the 2023-2024 school year has been providing additional guidance and support for teachers as they continue to incorporate the resources provided around diverse and diverging perspectives in our ELA and SS classrooms. Additionally, the Instructional Services Division has met with the following content areas to ensure that HB 198 has a role in classrooms outside of the Social Studies and ELA areas: Health and PE, CTE, Math, and Science. The instructional specialist(s) from all of these areas have met with the Director of Teaching, Learning, and Equity throughout the fall semester to share how they are addressing the law in their areas of supervision. Specifics about what some of these projects look like can be seen throughout the below sections.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under

subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

The New Castle County VoTech School District is composed of four high schools and does not serve K-8 students.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.										X	X		X
b. The significance of enslavement in the development of the American economy.										X		X	X
c. The relationship between white supremacy, racism, and American slavery.										X	X	X	X
d. The central role racism played in the Civil War.												X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.										X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.										X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.										X		X	X
h. Black figures in national history and in Delaware history.										X		X	

*New Castle County VoTech School District does not serve students in grades K-8*

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
9th, 10th, 12th	SS, ELA	<p><b>Social Studies -</b></p> <p>All 9th graders in NCCVT are enrolled in a Global Studies course which houses a “Cultural Contributions” list for each unit that requires them to highlight the positive ways different cultures have impacted the globe at large. Specifically, for the history of black people prior to the African and Black Diaspora, teachers utilize sources showcasing the way the African continent can be credited with preserving knowledge through library systems, revolutionized trade routes, and were forerunners in modern food preservation through the salt trade.</p>

		<p>Units 1 and 3 of the 12th grade World History course focus on Ancient Civilizations. Specifically, Egypt, Ghana, Mali, Songhai, Great Zimbabwe, and Aksum are all highlighted in these units with intentional focus paid to the impact these groups had on language (Aksum), trade and communication, and wealth consolidation (Mansa Musa). Aspects like art, fashion, and entertainment are highlighted. Students are exposed to technological advancements and other contributions these kingdoms made to the world and talk about the development of Africa pre-imperialism.</p> <p><b>ELA -</b></p> <p>ELA 2 is a world literature course that includes texts around the transition of Africa to an imperialist continent. Texts such as “Things Fall Apart” highlight the negative impacts of imperialization on both the African continent and the African people and the contextualization of these texts pull in concepts usually relegated to the SS curricula.</p> <p>ELA 4 is a pilot course that focuses specifically on amplifying black texts and black authors. The course was rewritten during the 2022-2023 school year and is being implemented with seniors now. The framework is designed to be flexible so additional texts can be added.</p>
--	--	--

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
9th, 11th, 12th	SS, ELA	<p><b>Social Studies -</b></p> <p>US History classes (11th grade) cover Reconstruction and the legacy of Reconstruction including themes like racism, share-cropping, tenant farming, and Jim Crow. Students examine the impact of the gilded age on African Americans, the Black Migration, and job loss experienced by the African American community following WWI. All teachers teaching US History are required to use a “Diverse Perspectives” curriculum document that was developed in conjunction with the National Council for History Education through a grant awarded by the Library of Congress that asks teachers to view historical events through primary and secondary sources representative of diverse perspectives. For example, the last unit of the course encourages students to explore issues like gentrification, redlining, police reform, and patriotism through a variety of lenses to understand both contemporary and historical perspectives surrounding the issues.</p> <p>Sociology (12th grade elective) includes the historical basis of race in America and the role slavery played in the development of the system.</p> <p><b>ELA -</b></p> <p>ELA 1 uses texts like “To Kill a Mockingbird,” and “Marigolds” to discuss how black people were historically relegated to positions that kept them from accessing and accruing wealth in the American economy and the connections between this divide and slavery.</p>

		<p>ELA 3 is an American literature course. The first unit focuses on the feasibility of the American Dream. Anchor texts include <i>Raisin in the Sun</i> and <i>The Great Gatsby</i>. Unit 2 focuses on rhetoric and informational texts and allows students and teachers to explore speeches from a variety of orators, including Barack Obama and Frederick Douglass. The final unit is a novel unit that includes texts such as <i>Their Eyes Were Watching God</i> and asks teachers and students to pair novels with other primary and secondary sources. Examples include <i>The New Negro</i> by Alain Locke and “How it Feels to be Colored Me,” by Zora Neale Hurston. Much of the conversation focuses on the idea of the American Dream and who is able to attain it vs. those who are unable.</p>
--	--	--

c. **The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
9th, 10th, 11th, 12th	SS, ELA	<p><b>Social Studies -</b></p> <p>9th grade Global Studies students read texts highlighting racist practices for imperialism (ex - “White Man’s Burden) and discuss how these ideologies affected non-white parts of the world.</p> <p>10th grade Civics &amp; Economics asks students to look specifically at voting rights and restrictions (literacy tests, poll taxes) and Supreme Court Decisions (<i>Plessy v. Ferguson</i>, <i>Brown vs. Board</i>, etc) to frame the experience of black people in America.</p> <p>11th grade US History deals with topics such as: the rise of the KKK, Red Summer, Race Relations in the 1920s (Marcus Garvey and the “Back to Africa” movement), Tulsa, the CRM, deep south politics (Birmingham Police force, Bull Connor), prejudice in New Deal legislation, the Little Rock 9, etc to connect to race relations in America today.</p> <p>Sociology (12th grade elective) has a unit that focuses on race and has students examining theories of racism and their applications in society. Students analyze films and music from pop culture to identify and discuss how these themes are still playing out.</p> <p><b>ELA -</b></p> <p>ELA 1 classes use sources such as <i>Mudbound</i>, <i>Strange Fruit</i>, <i>Scottsboro:An American Tragedy</i>, <i>The Murder of Emmett Till</i>, to examine how deeply ingrained racism and racist policies have been historically in the United States.</p> <p>ELA 3 includes texts like <i>Raisin in the Sun</i>, <i>Their Eyes Were Watching God</i>, <i>The Flowers</i>, <i>How it Feels to be Colored Me</i>, and Phyllis Wheatley poetry to further analyze experiences of black people living in the United States. ELA 3 also encourages a poetry project that focuses on the themes present in the poetry of the Harlem Renaissance and draws connections to societal</p>



		occurrences.
--	--	--------------

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
11th	Social Studies, ELA	<p><b>Social Studies -</b></p> <p>High school US History curriculum begins with Reconstruction and will shift to begin at Industrialization beginning in 2025. For that reason, the Civil War is not specifically taught. The racism that fueled the Civil War as well as the existing legacy of the practices that led to that critical event are highlighted in both ELA and SS, but the event itself is taught to our students in middle school prior to them enrolling in the New Castle County VoTech School District.</p> <p>With that said, teachers provide a summary of the Civil War at the beginning of 11th grade to help students access background knowledge or catch up on learning gaps to help contextualize Reconstruction and understand its legacy.</p> <p><b>ELA -</b></p> <p>ELA 3 (11th grade) includes texts such as <i>Desiree’s Baby</i>, <i>Puddn’head Wilson</i>, <i>A Rose for Emily</i>, and <i>The Color of Water</i>, that highlight race and racism.</p>

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
9th, 10th, 11th, 12th	Social Studies, ELA	<p><b>Social Studies -</b></p> <p>9th grade Global Studies covers structures of government and highlights the reasons behind a confederacy in the United States and what that structure perpetuated in individual states.</p> <p>10th grade Civics &amp; Economics deals with the expansion of voting rights, role of the 13th-15th amendments, Civil Rights Acts, Voting Rights Acts, and how the dynamic nature of government has allowed for the expansion of rights over the course of history. Specific attention is paid to the conflict between state and federal laws during the Civil Rights Movement.</p> <p>11th grade US History highlights the role black codes, poll taxes, Jim Crow, etc played as well as the inequalities that still exist as the legacy of Reconstruction.</p> <p>Contemporary Citizenship is a 12th grade elective that includes topics such as: structural inequality in the US legal system based on racism and where race needs to be considered in the legal system (ex - jury system, traffic stops/stop and frisk, death penalty)</p> <p><b>ELA -</b></p>

		<p><i>The Help, Mudbound, and To Kill a Mockingbird</i> are all anchor texts for the ELA 1 course that explore segregation and the role federal, state and local laws have on the way people of color navigate life. Conversations around these texts help students gain a greater understanding for the historical contexts in which these novels are set, but more importantly, reinforce that these novels highlight realities that exist in American society. Novels are paired with primary sources such as MLK, Jr.'s "Letter from Birmingham Jail" for reinforcement.</p>
--	--	--

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
9th, 10th, 11th, 12th	Social Studies, ELA, Physical Education	<p><b>Social Studies -</b></p> <p>9th graders in Global Studies explore the diffusion of hip-hop from NYC to the rest of the world. Additionally, George Washington Williams' open letter to King Leopold II of Belgium is read when discussing imperialism to highlight the atrocities happening under King Leopold's rule.</p> <p>Civics and Economics (10th grade) has students focus on the voting rights movement in the civics portion of the course. During the econ units, students are encouraged to research minority owned businesses and underrepresented entrepreneurs when learning about microeconomics. Equity, as a broad social goal, is central to understanding why economies/governments behave the way they do and this discussion is expanded to include contemporary equity issues.</p> <p>The Harlem Renaissance, Civil Rights Movement, Great Migration, Historically Black Colleges and Universities are all topics covered in US History (11th grade) that reinforce the contributions of black people to American life, history, literature, economics, politics and culture in addition to many of the topics listed in previous sections.</p> <p><b>ELA -</b></p> <p>ELA 1 (9th grade) also includes the study of Obama's speech, "America's School Children" as a supporting text to the anchor texts mentioned previously.</p> <p>ELA 3 also includes the poetry of Langston Hughes and focuses on rhetoric and informational texts and allows students and teachers to explore speeches from a variety of orators, including Barack Obama and Frederick Douglass. The final unit is a novel unit that includes texts such as <i>Their Eyes Were Watching God</i> and asks teachers and students to pair novels with other primary and secondary sources.</p> <p><b>Physical Education -</b></p> <p>Students enrolled in physical education will complete lesson plans that pair</p>

		<p>famous black athletes to specific workouts connected to their sports. For example - students profiling Althea Gibson would participate in workouts specific to improving the performance of a tennis player. Other athletes highlighted include: Jackie Robinson, Jesse Owens, Jack Johnson, Althea Gibson, Wilma Rudolph, Gabby Douglas, Fritz Pollard, and Bill Russell.</p> <p><b>Black History Month -</b></p> <p>All four NCCVT schools will be participating in this year’s national theme for Black History Month, Blacks in the Arts. The District Equity Coordinator will be working alongside the school-based Equity Coordinators to organize events and celebrations for the ways Black Americans have contributed to the arts throughout our nation’s history. These activities focus on student leadership, and student leadership from each school is responsible for much of the planning, organization, and execution of the year’s festivities.</p>
--	--	--

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
9th, 10th, 11th, and 12th	Social Studies, ELA, Math, CTE, Science	<p><b>Social Studies -</b></p> <p>10th graders are enrolled in a Civics &amp; Economics course that includes all 4 economics standards as well as Civics Standard 2: Politics. Current political issues are discussed and teachers are provided sentence stems for meaningful conversations around politically charged topics. Following the murders of George Floyd and Breonna Taylor, the District DEI Coordinator also provided resources to all teachers to support classroom discussions.</p> <p>US History (11th grade) explores “last hired first fired” and other discriminatory employment practices (specifically following the World Wars), redlining, and interest groups such as the NAACP and BLM.</p> <p><b>ELA -</b></p> <p>ELA 1 deals specifically with segregation and ways the black community has had to adapt to survive and navigate a white dominated society.</p> <p>Our ELA 2 curriculum is a world lit course that highlights cultures from all parts of the world. While the materials are post diaspora, students explore concepts such as identity, belonging, and triumphs from people groups traditionally marginalized.</p> <p>ELA 3 uses texts, like <i>Raisin in the Sun</i>, to explore topics connected with wealth disparity between the white and black communities.</p> <p>ELA 4 Pilot (12th grade) is a course dedicated to minority voices. The first unit explores the theme, “Things that Shape Us” and uses texts like <i>The Other Wes Moore</i> (Wes Moore), <i>Born a Crime</i> (Trevor Noah), and <i>How it Feels to be Colored Me</i> (Zora Neale Hurston) to explore influences that</p>

	<p>shape perspectives, understandings, and opportunities. Unit 2 is a research unit that highlights ways black people have disrupted the status quo using texts like <i>Caste</i> (Isabel Wilkerson), <i>Just Mercy</i> (Bryan Stevenson), and <i>The Autobiography of Malcolm X</i>. Unit 3 is another literature unit that focuses on how people of color have had to navigate the world to protect themselves and the people they love. Anchor texts include: <i>The Vanishing Half</i> (Brit Bennet), <i>Passing</i> (Nella Larsen), <i>Americanah</i> (Chimamanda Ngozi Adichie), <i>Breath Eyes Memory</i> (Edwidge Danticat). Supplemental texts paired with the Unit 3 anchor texts include “We Wear the Mask” and “Sympathy” by Paul Laurence Dunbar, and “Earthrise” by Amanda Gorman. Unit 4 is designed to focus on contemporary issues and compare how they are being addressed now to how they were addressed previously. Student inquiry, research, and socratic seminars are used to engage students in meaningful discussions around these topics.</p> <p><b>Math</b> - (spring 2024 implementation)</p> <p>Algebra I will be implementing lessons that use linear equations to discuss fair living wages. When learning about scatter plots, students will be asked to determine whether postal codes predict test codes and look at who tends to live in the zip codes where students typically perform better on standardized tests. Identified trends will lead to discussions around what can be done to disrupt the status quo.</p> <p>Geometry teachers will be supporting students in making mathematical sense of food justice and exploring food deserts - where they exist, who is affected, and potential solutions.</p> <p>Algebra II students will be using functions to explore culturally relevant income inequality and focusing on families of functions when they calculate the cost of globalization.</p> <p>Statistics is in the process of creating projects that bring to light existing inequalities in wealth distribution, property value, student access to honors courses, and other relevant topics that allow students to explore societal issues in meaningful ways.</p> <p><b>Science</b> -</p> <p>Students in Integrated Science (11th grade) are able to select societal issues to focus and employ scientific reasoning to solve complex problems experienced by the population (ie - food scarcity, sustainability, air quality, water access, etc)</p> <p><b>Career and Technical Education</b> -</p> <p>Career and Technical Education programs are in a grant application process that seeks to secure funds that would allow for increased community connections; allowing our students of color to build relationships with black business owners. Additionally, the grant seeks to diversify our career programs and allow students of color to see themselves in fields they may not have originally considered.</p>
--	--

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
9th, 10th and 11th	Social Studies, ELA, CTE, Physical Education	<p><b>Social Studies -</b></p> <p>Students in Civics and Economics (10th) focus on Thurgood Marshall and how the Supreme Court has changed over time. Current events are discussed, especially how the addition of new justices (Ketanji Brown) impacts the Supreme Court.</p> <p>US History (11th) also incorporates figures such as Louis Redding, and Clifford Brown to talk about local history. We are in the preliminary phases of developing lessons around the history of some of our schools to highlight local history and contributions made by local figures of color.</p> <p><b>ELA -</b></p> <p>ELA 1 uses multiple speeches from former President Barack Obama (1st inaugural address, Address to Schoolchildren) in conversations around rhetoric. Additionally, students read “Dreams are Illegal” which is written by the poet laureates of Delaware.</p> <p>ELA 3 uses Amanda Gorman, Barack Obama, Frederick Douglass and other notable black figures as text pairings for the anchor texts (<i>Raisin in the Sun</i>, <i>Their Eyes Were Watching God</i>) to discuss the black experience in America.</p> <p><b>Career &amp; Technical Education -</b></p> <p>Innovation Grant has been submitted. Grant seeks to fund 3 different positions (30 hours/position) at each building (12 positions total). Focus on diversifying career programs and building community connections with businesses of color throughout the state of Delaware.</p> <p><b>Physical Education -</b></p> <p>Students enrolled in physical education will complete lesson plans that pair famous black athletes to specific workouts connected to their sports. For example - students profiling Althea Gibson would participate in workouts specific to improving the performance of a tennis player. Other athletes highlighted include: Jackie Robinson, Jesse Owens, Jack Johnson, Althea Gibson, Wilma Rudolph, Gabby Douglas, Fritz Pollard, and Bill Russell.</p>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
	<p><b>Math -</b></p> <p>Book Study <i>Choosing to See</i> occurs Wednesday 3:30 - 5:00 pm (Sept 6th, Oct 4th, Nov 1st, Dec 6th, Jan 10th) conversations include cultural consciousness and getting to know students</p> <p>Book Study <i>Mathematics Lessons to Explore, Understand, and Respond to Social Justice</i> (Feb 7th, Mar 6th, Apr 10th, May 1st). Teachers participating in the book studies are expected to implement these lessons into their classrooms and provide professional learning to the rest of their department. During select department meetings, math teachers in this study will be training their grade level teams on the lessons and providing support as the district moves to implement these lessons pervasively in all classrooms beginning fall 2024.</p> <p><b>Science -</b></p> <p>District Science Specialist collaborating with other Science Specialists throughout the state to design lessons for implementation in Science curricula. Science Specialists are in the process of selecting a book to support the implementation of HB 198.</p> <p><b>Restorative Practices -</b></p> <p>Throughout the school year, staff will spend asynchronous student days (Sept 25th, Oct 13th, Feb 12th, Mar 5th) focusing on restorative practices training. This training was designed in a collaboration with Dr. Lauren Bailes from the University of Delaware and delivered by the District Restorative Practices team who met over the summer (Aug 10th, Aug 28th) and throughout the year (Sept 20th, Oct 3rd, Feb 1st, Feb 20th). The focus of the Sept 25th training was to acquaint staff with restorative practices, explain the significance of restorative practices, and view each individual school's discipline data and engage in thoughtful conversations around what supports students may need to be successful. The October 3rd training asked staff to explain the difference between school culture and school climate, define exclusionary disciplinary practices, and begin incorporating restorative techniques into their own practices. Data is collected after each training that is used to inform the next training. Planning for the Feb 12th and March 5th training is underway</p>

**ELA -**

To ensure ELA teachers have the necessary background knowledge to contextualize many of the texts we read, planning is underway to bring speakers in on professional learning days (Feb 16th & Mar 11th) to provide ELA instructors with an increased understanding of black history in the US. This learning will support teachers as they discuss the historical context in storylines as well as historical context surrounding novels read in class.

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Lisa Ueltzhoffer  
 Position: Chief Academic Officer  
 Email: [lisa.uelzhoffer@ncs.k12.de.us](mailto:lisa.uelzhoffer@ncs.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Newark Charter School's Mission is to promote high levels of student effort, achievement and decorum for children in grades K-12 in the Greater Newark community by providing continuous, engaging and rigorous academic challenges grounded in a sequential core of common knowledge, delivered in a community of students, educators and involved parents who value scholarship and appropriate behavior.

We have remained committed to this mission and have over a twenty-year legacy of "Excellence in Academics and Decorum". Our guiding vision and philosophy is that all children can learn when they are challenged, supported, respected and motivated. We are committed to offering an educational alternative within the public school system for families and students seeking a strong academic program that invites family involvement in children's education.

Furthermore, Newark Charter School is a Core Knowledge School that desires to create and sustain an environment that prepares our students for citizenship in an increasingly global society, living and learning among peers whose perspectives and experiences differ from their own. We embrace differences and commonalities across race, nationality, gender, religion, physical appearance, learning ability, and socio-economic backgrounds. We value every student and consider their contribution significant.



Newark Charter School is committed to ensuring our students have a culturally responsive educational experience and is committed to the spirit and the regulations of HB 198. In the spring of 2022, NCS initiated work to have all content areas K-12 teachers reflect on, memorialize and invest in curriculum and lesson resources to ensure all students see themselves in the learning experience. NCS created a K-12 Curriculum Crosswalk and has been revisiting this document in professional learning sessions. With time, we are moving toward leveraging this document to directly connect to the 8 Minimum Content Requirements of HB 198 in each of the content areas.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.					X	X	X	X	X			X	
b. The significance of enslavement in the development of the American economy.		X	X	X	X	X	X	X	X		X	X	
c. The relationship between white supremacy, racism, and American slavery.		X	X		X	X	X	X	X	X	X		
d. The central role racism played in the Civil War.			X			X	X		X		X		
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.			X		X	X	X	X	X	X	X		
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X		X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the			X	X	X	X	X	X	X	X	X		X

United States; as well as the agency they employ in this work for equal treatment.														
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X			X

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	Core Knowledge Unit - Early and Medieval African Kingdoms -Kingdom of Kush and its interactions with Egyptian civilization -kingdom of Axum and its location (importance to the trade routes) -wealth and power of the rulers of Ghana, Mali, and Songhai - came about through trade of gold and salt -Influence of Islam on Ghana, Mali, and Songhai
5	Social Studies	<ul style="list-style-type: none"> <li>Gain an understanding that the condition of enslavement helped to create art, music, and oral traditions that are a part of our nation’s history.</li> <li>Read from writings of Fredrick Douglass</li> <li>Examine the dresses of Elizabeth Keckly</li> </ul> Listen to the Chocolate Drops - Modern jazz and folk group dedicated to keeping African American Folk music alive
6	Social Studies	Ancient Egypt and Mesopotamia - flourishing ancient civilizations founded by people of color. Achievements and advancements in irrigation, trade, writing, art, science (astronomy; development of calendar, wheel), and literature (Epic of Gilgamesh)
7	Social Studies	<b>Constitution- Three-Fifths Compromise and Voting Rights, Debate over Slavery and the Civil War</b>  Original draft of Declaration of Independence and slavery  13th-15th Amendments Civil Rights Movement Reconstruction
8	Social Studies	Review of Civil War, Reconstruction & Reconstruction Amendments Plessy v Ferguson, Ida B Wells, W.E.B. DuBois, Foundation of NAACP Harlem Hellfighters

		<p>Harlem Renaissance, Tulsa Massacre</p> <p>A Philip Randolph, Dorie Miller, Tuskegee Airmen</p> <p>Modern Civil Rights Movement: Jackie Robinson, Brown v. Board of Ed., Thurgood Marshall, MLK, Rosa Parks, Little Rock Nine, Freedom Riders, Medgar Evers, Malcolm X, SNCC, CORE</p>
11	World History  (including AP, Honors, and CP)	<p><b>AP class lessons only</b> (Due to class covering 1200-present):</p> <ul style="list-style-type: none"> <li>● The development of State Building in Africa, with emphasis on : <ul style="list-style-type: none"> <li>○ Ghana</li> <li>○ Great Zimbabwe</li> <li>○ Ethiopia</li> <li>○ Housa Kingdoms</li> <li>○ Mali</li> </ul> </li> <li>● These state systems demonstrated continuity, innovation, and diversity. <b>Case Study:</b> Great Zimbabwe and Ethiopia</li> <li>● The evolution of Slavery as a social and economic system.</li> <li>● Comparison of African enslavement and European enslavement</li> <li>● Role of Women in African society.</li> <li>● The development of Networks of Exchange. The impact of the Trans-Saharan Trade Routes.</li> <li>● The cultural diffusion of religion, architectural styles, technology such as guns and gunpowder.</li> <li>● West Africa in the Global Medieval World.</li> </ul> <p><b>Solely AP Class Resources</b>(Due to class covering 1200-present):</p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>● Various Ted Talk videos and lessons.</li> <li>● Crash Course Videos (World History I, World History II, European History, Black American History seasons)</li> <li>● Time-Life Ancient Civilizations Series</li> <li>● Heimler’s History video series (World History Reviews: Units 1-4 and 7)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Various National Geographic Articles</li> <li>● Selected readings from the journals of Ibn Battuta</li> <li>● PBS Series: <i>Africa’s Great Civilization</i></li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Freemanpedia Unit Reviews</li> <li>● <i>DBQ Project</i></li> <li>● Reading Selections from <i>The History of the World in Six Glasses</i>.</li> </ul> <p><u>Textbooks:</u></p> <ul style="list-style-type: none"> <li>● (AP) <i>The Earth and Its Peoples</i></li> <li>● (AP) <i>World Civilizations: Sources, Images, and Interpretations...Compilation of both Primary and Secondary sources</i></li> </ul>

b. The significance of enslavement in the development of the American economy.

Grade-level	Content Area(s)	Lessons/Resources
1	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> <li>● The roles of African Americans during the evolution from thirteen colonies in America to independence as a nation</li> <li>● Why enslaved Africans were brought to the English colonies in the South</li> </ul> <p><a href="#">CKLA Domain 10: A New Nation, American Independence</a>  <a href="#">CKHG Unit 7: Early Explorers and Settlers</a>  <a href="#">CKHG Unit 8: From Colonies to Independence</a></p>
2	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> <li>● US Civil War</li> <li>● When Europeans began to settle in what became the United States, they soon brought Africans to work as slaves there</li> <li>● There were disagreements about slavery between people living in the Northern states and people living in the Southern states</li> <li>● Slaves were enslaved in areas where plantations with specific climates and landforms that allowed for successful farming</li> <li>● The role of Harriet Beecher Stowe and her book in changing Americans' views about slavery</li> <li>● Harriet Tubman was and her role in the Underground Railroad</li> <li>● Emancipation Proclamation</li> </ul> <p><a href="#">CKLA Domain 9: US Civil War</a>  <a href="#">CKHG Unit 9: US Civil War</a>  <a href="#">CKHG Unit 11: Civil Rights Leaders</a></p> <p>Read Alouds:</p> <ul style="list-style-type: none"> <li>● Aunt Harriet's Underground Railroad in the Sky</li> <li>● Henry's Freedom Box</li> <li>● When Harriet Met Sojourner</li> <li>● Show Way</li> <li>● Words Set Me Free</li> <li>● Sojourner Truth's Step-Stomp Stride</li> <li>● Almost to Freedom</li> <li>● My Rows and Piles of Coins</li> <li>● Martin's Big Words</li> <li>● The Power of Her Pen</li> </ul>
3	Social Studies	<ul style="list-style-type: none"> <li>● Triangle Trade</li> <li>● Enslaved Workers</li> <li>● Middle Passage</li> <li>● American Economy</li> <li>● Cash Crops/ Plantations</li> <li>● Greed of plantation owners</li> <li>● Southern colonies economy</li> <li>● North: could work off debt (indentured servants)</li> <li>● South: enslaved workers throughout generations</li> </ul> <p><a href="#">Resources</a></p> <p>Core Knowledge Curriculum</p>

		Core Knowledge Reader - The Thirteen Colonies  Brain Pop - The Thirteen Colonies and Enslaved African Workers
4	Social Studies	<ul style="list-style-type: none"> <li>● causation</li> <li>● change over time</li> <li>● evidence</li> <li>● point of view</li> <li>● Rosa Parks - analyze historical accounts of her famous life event</li> <li>● Enslavement in Delaware</li> <li>● The year 1619 and its importance</li> <li>● Trans Sahara trade and its effect on the Kingdoms of Ghana, Mali, and Songhai</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 1, Lesson 1: What is history and why is it important?</a></li> <li>● <a href="#">Unit 1, Lesson 11: Why and where was Rosa Parks?</a></li> <li>● <a href="#">Unit 4, Lesson 3: Servants on Trial - The Case of John Punch, et al.</a></li> <li>● <a href="#">Unit 4, Lesson 2: Enslavement in History</a></li> <li>● <a href="#">Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom</a></li> </ul>
5	Social Studies	<ul style="list-style-type: none"> <li>● Falling prices of cotton between 1850 - 1862</li> <li>● Price of human enslavement</li> <li>● Pizarro's enslaved humans and how they impacted the helped the Spainards.</li> <li>● Using enslaved Africans to replace indigenous people as the work force</li> <li>● Triangle Trade</li> <li>● Slavery in the Trans-Atlantic slave trade</li> <li>● Importance of enslaved Africans in the development of Spanish, Portuguese, English, Dutch exploration and conquest of the Americas</li> <li>● Enslaved humans in the development of USA through westward expansion</li> <li>● The importance of the Stono Rebellion</li> <li>● Slavery as a catalyst of the Civil War</li> </ul>
6	Social Studies	During our studies of the Industrial Revolution, students will learn and discuss how northern factories profited from labor of enslaved people in the South (low material costs, zero production labor costs)
7	Social Studies	Rise of slave labor in Virginia and colonies Cotton Gin Triangular Trade Slave Trade
8	Social Studies	Reconstruction & Segregation <ul style="list-style-type: none"> <li>● Sharecropping &amp; Black Codes</li> </ul>
10	US History (including AP, Honors, and CP)	<b>AP Class lessons only (due to class covering 1607-present):</b> <ul style="list-style-type: none"> <li>● Development of the American Slave Trade prior to the Revolution</li> <li>● Pueblo System and the encomienda system</li> <li>● Evolution of the Slavery as a social and economic system</li> </ul>

- Impact of the Cotton Gin on slavery
- Resistance to slavery by enslaved people (both active and passive attempts for rights and freedoms)
- Haitian Revolution and impacts in the US (stricter slave codes)
- Case study on Garrison’s and Douglass’s views about how to end slavery
- Spread of slavery 1840-1860 including the Mexican-American War, Compromise of 1850, Kansas-Nebraska Act, *Dred Scott* decision, Bleeding Kansas, John Brown’s Raid

---

**Lessons used in All US History Courses:**

- Reconstruction and rise of segregation (results of the 13th, 14th, 15th amendment; life during Reconstruction; redeemer policies; *Plessy* Decision; Jim Crow laws)
- The Great Migration and the consequences of movement within the South and urban areas
  - Positive consequences: Harlem Renaissance (writings, art, music)
  - Negative consequences: re-emergence of the KKK, events like the Tulsa Massacre
- New Deal programs (focus on rural programs and struggles for access to programs due to state governments controlling access)
- WWII era programs (focus on Executive Orders 8802, 9801, redlining in cities, access issues with GI Bill)
- Civil Rights movement (focus on differing goals of SCLC, SNCC, Black Panther Party; planning behind the Montgomery Bus Boycott; experiences of John Lewis using *March* and *Run*; examining the March on Washington; urban unrest during the period; MLK comes out against the Vietnam War; Poor People’s Campaign)
- Great Society Programs (Educational Reforms including *Brown*, *Brown II*, Title IX, IEP and 504s; cultural roots of PBS shows like *Sesame Street*; Housing desegregation)
- Conservative Revolution era (focus on policing and results of “hard on crime” politics; cultural evolution and wider cultural acceptance in music, television, and film)

**Solely AP Class Resources (due to class covering 1607-present):**

- College Board’s AP Classroom curricular digital videos and primary/secondary resources
- College Board lessons from Educator access (lesson plans, unit curricular resources)
- Crash Course video series (US History season, Black American History season)
- Crash Course US History curriculum (Units 1-5) featuring primary and secondary source lessons to go with videos
- Heimler’s History video series (US History season)
- Primary and Secondary source materials from AMSCO digital edition
- Stanford History Education Group (SHEG) lessons
- Brown University’s CHOICES program (lessons and units)
- Textbook: *American Pageant*

---

**Resources used in All US History Classes:**

		<ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>● Crash Course video series (US History season, Black American History season)</li> <li>● Crash Course US History curriculum (Units 6-10) featuring primary and secondary source lessons to go with videos</li> <li>● Heimler’s History video series (US History season)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level)</li> <li>● Resources from UD’s Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s</li> <li>● Digital Resources and primary sources from the National Archives (DocsTeach), the Library of Congress (LOC), Delaware State Archives, Delaware Historical Society, Chronicling America (online newspaper archive), Digital Public Library of America</li> <li>● Digital Resources and secondary sources from JSTOR and EBSCOhost</li> <li>● Textbook: <i>American Pageant</i> (AP), <i>The Americans</i> (H / CP)</li> <li>● Additional readings from <i>Give Me Liberty</i>, <i>The American Yawp</i>, <i>A People’s History of the United States</i>, <i>Don’t Know Much About History</i>, <i>Lies My Teacher Told Me</i>, <i>TV (The Book)</i>, <i>America Divided</i>, <i>March, Run</i>, and <i>America: The Last Best Hope</i></li> <li>● Various Documentaries from the History Channel (notably <i>America: The Story of US</i> and PBS’s <i>American Experience</i> (notably <i>Eyes on the Prize</i>, and <i>1968</i>, Ken Burns’ <i>Jazz</i>)</li> </ul>
11	World History (including AP, Honors, and CP)	<p><b>Lessons used in All World History Courses:</b></p> <ul style="list-style-type: none"> <li>● The impact of the Columbian Exchange on Africa and its environment. (the exchange of peoples, plants, animals, diseases, and technologies)</li> <li>● The Development of Maritime Empires.</li> <li>● The expansion fostered the growth of states in Africa such as Asante and the Kingdom of the Congo.</li> <li>● Demographic changes to Africa that resulted from the trade of enslaved persons.</li> </ul> <p><b>Resources used in All World History Classes:</b></p> <ul style="list-style-type: none"> <li>● Various Ted Talk videos and lessons.</li> <li>● Crash Course Videos (World History I, World History II,</li> <li>● Heimler’s History video series (World History Reviews: Units 1-4 and 7)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Various National Geographic Articles</li> <li>● Selected readings from the journals of Ibn Battuta</li> <li>● PBS Series: <i>Africa’s Great Civilization</i></li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Freemanpedia Unit Reviews</li> <li>● <i>DBQ Project</i></li> <li>● Reading Selections from <i>The History of the World in Six Glasses</i>.</li> </ul>

		<ul style="list-style-type: none"> <li>Lessons in World History organized chronologically</li> </ul> <p><b>AP Textbook:</b></p> <ul style="list-style-type: none"> <li><i>World Civilizations: Sources, Images, and Interpretations...Compilation of both Primary and Secondary sources</i></li> <li><i>The Earth and Its Peoples</i></li> </ul> <p><b>Honors/CP Textbook:</b> <i>Modern World History: Patterns of Interaction</i></p>
--	--	---

c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
1	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> <li>The roles of African Americans during the evolution from thirteen colonies in America to independence as a nation</li> <li>Why enslaved Africans were brought to the English colonies in the South</li> </ul> <p><a href="#">CKLA Domain 10: A New Nation, American Independence</a>  <a href="#">CKHG Unit 7: Early Explorers and Settlers</a>  <a href="#">CKHG Unit 8: From Colonies to Independence</a></p>
2	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> <li>US Civil War</li> <li>When Europeans began to settle in what became the United States, they soon brought Africans to work as slaves there</li> <li>There were disagreements about slavery between people living in the Northern states and people living in the Southern states</li> <li>Slaves were enslaved in areas where plantations with specific climates and landforms that allowed for successful farming</li> <li>The role of Harriet Beecher Stowe and her book in changing Americans' views about slavery</li> <li>Harriet Tubman was and her role in the Underground Railroad</li> <li>Emancipation Proclamation</li> </ul> <p><a href="#">CKLA Domain 9: US Civil War</a>  <a href="#">CKHG Unit 9: US Civil War</a>  <a href="#">CKHG Unit 11: Civil Rights Leaders</a></p>
4	Social Studies	<ul style="list-style-type: none"> <li>cause/effect</li> <li>change over time</li> <li>resistance</li> <li>different accounts of the same event</li> <li>timelines</li> <li>analyzing historical conclusions</li> <li>slavery/indentured servants</li> <li>slaves resisting enslavement</li> </ul>
5	Social Studies	<p>Economics 2a:  Researching formerly enslaved, African Americans journey after slavery.</p> <ul style="list-style-type: none"> <li>Paul Cuffee</li> <li>Anthony Johnson</li> </ul>



		<ul style="list-style-type: none"> <li>● William Ellison Jr.</li> <li>● Antoine Dubuclet</li> <li>● Robert Gordon</li> <li>● Samuel T. Wilcox</li> <li>● Mary Ellen Pleasant</li> <li>● Hannah Elias</li> <li>● Mary Church Terrell</li> </ul> <p>Formerly enslaved people were denied access to financial institutions and had to rely on banks within the black community.</p> <ul style="list-style-type: none"> <li>● Freedman's Savings and Trust Company</li> </ul> <p>Economics 3a</p> <ul style="list-style-type: none"> <li>● Examination of how the Renaissance was built upon the labor of enslaved Africans, the native Americans, and the riches of the New World.</li> <li>● Understanding how the flow of goods moved through the Triangle trade.</li> <li>● The production of sugar, cotton and tobacco by enslaved Africans</li> </ul>
6	Social Studies	Contrast made between race-based slavery in the US in 1600s-1800s and the system in place in ancient Mesopotamia that were largely financial or punitive in nature, not race-based. Similar discussions in our studies contrasting slavery in Athens and Sparta in our Ancient Greece unit.
7	Social Studies	Racial and Civil Unrest in the 21 <sup>st</sup> Century
8	Social Studies	Reconstruction & Segregation <ul style="list-style-type: none"> <li>● Sharecropping &amp; Black Codes</li> </ul>
10	US History (including AP, Honors, and CP)	<p><b>AP Class lessons only (due to class covering 1607-present):</b></p> <ul style="list-style-type: none"> <li>● Development of the American Slave Trade prior to the Revolution</li> <li>● Pueblo System and the encomienda system</li> <li>● Evolution of the Slavery as a social and economic system</li> <li>● Discussions about slavery by the Founding Fathers @ the Second Continental Congress and the Constitutional Convention</li> <li>● Resistance to slavery by enslaved people (both active and passive attempts for rights and freedoms)</li> <li>● Haitian Revolution and impacts in the US (stricter slave codes)</li> <li>● Second Great Awakening (Abolitionist movement)</li> <li>● Case study on Garrison's and Douglass's views about how to end slavery</li> </ul> <hr/> <p><b>Lessons used in All US History Courses:</b></p> <ul style="list-style-type: none"> <li>● Reconstruction and rise of segregation (results of the 13th, 14th, 15th amendment; life during Reconstruction; redeemer policies; <i>Plessy</i> Decision; Jim Crow laws)</li> <li>● Debates within the African-American community about segregation and reactions to lynchings in the Progressive Era (duBois, Washington, Wells)</li> <li>● The Great Migration and the consequences of movement within the South and urban areas <ul style="list-style-type: none"> <li>○ Positive consequences: Harlem Renaissance (writings, art, music)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Negative consequences: re-emergence of the KKK, events like the Tulsa Massacre</li> <li>● New Deal programs (focus on rural programs and struggles for access to programs due to state governments controlling access)</li> <li>● WWII era programs (focus on Executive Orders 8802, 9981, redlining in cities, access issues with GI Bill)</li> <li>● Civil Rights movement (focus on differing goals of SCLC, SNCC, Black Panther Party; planning behind the Montgomery Bus Boycott; experiences of John Lewis using <i>March</i> and <i>Run</i>; examining the March on Washington; urban unrest during the period; MLK comes out against the Vietnam War; Poor People’s Campaign)</li> <li>● Great Society Programs (Educational Reforms including <i>Brown</i>, <i>Brown II</i>, Title IX, IEP and 504s; cultural roots of PBS shows like <i>Sesame Street</i>; Housing desegregation)</li> <li>● Conservative Revolution era (focus on policing and results of “hard on crime” politics; cultural evolution and wider cultural acceptance in music, television, and film)</li> </ul> <p><b>Solely AP Class Resources (due to class covering 1607-present):</b></p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>● Crash Course video series (US History season, Black American History season)</li> <li>● Crash Course US History curriculum (Units 1-5) featuring primary and secondary source lessons to go with videos</li> <li>● Heimler’s History video series (US History season)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Brown University’s CHOICES program (lessons and units)</li> <li>● Textbook: <i>American Pageant</i></li> </ul> <p style="text-align: center;">-----</p> <p><b>Resources used in All US History Classes:</b></p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>● Crash Course video series (US History season, Black American History season)</li> <li>● Crash Course US History curriculum (Units 6-10) featuring primary and secondary source lessons to go with videos</li> <li>● Heimler’s History video series (US History season)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level)</li> <li>● Resources from the</li> <li>● Resources from UD’s Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s</li> </ul>
--	--	---

		<ul style="list-style-type: none"> <li>● Digital Resources and primary sources from the National Archives (DocsTeach), the Library of Congress (LOC), Delaware State Archives, Delaware Historical Society, Chronicling America (online newspaper archive), Digital Public Library of America</li> <li>● Digital Resources and secondary sources from JSTOR and EBSCOhost</li> <li>● Textbook: <i>American Pageant</i> (AP), <i>The Americans</i> (H / CP)</li> <li>● Additional readings from <i>Give Me Liberty</i>, <i>The American Yawp</i>, <i>A People’s History of the United States</i>, <i>Don’t Know Much About History</i>, <i>Lies My Teacher Told Me</i>, <i>TV (The Book)</i>, <i>America Divided</i>, <i>March, Run</i>, and <i>America: The Last Best Hope</i></li> <li>● Various Documentaries from the History Channel (notably <i>America: The Story of US</i> and PBS’s <i>American Experience</i> (notably <i>Eyes on the Prize</i>, and <i>1968</i>, Ken Burns’ <i>Jazz</i>)</li> </ul>
12	Psychology (AP and Honors)	<p>Topics:</p> <ul style="list-style-type: none"> <li>● Learned helplessness and systemic racism (AP)</li> <li>● Drapetomania during the Civil War (AP)</li> <li>● Stereotype threat (AP)</li> <li>● There are positive and negative stereotypes, but there are no “good” stereotypes (AP)</li> <li>● Superordinate goals</li> <li>● Prejudice, discrimination, ingroup/outgroup bias, racism.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources for Psychology)</li> <li>● AP textbook: <i>Myers Psychology for AP</i> (2nd Edition)</li> <li>● Textbooks for Psych elective classes: <i>Understanding Psychology</i> and <i>Sociology and You</i></li> <li>● Case studies/surveys (i.e. the Doll Study by Kenneth and Mamie Clark, Martin Seligmann, Sir Francis Galton, Claude Steele)</li> </ul> <p>Crash Course videos (from the Psychology and Sociology seasons in particular)</p>

d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
2	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> <li>● US Civil War</li> <li>● There were disagreements about slavery between people living in the Northern states and people living in the Southern states</li> <li>● The role of Harriet Beecher Stowe and her book in changing Americans’ views about slavery</li> </ul> <p><a href="#">CKLA Domain 9: US Civil War</a>  <a href="#">CKHG Unit 9: US Civil War</a></p>
5	Social Studies	<ul style="list-style-type: none"> <li>● Black Codes and Jim Crow era laws</li> <li>● Denial of education for enslaved people</li> <li>● Laws keeping freedmen and enslaved people apart</li> </ul>

		<ul style="list-style-type: none"> <li>Physical and emotional abuse</li> <li>USA refusal to allow enslaved humans directly from Africa to enter the USA to reduce uprising</li> <li>Stono Rebellion</li> <li>The North's delay in allowing freedmen the right to fight</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>Core Knowledge</li> <li>TedEd</li> <li>Discovery Education</li> </ul> <p>NPR</p>
6	Social Studies	Review of Prior knowledge to connect new learning. Civil war and the role of slavery is a major focus of Grade 5 CKHG. Occasional references are made to this prior knowledge, when opportunities in the curriculum present themselves.
8	Social Studies	<p>Reconstruction &amp; Segregation</p> <ul style="list-style-type: none"> <li>Sharecropping &amp; Black Codes</li> </ul>
10	US History (including AP, Honors, and CP)	<p><b>AP Class lessons only (due to class covering 1607-present):</b></p> <ul style="list-style-type: none"> <li>Evolution of the Slavery as a social and economic system</li> <li>Discussions about slavery by the Founding Fathers @ the Second Continental Congress and the Constitutional Convention</li> <li>Impact of the Cotton Gin on slavery</li> <li>Resistance to slavery by enslaved people (both active and passive attempts for rights and freedoms)</li> <li>Haitian Revolution and impacts in the US (stricter slave codes)</li> <li>Missouri Compromise</li> <li>Second Great Awakening (Abolitionist movement)</li> <li>Case study on Garrison's and Douglass's views about how to end slavery</li> <li>Spread of slavery 1840-1860 including the Mexican-American War, Compromise of 1850, Kansas-Nebraska Act, <i>Dred Scott</i> decision, Bleeding Kansas, John Brown's Raid</li> </ul> <hr/> <p><b>Lessons used in All US History Courses (limited due to taking place outside the time period of the course):</b></p> <ul style="list-style-type: none"> <li>Reconstruction and rise of segregation (results of the 13th, 14th, 15th amendment; life during Reconstruction; redeemer policies; <i>Plessy</i> Decision; Jim Crow laws)</li> <li>Debates within the African-American community about segregation and reactions to lynchings in the Progressive Era (duBois, Washington, Wells)</li> </ul> <p><b>Solely AP Class Resources (due to class covering 1607-present):</b></p> <ul style="list-style-type: none"> <li>College Board's AP Classroom curricular digital videos and primary/secondary resources</li> <li>College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>Crash Course video series (US History season, Black American History season)</li> </ul>

		<ul style="list-style-type: none"> <li>● Crash Course US History curriculum (Units 1-5) featuring primary and secondary source lessons to go with videos</li> <li>● Heimler’s History video series (US History season)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Brown University’s CHOICES program (lessons and units)</li> <li>● Textbook: <i>American Pageant</i></li> </ul> <p style="text-align: center;">-----</p> <p><b>Resources used in All US History Classes:</b></p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>● Crash Course video series (US History season, Black American History season)</li> <li>● Crash Course US History curriculum (Units 6-10) featuring primary and secondary source lessons to go with videos</li> <li>● Heimler’s History video series (US History season)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level)</li> <li>● Resources from the</li> <li>● Resources from UD’s Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s</li> <li>● Digital Resources and primary sources from the National Archives (DocsTeach), the Library of Congress (LOC), Delaware State Archives, Delaware Historical Society, Chronicling America (online newspaper archive), Digital Public Library of America</li> <li>● Digital Resources and secondary sources from JSTOR and EBSCOhost</li> <li>● Textbook: <i>American Pageant</i> (AP), <i>The Americans</i> (H / CP)</li> <li>● Additional readings from <i>Give Me Liberty</i>, <i>The American Yawp</i>, <i>A People’s History of the United States</i>, <i>Don’t Know Much About History</i>, <i>Lies My Teacher Told Me</i>, <i>TV (The Book)</i>, <i>America Divided</i>, <i>March, Run</i>, and <i>America: The Last Best Hope</i></li> <li>● Various Documentaries from the History Channel (notably <i>America: The Story of US</i> and PBS’s <i>American Experience</i> (notably <i>Eyes on the Prize</i>, and <i>1968</i>, Ken Burns’ <i>Jazz</i>)</li> </ul>
--	--	--

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources
2	Social Studies	Lessons: <ul style="list-style-type: none"> <li>● Civil Rights activists who fought to change the local, state and federal laws that perpetuated processes like segregation and discrimination</li> </ul> <p><a href="#">CKHG Unit 11: Civil Rights Leaders</a></p>
4	Social Studies	<ul style="list-style-type: none"> <li>● Explaining why there may be different accounts of the same event</li> </ul>

		<ul style="list-style-type: none"> <li>● creating timelines</li> <li>● drawing historical conclusions from source materials</li> <li>● change over time</li> <li>● cause/effect</li> <li>● arranging events chronologically</li> <li>● analyzing evidence and accounts of events</li> <li>● slavery/indentured servants</li> <li>● enslavement in history</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 1, Lesson 1: What is history and why is it important?</a></li> <li>● <a href="#">Unit 1, Lesson 11: Why and where was Rosa Parks?</a></li> <li>● <a href="#">Unit 4, Lesson 3: Servants on Trial - The Case of John Punch, et al.</a></li> <li>● <a href="#">Unit 4, Lesson 2: Enslavement in History</a></li> <li>● <a href="#">Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom</a></li> </ul>
5	Social Studies	<ul style="list-style-type: none"> <li>● Post Civil War Black Code</li> <li>● Jim Crow Era Laws</li> <li>● Violence against successful Black businesses</li> <li>● Greenbook travel</li> <li>● Poll taxes and voter intimidation</li> <li>● Examples of African Americans fighting and winning against oppression</li> <li>● Core knowledge</li> <li>● NPR</li> <li>● Discovery Education</li> <li>● TedED</li> </ul>
6	Social Studies	Covered in Reform for African Americans; students learn about Jim Crow laws. During our Immigration unit, students are reminded that Africans did not emigrate here of their own free will. They learn that many Chinese were discriminated against via the Chinese Exclusion Act, another example of disparate treatment of POC.
7	Social Studies	<p><b>Federal vs State Powers (Constitution)</b>  Introduction of slavery to  The colonies  Civil Rights Movement</p> <p><b>Constitution- Three-Fifths Compromise and Voting Rights, Debate over Slavery and the Civil War</b>  Original draft of Declaration of Independence and slavery  13th-15th Amendments  Civil Rights Movement  Reconstruction</p>
8	Social Studies	<p>Reconstruction &amp; segregation</p> <ul style="list-style-type: none"> <li>● Sharecropping &amp; Black codes</li> </ul> <p>Progressive Era</p>

		<ul style="list-style-type: none"> <li>● WWI</li> <li>● Great Migration begins</li> </ul> <p>1920's</p> <ul style="list-style-type: none"> <li>● A Philip Randolph</li> <li>● Harlem Renaissance</li> <li>● Tulsa Massacre</li> <li>● Resurgence of the KKK</li> </ul> <p>Great Depression</p> <ul style="list-style-type: none"> <li>● New Deal Programs</li> </ul> <p>WWII</p> <ul style="list-style-type: none"> <li>● Tuskegee Airmen, Dorie Miller</li> <li>● Great Migration - mobilization</li> </ul> <p>Civil Rights Movement</p> <ul style="list-style-type: none"> <li>● Jackie Robinson</li> <li>● Emmet Till</li> <li>● Linda Brown, Thurgood Marshall, Louis Redding</li> <li>● Rosa Parks, MLK, Malcolm X, Medgar Evers</li> <li>● Little Rock Nine</li> <li>● SNCC, SCLC, CORE, Black Panther Party, Freedom Riders</li> <li>● GI Bill denial of services</li> <li>● Redlining</li> </ul> <p>Resources &amp; Lessons</p> <ul style="list-style-type: none"> <li>● <a href="#">Radical Reconstruction</a></li> <li>● <a href="#">Reconstruction SAC</a></li> <li>● <a href="#">Booker T Washington &amp; W.E.B DuBois</a></li> <li>● <a href="#">Great Migration</a></li> <li>● <a href="#">Langston Hughes sources</a></li> <li>● <a href="#">Tulsa Massacre</a></li> <li>● <a href="#">Chicago Race Riots</a></li> <li>● <a href="#">Dorie Miller article</a></li> <li>● <a href="#">portions of Lt. Col. George Hardy Interview</a></li> <li>● <a href="#">Montgomery Bus Boycott</a></li> <li>● <a href="#">Brown case didn't start how you think</a></li> <li>● <a href="#">Little Rock Nine</a></li> <li>● <a href="#">Great Society</a></li> <li>● Crash Course videos</li> <li>● EdPuzzle video sources</li> <li>● The Century video series</li> <li>● Selma, Lord, Selma</li> </ul>
9	Civics and World Geography/AP	<b>Civics lessons Include:</b>

	<p>Geography</p>	<ul style="list-style-type: none"> <li>● Influence of Humanism on the Enlightenment and how the concept of the ‘Individual matters’ influenced later Abolitionists movements and Civil Rights.</li> <li>● The absence of slavery in the Declaration of Independence and Constitution.</li> <li>● Geography of the Constitution activity that discusses 3/5ths Compromise and the issue of Slavery in ratifying the Constitution.</li> <li>● 13th-15th Amendments when discussing Voting Rights.</li> <li>● Case Study: Nigeria (time permitting) Defend a recommendation for newly independent Nigeria</li> <li>● Evolution of Government over time and its effects on African Americans and other People of Color including: Hate Speech, Civil Rights, Black Lives Matter, Me Too Movement, etc...</li> <li>● Voting Rights and Expansion of Voting Rights, Landmark Supreme Court Cases (Brown vs Board, Loving, etc.)</li> <li>● Influence of Gerrymandering, redlining; segregation on Minorities</li> <li>● AP GEO: Videos, Articles and most content in curriculum (CED) focuses on diversity: Culture, Language, Religion Units; Ethnicity Unit, Gerrymandering, Redlining, Segregation; Migration (The Great Migration - Refugees, eg Eritrea)</li> </ul> <p><b>Geography lessons Include:</b>  <u>World Geography Curriculum is organized by regions:</u>  Latin America/ African region /SW + Central Asia Region / Monsoon Asia region / East Asia/ North America/ Oceania and Arctic/Antarctic.</p> <p><u>Some Topics within the Curriculum:</u></p> <ul style="list-style-type: none"> <li>● Discussion of Genocide/Ethnic Cleansing;</li> <li>● Nigeria’s different ethnolinguistic groups</li> <li>● Comparing South African apartheid and American segregation;</li> <li>● Refugees (e.g. Eritrean Refugees and their adaptation to the US);</li> <li>● Southwest Asia and Istanbul;</li> <li>● Cultural Diffusion;</li> <li>● China, Japan, India...</li> <li>● Ethnicity vs Race vs. nationality;</li> <li>● Effects of the slave trade</li> <li>● Effects of Urbanization, “White Flight,” redlining, food deserts and food swamps esp. effects on Minorities;</li> <li>● Spatial Inequality in Mexico City compared to US;</li> <li>● Site and Situation using Delaware</li> <li>● Land usage in the Amazon vs. the US (Brown fields etc.. effects on minorities);</li> <li>● The Great Migration, Voluntary vs involuntary migration</li> </ul> <p><b>Civics Resources Used for CP/Honors:</b> TCI <i>Government Alive!</i> Textbook / PBS Handout: Voting Rights Timeline / Teaching Tolerance lesson plans / State of DE lessons / U of D lessons / iCivics / The Constitution, Declaration of Independence, Federalists papers / Current event articles / Other teacher-created materials</p> <p><b>Geography Resources Used for CP/Honors:</b> TCI <i>Geography Alive!</i> Textbook / Eritrean crisis documentary (Refugee: the Eritrean Crisis) / Choices program on refugees /; Geo-inquiries from ArcGIS; State of DE Geography Lessons</p>
--	------------------	--



		<p>that were redone a few years ago (one of our teachers was on the committee), U of D lessons, Multiple maps (choropleth, isolate, Dot, graduated, etc...) that include information on diverse topics including ones directly about and ones that affect people of color; and other Primary sources and statistics...</p> <p><b>Resources Used for AP GEO:</b> Videos, Articles and most content in curriculum focuses on diversity: EG Refugee: the Eritrean Crisis video, Choices program on Refugees; Segregation by Design book and Video; NYTimes article on race, HipHop story map, Delaware Historical Society videos on I-95 construction through Wilmington.</p> <p>*Other teacher-created materials</p>
10	US History (including AP, Honors, and CP)	<p><b>AP Class lessons only (due to class covering 1607-present):</b></p> <ul style="list-style-type: none"> <li>● Development of the American Slave Trade prior to the Revolution</li> <li>● Pueblo System and the encomienda system</li> <li>● Evolution of the Slavery as a social and economic system</li> <li>● Haitian Revolution and impacts in the US (stricter slave codes)</li> <li>● Second Great Awakening (Abolitionist movement)</li> <li>● Spread of slavery 1840-1860 including the Mexican-American War, Compromise of 1850, Kansas-Nebraska Act, <i>Dred Scott</i> decision, Bleeding Kansas, John Brown’s Raid</li> </ul> <p>-----</p> <p><b>Lessons used in All US History Courses:</b></p> <ul style="list-style-type: none"> <li>● Reconstruction and rise of segregation (results of the 13th, 14th, 15th amendment; life during Reconstruction; redeemer policies; <i>Plessy</i> Decision; Jim Crow laws)</li> <li>● New Deal programs (focus on rural programs and struggles for access to programs due to state governments controlling access)</li> <li>● WWII era programs (focus on Executive Orders 8802, 9981, redlining in cities, access issues with GI Bill)</li> <li>● Great Society Programs (Educational Reforms including <i>Brown</i>, <i>Brown II</i>, Title IX, IEP and 504s; cultural roots of PBS shows like <i>Sesame Street</i>; Housing desegregation)</li> <li>● Conservative Revolution era (focus on policing and results of “hard on crime” politics; cultural evolution and wider cultural acceptance in music, television, and film)</li> </ul> <p><b>Solely AP Class Resources (due to class covering 1607-present):</b></p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>● Crash Course video series (US History season, Black American History season)</li> <li>● Crash Course US History curriculum (Units 1-5) featuring primary and secondary source lessons to go with videos</li> <li>● Heimler’s History video series (US History season)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Brown University’s CHOICES program (lessons and units)</li> <li>● Textbook: <i>American Pageant</i></li> </ul> <p>-----</p>

		<p><b>Resources used in All US History Classes:</b></p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>● Crash Course video series (US History season, Black American History season)</li> <li>● Crash Course US History curriculum (Units 6-10) featuring primary and secondary source lessons to go with videos</li> <li>● Heimler’s History video series (US History season)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level)</li> <li>● Resources from the</li> <li>● Resources from UD’s Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s</li> <li>● Digital Resources and primary sources from the National Archives (DocsTeach), the Library of Congress (LOC), Delaware State Archives, Delaware Historical Society, Chronicling America (online newspaper archive), Digital Public Library of America</li> <li>● Digital Resources and secondary sources from JSTOR and EBSCOhost</li> <li>● Textbook: <i>American Pageant</i> (AP), <i>The Americans</i> (H / CP)</li> <li>● Additional readings from <i>Give Me Liberty</i>, <i>The American Yawp</i>, <i>A People’s History of the United States</i>, <i>Don’t Know Much About History</i>, <i>Lies My Teacher Told Me</i>, <i>TV (The Book)</i>, <i>America Divided</i>, <i>March</i>, <i>Run</i>, and <i>America: The Last Best Hope</i></li> <li>● Various Documentaries from the History Channel (notably <i>America: The Story of US</i> and PBS’s <i>American Experience</i> (notably <i>Eyes on the Prize</i>, and <i>1968</i>, Ken Burns’ <i>Jazz</i>)</li> </ul>
--	--	---

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> <li>● Ruby Bridges</li> <li>● Barack Obama</li> <li>● Kamala Harris</li> </ul> <p><a href="#">CKHG Unit 4: Mount Rushmore Presidents</a></p> <p>Read Alouds:  Ruby Goes to School  Parker Looks Up: An Extraordinary Moment</p>
1	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> <li>● Dr. Mae Jemison</li> </ul> <p>Read Alouds:  Mae Among the Stars</p>

2	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> <li>● Mary McLeod Bethune</li> <li>● Jackie Robinson</li> <li>● Rosa Parks</li> <li>● Martin Luther King, Jr.</li> <li>● Ethel L. Payne</li> </ul> <p><a href="#">CKLA Domain 9: US Civil War</a>  <a href="#">CKHG Unit 9: US Civil War</a>  <a href="#">CKHG Unit 11: Civil Rights Leaders</a></p> <p>Read Alouds:</p> <ul style="list-style-type: none"> <li>● Aunt Harriet's Underground Railroad in the Sky</li> <li>● Henry's Freedom Box</li> <li>● When Harriet Met Sojourner</li> <li>● Show Way</li> <li>● Words Set Me Free</li> <li>● Sojourner Truth's Step-Stomp Stride</li> <li>● Almost to Freedom</li> <li>● My Rows and Piles of Coins</li> <li>● Martin's Big Words</li> <li>● The Power of Her Pen</li> </ul>
3	Social Studies	<ul style="list-style-type: none"> <li>● Location of 13 colonies</li> <li>● Exchange of goods in Triangle Trade</li> <li>● North vs South geography and climate</li> <li>● Enslaved workers were used to farm crops from their home countries (sweet potatoes, rice, etc.)</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>● Core Knowledge curriculum</li> <li>● Core Knowledge reader The Thirteen Colonies</li> <li>● Mae Jemison Core Knowledge Biography</li> <li>● CRE Read Alouds embedded throughout the year.</li> </ul>
4	Social Studies	<ul style="list-style-type: none"> <li>● Using chronologies to explain change</li> <li>● Carter Woodson, Sonia Sotomeyer</li> <li>● Population of races living in Delaware</li> <li>● African American migration</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 1, Lesson 7: Using Chronologies to Explain Change Over Time</a></li> <li>● <a href="#">Unit 1, L4: How and Why Should I Organize Things Chronologically?</a></li> <li>● <a href="#">Unit 1, Lesson 7: Using Chronologies to Explain Change Over Time</a></li> <li>● <a href="#">Unit 4, Lesson 4: The Middle Passage</a></li> <li>● <a href="#">Unit 4, Lesson 5: Hidden History - Olaudah Equiano</a></li> <li>● <a href="#">Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom</a></li> <li>● <a href="#">Unit 5, Lesson 12: Onesimus and Smallpox</a></li> <li>●</li> <li>● <a href="#">Unit 1, Lesson 1: What is history and why is it important?</a></li> <li>● <a href="#">Unit 1, Lesson 11: Why and where was Rosa Parks?</a></li> <li>● <a href="#">Unit 4, Lesson 3: Servants on Trial - The Case of John Punch, et al.</a></li> </ul>

		<ul style="list-style-type: none"> <li>● <a href="#">Unit 4, Lesson 2: Enslavement in History</a></li> <li>● <a href="#">Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom</a></li> </ul>
5	Social Studies	<ul style="list-style-type: none"> <li>● Slavery as a reason for westward expansion</li> <li>● Delaware as a border state and the implications of runaway enslaved people</li> <li>● Underground railroad - Harriet Tubman, Frederick Douglass, Elizabeth Keckly, William Still and Fugitive Slave Law.</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>● Geography 3a. Students construct large maps highlighting Delaware in the USA.</li> <li>● Use maps and mapping skills on the weekly checkin's.</li> </ul> <p>Geography 4a</p> <ul style="list-style-type: none"> <li>● Underground railroad - Harriet Tubman, Frederick Douglass, Elizabeth Keckly, William Still and Fugitive Slave Law.</li> <li>● Cotton vs Textile Industry</li> <li>● labor, land, and credit</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● Core Knowledge Curriculum chapter (</li> <li>● Select videos from sources such as Discovery Education and YouTube</li> <li>● <a href="#">National Geographic</a></li> <li>● Real cotton</li> <li>● BrainPop</li> </ul> <p>Economics 1b: Research how enslaved people</p> <ul style="list-style-type: none"> <li>● Demand for enslaved people grew as the sugar and cotton industries grew.</li> <li>● High price for cotton in the 1860's</li> <li>● Examples of African Americans in business:</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● Wikipedia</li> <li>● Simple Wikipedia</li> <li>● Discovery Education</li> </ul> <p>Economics 2a: Researching formerly enslaved, African Americans journey after slavery.</p> <ul style="list-style-type: none"> <li>● Paul Cuffee</li> <li>● Anthony Johnson</li> <li>● William Ellison Jr.</li> <li>● Antoine Dubuclet</li> <li>● Robert Gordon</li> <li>● Samuel T. Wilcox</li> <li>● Mary Ellen Pleasant</li> <li>● Hannah Elias</li> <li>● Mary Church Terrell</li> </ul> <p>Formerly enslaved people were denied access to financial institutions and had to rely on banks within the black community.</p>

		<ul style="list-style-type: none"> <li>● Freedman's Savings and Trust Company</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● First person accounts</li> <li>● UDLibSearch Tools</li> <li>● <u>State and Federal historical Websites</u></li> <li>● <u>National Archives</u></li> </ul>
6	Social Studies	This is part of our 6th Grade ELA curriculum. Additionally, students will participate in activities and/or assignments that highlight the contributions of African-Americans to these disciplines.
8	Social Studies	<p>Reconstruction &amp; segregation</p> <ul style="list-style-type: none"> <li>● Sharecropping &amp; Black codes</li> </ul> <p>Progressive Era</p> <p>WWI</p> <ul style="list-style-type: none"> <li>● Great Migration begins</li> </ul> <p>1920's</p> <ul style="list-style-type: none"> <li>● A Philip Randolph</li> <li>● Harlem Renaissance</li> <li>● Tulsa Massacre</li> <li>● Resurgence of the KKK</li> </ul> <p>Great Depression</p> <ul style="list-style-type: none"> <li>● New Deal Programs</li> </ul> <p>WWII</p> <ul style="list-style-type: none"> <li>● Tuskegee Airmen, Dorie Miller</li> <li>● Great Migration - mobilization</li> </ul> <p>Civil Rights Movement</p> <ul style="list-style-type: none"> <li>● Jackie Robinson</li> <li>● Emmet Till</li> <li>● Linda Brown, Thurgood Marshall, Louis Redding</li> <li>● Rosa Parks, MLK, Malcolm X, Medgar Evers</li> <li>● Little Rock Nine</li> <li>● SNCC, SCLC, CORE, Black Panther Party, Freedom Riders</li> <li>● GI Bill denial of services</li> <li>● Redlining</li> </ul> <p><a href="#">Radical Reconstruction</a></p> <p><a href="#">Reconstruction SAC</a></p> <p><a href="#">Booker T Washington &amp; W.E.B DuBois</a></p>

		<p><a href="#">Great Migration</a>  <a href="#">Langston Hughes sources</a>  <a href="#">Tulsa Massacre</a>  <a href="#">Chicago Race Riots</a>  <a href="#">Dorie Miller article</a>  <a href="#">portions of Lt. Col. George Hardy Interview</a>  <a href="#">Montgomery Bus Boycott</a>  <a href="#">Brown case didn't start how you think</a>  <a href="#">Little Rock Nine</a>  <a href="#">Great Society</a></p> <p>Crash Course videos  EdPuzzle video sources  The Century video series  Selma, Lord, Selma</p>
9	Civics and World Geography/AP Geography	<p><b>Civics lessons Include:</b></p> <ul style="list-style-type: none"> <li>● Influence of Humanism on the Enlightenment and how the concept of the ‘Individual matters’ influenced later Abolitionists movements and Civil Rights.</li> <li>● The absence of slavery in the Declaration of Independence and Constitution.</li> <li>● Geography of the Constitution activity that discusses 3/5ths Compromise and the issue of Slavery in ratifying the Constitution.</li> <li>● 13th-15th Amendments when discussing Voting Rights.</li> <li>● Case Study: Nigeria (time permitting) Defend a recommendation for newly independent Nigeria</li> <li>● Evolution of Government over time and its effects on African Americans and other People of Color including: Hate Speech, Civil Rights, Black Lives Matter, Me Too Movement, etc...</li> <li>● Voting Rights and Expansion of Voting Rights, Landmark Supreme Court Cases (Brown vs Board, Loving, etc.)</li> <li>● Influence of Gerrymandering, redlining; segregation on Minorities</li> <li>● AP GEO: Videos, Articles and most content in curriculum (CED) focuses on diversity: Culture, Language, Religion Units; Ethnicity Unit, Gerrymandering, Redlining, Segregation; Migration (The Great Migration - Refugees, eg Eritrea)</li> </ul> <p><b>Geography lessons Include:</b>  <u>World Geography Curriculum is organized by regions:</u>  Latin America/ African region /SW + Central Asia Region / Monsoon Asia region / East Asia/ North America/ Oceania and Arctic/Antarctic.</p> <p><u>Some Topics within the Curriculum:</u></p> <ul style="list-style-type: none"> <li>● Discussion of Genocide/Ethnic Cleansing;</li> <li>● Nigeria’s different ethnolinguistic groups</li> <li>● Comparing South African apartheid and American segregation;</li> <li>● Refugees (e.g. Eritrean Refugees and their adaptation to the US);</li> <li>● Southwest Asia and Istanbul;</li> <li>● Cultural Diffusion;</li> </ul>

		<ul style="list-style-type: none"> <li>● China, Japan, India...</li> <li>● Ethnicity vs Race vs. nationality;</li> <li>● Effects of the slave trade</li> <li>● Effects of Urbanization, “White Flight,” redlining, food deserts and food swamps esp. effects on Minorities;</li> <li>● Spatial Inequality in Mexico City compared to US;</li> <li>● Site and Situation using Delaware</li> <li>● Land usage in the Amazon vs. the US (Brown fields etc.. effects on minorities);</li> <li>● The Great Migration, Voluntary vs involuntary migration</li> </ul> <p><b>Civics Resources Used for CP/Honors:</b> TCI <i>Government Alive!</i> Textbook / PBS Handout: Voting Rights Timeline / Teaching Tolerance lesson plans / State of DE lessons / U of D lessons / iCivics / The Constitution, Declaration of Independence, Federalists papers / Current event articles / Other teacher-created materials</p> <p><b>Geography Resources Used for CP/Honors:</b> TCI Geography Alive! Textbook / Eritrean crisis documentary (Refugee: the Eritrean Crisis) / Choices program on refugees /; Geo-inquiries from ArcGIS; State of DE Geography Lessons that were redone a few years ago (one of our teachers was on the committee), U of D lessons, Multiple maps (choropleth, isoline, Dot, graduated, etc...) that include information on diverse topics including ones directly about and ones that effect people of color; and other Primary sources and statistics...</p> <p><b>Resources Used for AP GEO:</b> Videos, Articles and most content in curriculum focuses on diversity: EG Refugee: the Eritrean Crisis video, Choices program on Refugees; Segregation by Design book and Video; NYTimes article on race, HipHop story map, Delaware Historical Society videos on I-95 construction through Wilmington. *Other teacher-created materials</p>
10	US History (including AP, Honors, and CP)	<p><b>AP Class lessons only (due to class covering 1607-present):</b></p> <ul style="list-style-type: none"> <li>● Resistance to slavery by enslaved people (both active and passive attempts for rights and freedoms)</li> <li>● Haitian Revolution and impacts in the US (stricter slave codes)</li> <li>● Second Great Awakening (Abolitionist movement)</li> <li>● Case study on Garrison’s and Douglass’s views about how to end slavery</li> <li>● Spread of slavery 1840-1860 including the Mexican-American War, Compromise of 1850, Kansas-Nebraska Act, <i>Dred Scott</i> decision, Bleeding Kansas, John Brown’s Raid</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b>Lessons used in All US History Courses:</b></p> <ul style="list-style-type: none"> <li>● Reconstruction and rise of segregation (results of the 13th, 14th, 15th amendment; life during Reconstruction; redeemer policies; <i>Plessy</i> Decision; Jim Crow laws)</li> <li>● Debates within the African-American community about segregation and reactions to lynchings in the Progressive Era (duBois, Washington, Wells)</li> <li>● The Great Migration and the consequences of movement within the South and urban areas</li> </ul>

		<ul style="list-style-type: none"> <li>○ Positive consequences: Harlem Renaissance (writings, art, music)</li> <li>○ Negative consequences: re-emergence of the KKK, events like the Tulsa Massacre</li> <li>● Civil Rights movement (focus on differing goals of SCLC, SNCC, Black Panther Party; planning behind the Montgomery Bus Boycott; experiences of John Lewis using <i>March</i> and <i>Run</i>; examining the March on Washington; urban unrest during the period; MLK comes out against the Vietnam War; Poor People’s Campaign)</li> </ul> <p><b>Solely AP Class Resources (due to class covering 1607-present):</b></p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>● Crash Course video series (US History season, Black American History season)</li> <li>● Crash Course US History curriculum (Units 1-5) featuring primary and secondary source lessons to go with videos</li> <li>● Heimler’s History video series (US History season)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Brown University’s CHOICES program (lessons and units)</li> <li>● Textbook: <i>American Pageant</i></li> </ul> <p style="text-align: center;">-----</p> <p><b>Resources used in All US History Classes:</b></p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>● Crash Course video series (US History season, Black American History season)</li> <li>● Crash Course US History curriculum (Units 6-10) featuring primary and secondary source lessons to go with videos</li> <li>● Heimler’s History video series (US History season)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level)</li> <li>● Resources from the</li> <li>● Resources from UD’s Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s</li> <li>● Digital Resources and primary sources from the National Archives (DocsTeach), the Library of Congress (LOC), Delaware State Archives, Delaware Historical Society, Chronicling America (online newspaper archive), Digital Public Library of America</li> <li>● Digital Resources and secondary sources from JSTOR and EBSCOhost</li> <li>● Textbook: <i>American Pageant</i> (AP), <i>The Americans</i> (H / CP)</li> <li>● Additional readings from <i>Give Me Liberty</i>, <i>The American Yawp</i>, <i>A People’s History of the United States</i>, <i>Don’t Know Much About</i></li> </ul>
--	--	--



		<p><i>History, Lies My Teacher Told Me, TV (The Book), America Divided, March, Run, and America: The Last Best Hope</i></p> <ul style="list-style-type: none"> <li>• Various Documentaries from the History Channel (notably <i>America: The Story of US</i> and PBS's <i>American Experience</i> (notably <i>Eyes on the Prize</i>, and <i>1968, Ken Burns' Jazz</i>)</li> </ul>
11	World History (Including AP, Honors, CP)	<p>All World History Classes</p> <ul style="list-style-type: none"> <li>• Role of African Americans in WWI and WWII.</li> <li>• Discussions on genocide</li> </ul> <p><b>Resources used in All World History Classes:</b></p> <ul style="list-style-type: none"> <li>• Various Ted Talk videos and lessons.</li> <li>• Crash Course Videos (World History I, World History II,</li> <li>• Heimler's History video series (World History Reviews: Units 1-4 and 7-8)</li> <li>• Primary and Secondary source materials from AMSCO digital edition</li> <li>• Various National Geographic Articles</li> <li>• PBS Series: <i>World War I and World War II</i></li> <li>• Stanford History Education Group (SHEG) lessons</li> <li>• Freemanpedia Unit Reviews</li> <li>• <i>DBQ Project</i> .</li> <li>• Lessons in World History organized chronologically</li> </ul> <p><b>AP Textbook:</b></p> <ul style="list-style-type: none"> <li>• <i>World Civilizations: Sources, Images, and Interpretations...Compilation of both Primary and Secondary sources</i></li> <li>• <i>The Earth and Its Peoples</i></li> </ul> <p><b>Honors/CP Textbook:</b> <i>Modern World History: Patterns of Interaction</i></p>
12	Econ and personal Finance  Psychology (AP and Honors)	<p><b><u>All Econ classes</u></b></p> <ul style="list-style-type: none"> <li>• Famous African American investors (notably: Robert Smith, John W. Rogers, and Daymond John)</li> </ul> <p><b>Resources used for econ</b></p> <ul style="list-style-type: none"> <li>• College Board's AP Classroom curricular digital videos and primary/secondary resources (for Micro and Macro Economics)</li> <li>• College Board lessons from Educator access (lesson plans, unit curricular resources for Micro and Macro Economics)</li> <li>• Next Generation Personal Finance curriculum in Honors and CP level classes (featuring units, lessons, resources, and materials)</li> <li>• Keys to Financial Success curriculum in Honors and CP level classes (featuring units, lessons, resources, and materials)</li> <li>• Article analysis on current events in the Macro, Micro, and Personal Finance from various sources</li> </ul> <p><b><u>Psychology (AP and Honors)</u></b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Learned helplessness and systemic racism (AP)</li> <li>• Drapetomania during the Civil War (AP)</li> </ul>

		<ul style="list-style-type: none"> <li>● Stereotype threat (AP)</li> <li>● There are positive and negative stereotypes, but there are no “good” stereotypes (AP)</li> <li>● Superordinate goals</li> <li>● Prejudice, discrimination, ingroup/outgroup bias, racism.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources for Psychology)</li> <li>● AP textbook: <i>Myers Psychology for AP</i> (2nd Edition)</li> <li>● Textbooks for Psych elective classes: <i>Understanding Psychology</i> and <i>Sociology and You</i></li> <li>● Case studies/surveys (i.e. the Doll Study by Kenneth and Mamie Clark, Martin Seligmann, Sir Francis Galton, Claude Steele)</li> </ul> <p>Crash Course videos (from the Psychology and Sociology seasons in particular)</p>
--	--	---

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
2	Social Studies	<p>Lessons: Civil rights, segregation, discrimination, boycotts Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., Ethel L. Payne</p> <p><a href="#">CKHG Unit 11: Civil Rights Leaders</a></p>
3	Social studies	<ul style="list-style-type: none"> <li>● Civil Rights Movement</li> <li>● Discussions surrounding standing up for one’s rights and privileges</li> </ul> <p><u>Resources</u></p> <p>Mentor text nonfiction picture books: 28 Days, ABCs of Black History, Martin’s Big Words, and more</p>
4	Social Studies	<p>History 2a:</p> <ul style="list-style-type: none"> <li>● Explaining why there may be different accounts of the same event</li> <li>● creating timelines</li> <li>● drawing historical conclusions from source materials</li> <li>● change over time</li> <li>● cause/effect</li> <li>● arranging events chronologically</li> <li>● analyzing evidence and accounts of events</li> <li>● slavery/indentured servants</li> <li>● enslavement in history</li> </ul> <p>Resources:</p>

		<ul style="list-style-type: none"> <li>● <a href="#">Unit 1, Lesson 1: What is history and why is it important?</a></li> <li>● <a href="#">Unit 1, Lesson 11: Why and where was Rosa Parks?</a></li> <li>● <a href="#">Unit 4, Lesson 3: Servants on Trial - The Case of John Punch, et al.</a></li> <li>● <a href="#">Unit 4, Lesson 2: Enslavement in History</a></li> <li>● <a href="#">Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom</a></li> </ul> <ul style="list-style-type: none"> <li>● cause/effect</li> <li>● resistance</li> <li>● different accounts of the same event</li> <li>● timelines</li> <li>● analyzing historical conclusions</li> <li>● slavery/indentured servants</li> <li>● slaves resisting enslavement</li> </ul>
5	Social Studies	<ul style="list-style-type: none"> <li>● Slavery as a reason for westward expansion</li> <li>● Delaware as a border state and the implications of runaway enslaved people</li> <li>● Underground railroad - Harriet Tubman, Frederick Douglass, Elizabeth Keckly, William Still and Fugitive Slave Law.</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>● Geography 3a. Students construct large maps highlighting Delaware in the USA.</li> <li>● Use maps and mapping skills on the weekly checkin's.</li> </ul> <p>Economics 1b: Research how enslaved people</p> <ul style="list-style-type: none"> <li>● Demand for enslaved people grew as the sugar and cotton industries grew.</li> <li>● High price for cotton in the 1860's</li> <li>● Examples of African Americans in business:</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● Core Knowledge Curriculum</li> <li>● Select videos from sources such as Discovery Education and YouTube</li> <li>● Wikipedia</li> <li>● Simple Wikipedia</li> <li>● Discovery Education</li> </ul> <p>Economics 2a: Researching formerly enslaved, African Americans journey after slavery.</p> <ul style="list-style-type: none"> <li>● Paul Cuffee</li> <li>● Anthony Johnson</li> <li>● William Ellison Jr.</li> <li>● Antoine Dubuclet</li> <li>● Robert Gordon</li> <li>● Samuel T. Wilcox</li> <li>● Mary Ellen Pleasant</li> <li>● Hannah Elias</li> <li>● Mary Church Terrell</li> </ul>

		<p>Formerly enslaved people were denied access to financial institutions and had to rely on banks within the black community.</p> <ul style="list-style-type: none"> <li>● Freedman's Savings and Trust Company</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● First person accounts</li> <li>● UDLibSearch Tools</li> <li>● <u>State and Federal historical Websites</u></li> </ul> <p><u>National Archives</u></p>
6	Social Studies	<p>During our Reform for African Americans studies, we learn about W.E.B. duBois. We learn about the NAACP, their mission, and discuss the work they continue to do.</p>
7	Social Studies	<p>Civil Rights Movement Reconstruction</p>
8	Social Studies	<p>Reconstruction &amp; segregation</p> <ul style="list-style-type: none"> <li>● Sharecropping &amp; Black codes</li> </ul> <p>Progressive Era</p> <p>WWI</p> <ul style="list-style-type: none"> <li>● Great Migration begins</li> </ul> <p>1920's</p> <ul style="list-style-type: none"> <li>● A Philip Randolph</li> <li>● Harlem Renaissance</li> <li>● Tulsa Massacre</li> <li>● Resurgence of the KKK</li> </ul> <p>Great Depression</p> <ul style="list-style-type: none"> <li>● New Deal Programs</li> </ul> <p>WWII</p> <ul style="list-style-type: none"> <li>● Tuskegee Airmen, Dorie Miller</li> <li>● Great Migration - mobilization</li> </ul> <p>Civil Rights Movement</p> <ul style="list-style-type: none"> <li>● Jackie Robinson</li> <li>● Emmet Till</li> <li>● Linda Brown, Thurgood Marshall, Louis Redding</li> <li>● Rosa Parks, MLK, Malcolm X, Medgar Evers</li> <li>● Little Rock Nine</li> <li>● SNCC, SCLC, CORE, Black Panther Party, Freedom Riders</li> <li>● GI Bill denial of services</li> </ul>

		<ul style="list-style-type: none"> <li>● Redlining</li> </ul> <p>Resources &amp; Lessons</p> <p><a href="#">Radical Reconstruction</a>  <a href="#">Reconstruction SAC</a>  <a href="#">Booker T Washington &amp; W.E.B DuBois</a>  <a href="#">Great Migration</a>  <a href="#">Langston Hughes sources</a>  <a href="#">Tulsa Massacre</a>  <a href="#">Chicago Race Riots</a>  <a href="#">Dorie Miller article</a>  <a href="#">portions of Lt. Col. George Hardy Interview</a>  <a href="#">Montgomery Bus Boycott</a>  <a href="#">Brown case didn't start how you think</a>  <a href="#">Little Rock Nine</a>  <a href="#">Great Society</a></p> <p>Crash Course videos  EdPuzzle video sources  The Century video series  Selma, Lord, Selma</p>
9	Civics and World Geography/AP Geography	<p><b>Civics lessons Include:</b></p> <ul style="list-style-type: none"> <li>● Influence of Humanism on the Enlightenment and how the concept of the ‘Individual matters’ influenced later Abolitionists movements and Civil Rights.</li> <li>● The absence of slavery in the Declaration of Independence and Constitution.</li> <li>● Geography of the Constitution activity that discusses 3/5ths Compromise and the issue of Slavery in ratifying the Constitution.</li> <li>● 13th-15th Amendments when discussing Voting Rights.</li> <li>● Case Study: Nigeria (time permitting) Defend a recommendation for newly independent Nigeria</li> <li>● Evolution of Government over time and its effects on African Americans and other People of Color including: Hate Speech, Civil Rights, Black Lives Matter, Me Too Movement, etc...</li> <li>● Voting Rights and Expansion of Voting Rights, Landmark Supreme Court Cases (Brown vs Board, Loving, etc.)</li> <li>● Influence of Gerrymandering, redlining; segregation on Minorities</li> <li>● AP GEO: Videos, Articles and most content in curriculum (CED) focuses on diversity: Culture, Language, Religion Units; Ethnicity Unit, Gerrymandering, Redlining, Segregation; Migration (The Great Migration - Refugees, eg Eritrea)</li> </ul> <p><b>Geography lessons Include:</b>  <u>World Geography Curriculum is organized by regions:</u>  Latin America/ African region /SW + Central Asia Region / Monsoon Asia region / East Asia/ North America/ Oceania and Arctic/Antarctic.</p>

		<p><u>Some Topics within the Curriculum:</u></p> <ul style="list-style-type: none"> <li>● Discussion of Genocide/Ethnic Cleansing;</li> <li>● Nigeria’s different ethnolinguistic groups</li> <li>● Comparing South African apartheid and American segregation;</li> <li>● Refugees (e.g. Eritrean Refugees and their adaptation to the US);</li> <li>● Southwest Asia and Istanbul;</li> <li>● Cultural Diffusion;</li> <li>● China, Japan, India...</li> <li>● Ethnicity vs Race vs. nationality;</li> <li>● Effects of the slave trade</li> <li>● Effects of Urbanization, “White Flight,” redlining, food deserts and food swamps esp. effects on Minorities;</li> <li>● Spatial Inequality in Mexico City compared to US;</li> <li>● Site and Situation using Delaware</li> <li>● Land usage in the Amazon vs. the US (Brown fields etc.. effects on minorities);</li> <li>● The Great Migration, Voluntary vs involuntary migration</li> </ul> <p><b>Civics Resources Used for CP/Honors:</b> TCI <i>Government Alive!</i> Textbook / PBS Handout: Voting Rights Timeline / Teaching Tolerance lesson plans / State of DE lessons / U of D lessons / iCivics / The Constitution, Declaration of Independence, Federalists papers / Current event articles / Other teacher-created materials</p> <p><b>Geography Resources Used for CP/Honors:</b> TCI Geography Alive! Textbook / Eritrean crisis documentary (Refugee: the Eritrean Crisis) / Choices program on refugees /; Geo-inquiries from ArcGIS; State of DE Geography Lessons that were redone a few years ago (one of our teachers was on the committee), U of D lessons, Multiple maps (choropleth, isoline, Dot, graduated, etc..) that include information on diverse topics including ones directly about and ones that effect people of color; and other Primary sources and statistics...</p> <p><b>Resources Used for AP GEO:</b> Videos, Articles and most content in curriculum focuses on diversity: EG Refugee: the Eritrean Crisis video, Choices program on Refugees; Segregation by Design book and Video; NYTimes article on race, HipHop story map, Delaware Historical Society videos on I-95 construction through Wilmington. *Other teacher-created materials</p>
10	US History (including AP, Honors, and CP)	<p><b>AP Class lessons only (due to class covering 1607-present):</b></p> <ul style="list-style-type: none"> <li>● Development of the American Slave Trade prior to the Revolution</li> <li>● Evolution of the Slavery as a social and economic system</li> <li>● Impact of the Cotton Gin on slavery</li> <li>● Resistance to slavery by enslaved people (both active and passive attempts for rights and freedoms)</li> </ul> <p>-----</p> <p><b>Lessons used in All US History Courses:</b></p> <ul style="list-style-type: none"> <li>● Reconstruction and rise of segregation (results of the 13th, 14th, 15th amendment; life during Reconstruction; redeemer policies; Plessy Decision; Jim Crow laws)</li> </ul>

		<ul style="list-style-type: none"> <li>● Debates within the African-American community about segregation and reactions to lynchings in the Progressive Era (duBois, Washington, Wells)</li> <li>● The Great Migration and the consequences of movement within the South and urban areas <ul style="list-style-type: none"> <li>○ Positive consequences: Harlem Renaissance (writings, art, music)</li> <li>○ Negative consequences: re-emergence of the KKK, events like the Tulsa Massacre</li> </ul> </li> <li>● New Deal programs (focus on rural programs and struggles for access to programs due to state governments controlling access)</li> <li>● WWII era programs (focus on Executive Orders 8802, 9981, redlining in cities, access issues with GI Bill)</li> <li>● Civil Rights movement (focus on differing goals of SCLC, SNCC, Black Panther Party; planning behind the Montgomery Bus Boycott; experiences of John Lewis using <i>March</i> and <i>Run</i>; examining the March on Washington; urban unrest during the period; MLK comes out against the Vietnam War; Poor People’s Campaign)</li> <li>● Great Society Programs (Educational Reforms including <i>Brown</i>, <i>Brown II</i>, Title IX, IEP and 504s; cultural roots of PBS shows like <i>Sesame Street</i>; Housing desegregation)</li> </ul> <p><b>Solely AP Class Resources (due to class covering 1607-present):</b></p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>● Crash Course video series (US History season, Black American History season)</li> <li>● Crash Course US History curriculum (Units 1-5) featuring primary and secondary source lessons to go with videos</li> <li>● Heimler’s History video series (US History season)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Brown University’s CHOICES program (lessons and units)</li> <li>● Textbook: <i>American Pageant</i></li> </ul> <p style="text-align: center;">-----</p> <p><b>Resources used in All US History Classes:</b></p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>● Crash Course video series (US History season, Black American History season)</li> <li>● Crash Course US History curriculum (Units 6-10) featuring primary and secondary source lessons to go with videos</li> <li>● Heimler’s History video series (US History season)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level)</li> <li>● Resources from the</li> </ul>
--	--	--

		<ul style="list-style-type: none"> <li>Resources from UD’s Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s</li> <li>Digital Resources and primary sources from the National Archives (DocsTeach), the Library of Congress (LOC), Delaware State Archives, Delaware Historical Society, Chronicling America (online newspaper archive), Digital Public Library of America</li> <li>Digital Resources and secondary sources from JSTOR and EBSCOhost</li> <li>Textbook: <i>American Pageant</i> (AP), <i>The Americans</i> (H / CP)</li> <li>Additional readings from <i>Give Me Liberty</i>, <i>The American Yawp</i>, <i>A People’s History of the United States</i>, <i>Don’t Know Much About History</i>, <i>Lies My Teacher Told Me</i>, <i>TV (The Book)</i>, <i>America Divided</i>, <i>March, Run</i>, and <i>America: The Last Best Hope</i></li> <li>Various Documentaries from the History Channel (notably <i>America: The Story of US</i> and PBS’s <i>American Experience</i> (notably <i>Eyes on the Prize</i>, and <i>1968</i>, Ken Burns’ <i>Jazz</i>)</li> </ul>
12	Econ and Personal Finance	<p><b>Lesson used is all econ classes</b></p> <ul style="list-style-type: none"> <li>Payday loans as a predatory lending business found primarily in lower socio-economic areas, high poverty areas, and minority communities</li> <li>Historical perspectives on access to monetary systems and generational wealth (particularly in housing, credit, investing and educational access)</li> </ul> <p><b>Resources used in all econ classes</b></p> <ul style="list-style-type: none"> <li>College Board’s AP Classroom curricular digital videos and primary/secondary resources (for Micro and Macro Economics)</li> <li>College Board lessons from Educator access (lesson plans, unit curricular resources for Micro and Macro Economics)</li> <li>Next Generation Personal Finance curriculum in Honors and CP level classes (featuring units, lessons, resources, and materials)</li> <li>Keys to Financial Success curriculum in Honors and CP level classes (featuring units, lessons, resources, and materials)</li> </ul> <p>Article analysis on current events in the Macro, Micro, and Personal Finance from various sources</p>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> <li>Ruby Bridges</li> <li>Barack Obama</li> <li>Kamala Harris</li> </ul> <p><a href="#">CKHG Unit 4: Mount Rushmore Presidents</a></p> <p>Read Alouds:  Ruby Goes to School  Parker Looks Up: An Extraordinary Moment</p>
1	Social Studies	Lessons:



		<ul style="list-style-type: none"> <li>• Dr. Mae Jemison</li> </ul> <p>Read Alouds: Mae Among the Stars</p>
2	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> <li>• Mary McLeod Bethune</li> <li>• Jackie Robinson</li> <li>• Rosa Parks</li> <li>• Martin Luther King, Jr.</li> <li>• Ethel L. Payne</li> </ul> <p><a href="#">CKLA Domain 9: US Civil War</a> <a href="#">CKHG Unit 9: US Civil War</a> <a href="#">CKHG Unit 11: Civil Rights Leaders</a></p> <p>Read Alouds:</p> <ul style="list-style-type: none"> <li>• Aunt Harriet's Underground Railroad in the Sky</li> <li>• Henry's Freedom Box</li> <li>• When Harriet Met Sojourner</li> <li>• Show Way</li> <li>• Words Set Me Free</li> <li>• Sojourner Truth's Step-Stomp Stride</li> <li>• Almost to Freedom</li> <li>• My Rows and Piles of Coins</li> <li>• Martin's Big Words</li> <li>• The Power of Her Pen</li> </ul>
3	Social Studies	<p>Important leaders (Fredrick Douglas, Harriet Tubman, and more) discussed through non-fiction picture books</p> <p><u>Resources</u></p> <p>Mentor text nonfiction picture books: 28 Days, ABCs of Black History, Martin's Big Words, and more</p>
4	Social Studies	<p>Using chronologies to explain change over time</p> <ul style="list-style-type: none"> <li>• Carter Woodson, Sonia Sotomeyer</li> <li>• Population of races living in Delaware</li> <li>• African American migration</li> <li>• Middle Passage</li> <li>• Olaudah Equiano</li> <li>• Elizabeth Key</li> <li>• Onesimus</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1, Lesson 7: Using Chronologies to Explain Change Over Time</a></li> <li>• <a href="#">Unit 1, L4: How and Why Should I Organize Things Chronologically?</a></li> <li>• <a href="#">Unit 1, Lesson 7: Using Chronologies to Explain Change Over Time</a></li> <li>• <a href="#">Unit 4, Lesson 4: The Middle Passage</a></li> <li>• <a href="#">Unit 4, Lesson 5: Hidden History - Olaudah Equiano</a></li> <li>• <a href="#">Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom</a></li> <li>• <a href="#">Unit 5, Lesson 12: Onesimus and Smallpox</a></li> </ul>

		<ul style="list-style-type: none"> <li>● Explaining why there may be different accounts of the same event</li> <li>● creating timelines</li> <li>● drawing historical conclusions from source materials</li> <li>● change over time</li> <li>● cause/effect</li> <li>● arranging events chronologically</li> <li>● analyzing evidence and accounts of events</li> <li>● slavery/indentured servants</li> <li>● enslavement in history</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 1, Lesson 1: What is history and why is it important?</a></li> <li>● <a href="#">Unit 1, Lesson 11: Why and where was Rosa Parks?</a></li> <li>● <a href="#">Unit 4, Lesson 3: Servants on Trial - The Case of John Punch, et al.</a></li> <li>● <a href="#">Unit 4, Lesson 2: Enslavement in History</a></li> <li>● <a href="#">Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom</a></li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● Core Knowledge Unit - Early and Medieval African Kingdoms</li> </ul> <p>Civics 1a:</p> <ul style="list-style-type: none"> <li>● Core Knowledge Unit - Making a Constitutional Government</li> </ul>
5	Social Studies	<ul style="list-style-type: none"> <li>● Slavery as a reason for westward expansion</li> <li>● Delaware as a border state and the implications of runaway enslaved people</li> <li>● Underground railroad - Harriet Tubman, Frederick Douglass, Elizabeth Keckly, William Still and Fugitive Slave Law.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● Geography 3a. Students construct large maps highlighting Delaware in the USA.</li> <li>● Use maps and mapping skills on the weekly checkin's.</li> </ul> <p>Economics 1b: Research how enslaved people</p> <ul style="list-style-type: none"> <li>● Demand for enslaved people grew as the sugar and cotton industries grew.</li> <li>● High price for cotton in the 1860's</li> <li>● Examples of African Americans in business:</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● Core Knowledge Curriculum</li> <li>● Select videos from sources such as Discovery Education and YouTube</li> <li>● Wikipedia</li> <li>● Simple Wikipedia</li> <li>● Discovery Education</li> </ul> <p>Economics 2a:</p>

		<p>Researching formerly enslaved, African Americans journey after slavery.</p> <ul style="list-style-type: none"> <li>• Paul Cuffee</li> <li>• Anthony Johnson</li> <li>• William Ellison Jr.</li> <li>• Antoine Dubuclet</li> <li>• Robert Gordon</li> <li>• Samuel T. Wilcox</li> <li>• Mary Ellen Pleasant</li> <li>• Hannah Elias</li> <li>• Mary Church Terrell</li> </ul> <p>Formerly enslaved people were denied access to financial institutions and had to rely on banks within the black community.</p> <ul style="list-style-type: none"> <li>• Freedman's Savings and Trust Company</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• First person accounts</li> <li>• UDLibSearch Tools</li> <li>• <u>State and Federal historical Websites</u></li> </ul> <p><u>National Archive</u></p>
6	Social Studies	This is covered in both our Reform for African Americans studies and the Black History Month initiatives. Mary Ann Shadd Cary is one such Delawarean we study.
7	Social Studies	Civil Rights Movement Reconstruction
8	Social Studies	<p>Resources &amp; Lessons</p> <p><a href="#">Radical Reconstruction</a></p> <p><a href="#">Reconstruction SAC</a></p> <p><a href="#">Booker T Washington &amp; W.E.B DuBois</a></p> <p><a href="#">Great Migration</a></p> <p><a href="#">Langston Hughes sources</a></p> <p><a href="#">Tulsa Massacre</a></p> <p><a href="#">Chicago Race Riots</a></p> <p><a href="#">Dorie Miller article</a></p> <p><a href="#">portions of Lt. Col. George Hardy Interview</a></p> <p><a href="#">Montgomery Bus Boycott</a></p> <p><a href="#">Brown case didn't start how you think</a></p> <p><a href="#">Little Rock Nine</a></p> <p><a href="#">Great Society</a></p> <p>Crash Course videos</p> <p>EdPuzzle video sources</p> <p>The Century video series</p> <p>Selma, Lord, Selma</p>
9	Civics and World Geography/AP	<b>Civics lessons Include black figures mentioned in relation to these topics:</b>

	<p>Geography</p>	<ul style="list-style-type: none"> <li>● Influence of Humanism on the Enlightenment and how the concept of the ‘Individual matters’ influenced later Abolitionists movements and Civil Rights.</li> <li>● The absence of slavery in the Declaration of Independence and Constitution.</li> <li>● Geography of the Constitution activity that discusses 3/5ths Compromise and the issue of Slavery in ratifying the Constitution.</li> <li>● 13th-15th Amendments when discussing Voting Rights.</li> <li>● Case Study: Nigeria (time permitting) Defend a recommendation for newly independent Nigeria</li> <li>● Evolution of Government over time and its effects on African Americans and other People of Color including: Hate Speech, Civil Rights, Black Lives Matter, Me Too Movement, etc... <ul style="list-style-type: none"> <li>○ Eg: Martin Luther King Jr, Homer Plessy, Dred Scott, Paul Cuffee, Ida Wells-Barnette, etc..</li> </ul> </li> <li>● Voting Rights and Expansion of Voting Rights, Landmark Supreme Court Cases (Brown vs Board, Loving, etc.); Belton (Bulah) v. Gebhart <ul style="list-style-type: none"> <li>○ Eg: Thurgood Marshall and Louis Redding, etc...</li> </ul> </li> <li>● Influence of Gerrymandering, redlining; segregation on Minorities</li> <li>● AP GEO: Videos, Articles and most content in curriculum (CED) focuses on diversity: Culture, Language, Religion Units; Ethnicity Unit, Gerrymandering, Redlining, Segregation; Migration (The Great Migration - Refugees, eg Eritrea)</li> </ul> <p><b>Geography lessons Include:</b>  <u>World Geography Curriculum is organized by regions:</u>  Latin America/ African region /SW + Central Asia Region / Monsoon Asia region / East Asia/ North America/ Oceania and Arctic/Antarctic.</p> <p><u>Some Topics within the Curriculum:</u></p> <ul style="list-style-type: none"> <li>● Discussion of Genocide/Ethnic Cleansing;</li> <li>● Nigeria’s different ethnolinguistic groups</li> <li>● Comparing South African apartheid and American segregation;</li> <li>● Refugees (e.g. Eritrean Refugees and their adaptation to the US);</li> <li>● Southwest Asia and Istanbul;</li> <li>● Cultural Diffusion;</li> <li>● China, Japan, India...</li> <li>● Ethnicity vs Race vs. nationality;</li> <li>● Effects of the slave trade</li> <li>● Effects of Urbanization, “White Flight,” redlining, food deserts and food swamps esp. effects on Minorities;</li> <li>● Spatial Inequality in Mexico City compared to US;</li> <li>● Site and Situation using Delaware</li> <li>● Land usage in the Amazon vs. the US (Brown fields etc.. effects on minorities);</li> <li>● The Great Migration, Voluntary vs involuntary migration</li> </ul> <p><b>Civics Resources Used for CP/Honors:</b> TCI <i>Government Alive!</i> Textbook / PBS Handout: Voting Rights Timeline / Teaching Tolerance lesson plans / State of DE lessons / U of D lessons / iCivics / The Constitution, Declaration</p>
--	------------------	--

		<p>of Independence, Federalists papers / Current event articles / Other teacher-created materials</p> <p><b>Geography Resources Used for CP/Honors:</b> TCI Geography Alive! Textbook / Eritrean crisis documentary (Refugee: the Eritrean Crisis) / Choices program on refugees /; Geo-inquiries from ArcGIS; State of DE Geography Lessons that were redone a few years ago (one of our teachers was on the committee), U of D lessons, Multiple maps (choropleth, isoline, Dot, graduated, etc...) that include information on diverse topics including ones directly about and ones that effect people of color; and other Primary sources and statistics...</p> <p><b>Resources Used for AP GEO:</b> Videos, Articles and most content in curriculum focuses on diversity: EG Refugee: the Eritrean Crisis video, Choices program on Refugees; Segregation by Design book and Video; NYTimes article on race, HipHop story map, Delaware Historical Society videos on I-95 construction through Wilmington. *Other teacher-created materials</p>
10	US History (including AP, Honors, and CP)	<p><b>AP Class lessons only (due to class covering 1607-present):</b></p> <ul style="list-style-type: none"> <li>● Impact of the Cotton Gin on slavery</li> <li>● Resistance to slavery by enslaved people (both active and passive attempts for rights and freedoms)</li> <li>● Haitian Revolution and impacts in the US (stricter slave codes)</li> <li>● Missouri Compromise</li> <li>● Second Great Awakening (Abolitionist movement)</li> <li>● Case study on Garrison’s and Douglass’s views about how to end slavery</li> <li>● Spread of slavery 1840-1860 including the Mexican-American War, Compromise of 1850, Kansas-Nebraska Act, <i>Dred Scott</i> decision, Bleeding Kansas, John Brown’s Raid</li> </ul> <p>-----</p> <p><b>Lessons used in All US History Courses:</b></p> <ul style="list-style-type: none"> <li>● Reconstruction and rise of segregation (results of the 13th, 14th, 15th amendment; life during Reconstruction; redeemer policies; <i>Plessy</i> Decision; Jim Crow laws)</li> <li>● Debates within the African-American community about segregation and reactions to lynchings in the Progressive Era (duBois, Washington, Wells)</li> <li>● The Great Migration and the consequences of movement within the South and urban areas <ul style="list-style-type: none"> <li>○ Positive consequences: Harlem Renaissance (writings, art, music)</li> <li>○ Negative consequences: re-emergence of the KKK, events like the Tulsa Massacre</li> </ul> </li> <li>● New Deal programs (focus on rural programs and struggles for access to programs due to state governments controlling access)</li> <li>● WWII era programs (focus on Executive Orders 8802, 9981, redlining in cities, access issues with GI Bill)</li> <li>● Civil Rights movement (focus on differing goals of SCLC, SNCC, Black Panther Party; planning behind the Montgomery Bus Boycott; experiences of John Lewis using <i>March</i> and <i>Run</i>; examining the</li> </ul>

		<p>March on Washington; urban unrest during the period; MLK comes out against the Vietnam War; Poor People’s Campaign)</p> <ul style="list-style-type: none"> <li>● Great Society Programs (Educational Reforms including <i>Brown</i>, <i>Brown II</i>, Title IX, IEP and 504s; cultural roots of PBS shows like <i>Sesame Street</i>; Housing desegregation)</li> <li>● Conservative Revolution era (focus on policing and results of “hard on crime” politics; cultural evolution and wider cultural acceptance in music, television, and film)</li> </ul> <p><b>Solely AP Class Resources (due to class covering 1607-present):</b></p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>● Crash Course video series (US History season, Black American History season)</li> <li>● Crash Course US History curriculum (Units 1-5) featuring primary and secondary source lessons to go with videos</li> <li>● Heimler’s History video series (US History season)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Brown University’s CHOICES program (lessons and units)</li> <li>● Textbook: <i>American Pageant</i></li> </ul> <p>-----</p> <p><b>Resources used in All US History Classes:</b></p> <ul style="list-style-type: none"> <li>● College Board’s AP Classroom curricular digital videos and primary/secondary resources</li> <li>● College Board lessons from Educator access (lesson plans, unit curricular resources)</li> <li>● Crash Course video series (US History season, Black American History season)</li> <li>● Crash Course US History curriculum (Units 6-10) featuring primary and secondary source lessons to go with videos</li> <li>● Heimler’s History video series (US History season)</li> <li>● Primary and Secondary source materials from AMSCO digital edition</li> <li>● Stanford History Education Group (SHEG) lessons</li> <li>● Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level)</li> <li>● Resources from the</li> <li>● Resources from UD’s Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s</li> <li>● Digital Resources and primary sources from the National Archives (DocsTeach), the Library of Congress (LOC), Delaware State Archives, Delaware Historical Society, Chronicling America (online newspaper archive), Digital Public Library of America</li> <li>● Digital Resources and secondary sources from JSTOR and EBSCOhost</li> <li>● Textbook: <i>American Pageant</i> (AP), <i>The Americans</i> (H / CP)</li> <li>● Additional readings from <i>Give Me Liberty</i>, <i>The American Yawp</i>, <i>A People’s History of the United States</i>, <i>Don’t Know Much About History</i>, <i>Lies My Teacher Told Me</i>, <i>TV (The Book)</i>, <i>America Divided</i>, <i>March, Run</i>, and <i>America: The Last Best Hope</i></li> </ul>
--	--	--

		<ul style="list-style-type: none"> <li>Various Documentaries from the History Channel (notably <i>America: The Story of US</i> and PBS's <i>American Experience</i> (notably <i>Eyes on the Prize</i>, and <i>1968</i>, Ken Burns' <i>Jazz</i>)</li> </ul>
12	Econ and Personal Finance	<p><b>All Econ Classes</b></p> <ul style="list-style-type: none"> <li>Famous African American investors (notably: Robert Smith, John W. Rogers, and Daymond John)</li> </ul> <p><b>Resources used in econ class</b></p> <ul style="list-style-type: none"> <li>College Board's AP Classroom curricular digital videos and primary/secondary resources (for Micro and Macro Economics)</li> <li>College Board lessons from Educator access (lesson plans, unit curricular resources for Micro and Macro Economics)</li> <li>Next Generation Personal Finance curriculum in Honors and CP level classes (featuring units, lessons, resources, and materials)</li> <li>Keys to Financial Success curriculum in Honors and CP level classes (featuring units, lessons, resources, and materials)</li> </ul> <p>Article analysis on current events in the Macro, Micro, and Personal Finance from various sources</p>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
September 19, 2023	Virtual PD on teaching AP African American Studies
October 13, 2023	DEDOE Statewide Equity Summit – NCS aligned academic calendar to ensure all staff had the opportunity to attend the Statewide Equity Summit. Staff were required to participate in sessions aligned with their roles and responsibilities
October 13, 2023	Inclusivity in Climate Education: Presented by UD; blending humanities with sciences to discuss new ways of teaching climate education
October 13, 2023	Delaware Council for Social Studies: The Historian's Toolbox in the Classroom
October 13, 2023	Delaware Council for Social Studies: The Negro Leagues: Behind the Curve
May 4, 2023	HB 198: DEDOE Sharing Session: Goals: Develop a better reporting model that is cohesive, consistent, and usable, Model how to

	<p>work within and across LEAs to advance the work of HB 198 implementation</p> <p>Audience: HB 198 Lead AND Curriculum Director</p> <p>Opportunity to: Gain clarity on expectations of reporting, Engage in constructive conversation with colleagues across the state, Provide input on annual reporting process based on lessons learned</p>
March 10, 2023	<p><b>NCS: Serving All Learners:</b></p> <ul style="list-style-type: none"> <li>● The Impact of Teacher Language on Math Engagement (Something to Talk About)</li> <li>● Resources to Leverage the Diverse and Complex Texts of the ELA Curriculum</li> <li>● Science Safety Requirements &amp; NGSS &amp; HB 198 Alignment</li> <li>● Social Studies (3-12) Standards Alignment &amp; HB 198 Minimum Requirements Reflection</li> <li>● Supporting Cultural Competence within K-12 Related Arts</li> <li>● Integrating HB 198 requirements into K-2 Social Studies Instruction</li> </ul>
March 4, 2023 April 4, 2023 May 5, 2023 June 2, 2023	<p>Delaware K-3 Black History Scope of Work. The Black History Club for Educators: Dawnavyn James offered by the Social Studies Coalition.</p>
June 20-23, 2023	<p>Delaware Center for Civics Education: The Democracy Project Institute for Teachers</p>
December 15, 2022	<p>HB 198 Charter School Collaboration Session</p>
October 19, 2022	<p><i>DEDOE HB 198 Sharing Session</i> - Representatives from the Department of Education Curriculum, Instruction, and Professional Development Workgroup shared resources for district leaders to address the demands of HB 198 in the areas of Elementary and Secondary English/Language Arts and in the Related Arts. Many of these resources are provided on the state's webpage for Culturally Responsive Education Implementation Tools.</p>
2021-2022	<p>Diversity in Delaware History Series; Delaware Division of Historical and Cultural Affairs; Online</p>
2021	<p>Building I 95: A Community Divided; Delaware Historical Society; Online</p>



### Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Juliana Sheehan  
Position: Curriculum, Instruction, and Assessment Coordinator  
Email: [juliana.sheehan@odyssey.k12.de.us](mailto:juliana.sheehan@odyssey.k12.de.us)

### K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Listed below is how Odyssey Charter School is meeting the instructional framework requirements established by House Bill 198.

- a. Students have access to high quality instructional materials from Amplify CKLA, StudySync, Newslea, Delaware Department of Education, and College Board that provide students the true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. Materials in the report have been vetted by EdReports and/or Lexile levels to make sure that grade-level materials are presented in an age appropriate manner.
- c. Odyssey Charter School has taken appropriate steps to be trauma-responsive and to recognize the impact of racial and historical trauma on students. At the district level, the leadership team, including the Deans, Student Advisors, Counselors, Special Education Teachers, and Paraprofessionals are receiving [CPI Training](#). In addition, all K-12 faculty and staff are continuing with their training in restorative and trauma informed practices through [The Los Angeles Institute of Restorative Practice](#).
- d. The school grounds itself in the values of Filotimo to stimulate students' reflection on the roles and

responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration. *Filotimo*, a word with no English translation, ties in the notions of duty, honor, courage, personal sacrifice, higher calling, taking pride in your work, passion, generosity, a desire to do the right thing, equity, equality, ability to rise above pettiness and trivialities, human kindness and empathy, humility and pride at the same time, love for family and country, advocacy for those less fortunate, and so much more. It means leading with the heart and placing one's humanity first. It permeates in everything we do as a school. It is our driver for success.

- e. Teachers are able to incorporate contemporary events into discussions of Black History and the tools of resistance by having access to high quality instructional materials, such as Newsela. To help diversify perspectives, students are assigned different subgroups and/or lenses to truly develop a robust understanding of topics and events.
- f. Odyssey Charter School's Mission Statement directly states that it prepares students for a lifelong enthusiasm for learning, develops a keen awareness of world citizenship and culture, and establishes critical thinking and problem solving proficiency through the added learning of the Modern Greek Language And Mathematics focus. Grounded in our immersion school's mission statement, we help develop students' respect for cultural and racial diversity. We also have an inclusive calendar that recognizes holidays of all cultures with supportive displays throughout our schools. Our school board has a Diversity, Equity, and Inclusion committee that aims to advocate, foster, and support diversity, equity, and inclusion at Odyssey. To encourage opportunities for students, staff, and faculty to grow in their own understanding of diversity, and to promote equality of opportunity for all. As a school, we celebrate the rich identities and multiple perspectives within our community. We aim to foster open communication, open-mindedness, inclusiveness, and compassion among all stakeholders. We work to ensure that the school's policies and practices embody these values and affirm them as a shared responsibility.
- g. To help students understand the ramifications of prejudice, racism, and stereotyping, counselors have an inclusive DEI library available for anyone to access. In addition, counselors spearhead an anti-bullying unit that is supported across the campus. Additional students are supported by peer groups that work on inclusivity and social skills. All students can participate in clubs that are inclusive of Unity Club, GSA Club and *Filotimo* Club.
- h. Teachers will provide students opportunities to discuss and uplift the Black experience. They will participate in Socratic Seminar in English Language Arts and Social Studies classes. Students also have the opportunity to take various field trips, such as visiting different museums and touring HBCU colleges.
- i. Teachers are able to provide students with a foundation for examining the history of discrimination in this State. Odyssey Charter School is in year two of implementing the AP African American Studie course that gives students a deep understanding of the history of discrimination, specifically in Delaware. Our U.S. History courses also cover this topic, as explained in the implementation report.
- j. To explore the mechanisms of transitional and restorative justice, the school has incorporated a plethora of strategies. The first involves community circles and utilizing affective language, which all staff have been trained on from Los Angeles Institute of Restorative Practices. Administration utilizes restorative conferences as an alternative to suspensions and completes monthly discipline meetings to review data and determine ways to improve. At the start of the school year, all classes collaboratively developed community charters to ground their classroom community in for the year.

Odyssey Charter School is meeting the demands of House Bill 198 by providing culturally responsive instruction through the use of high quality instructional materials in our English Language Arts, Math, Science, Social Studies, and Visual and Performing Arts classrooms.

### **Amplify CKLA**

During the 2021-2022 school year, Odyssey Charter School's K-5 Curriculum and Grade-Level Leaders conducted an intensive curriculum exploration which included school visitations across the the state of Delaware, viewing various curriculums in action. This was followed with teachers' exploration of selected units. During the 2022-2023 school year, select K-5 teachers participated in a pilot of the curriculum Amplify CKLA. After seeing great success and growth with our students, Odyssey has now fully adopted the curriculum based on the science of reading for this

school year.

Texts in the Amplify CKLA curriculum cover a wide range of topics, themes, and genres, with differentiated supports that ensure all students can work through each reading and lesson. Students are given the opportunity to view the world through a diverse perspective, while fostering a lifelong love of learning and reading.

### **StudySync**

Odyssey Charter School purchased McGraw Hill's *StudySync* for core ELA instruction in grades 6-12 during the 2021-2022 school year. This curriculum provides all students the opportunity to explore and learn from a robust library of diverse authors and genres in both a print and digital platform.

Teachers have the flexibility to pair high-interest Blasts and videos with related readings in their units. A simple quick search in the StudySync library, filtered for African American Literature, will bring up a total of 147 texts and state whether it is a stand alone text or assigned to a specific grade(s) and/or unit(s). Each text is also tagged with the Lexile level, grade level(s) recommendation, and additional teacher resources.

"StudySync prides itself on being a forward-thinking educational resource that teaches students how to think critically, speak, listen, and collaborate on issues of importance to them and their world" (*StudySync - Blog*). As a leader (in the education world), StudySync addresses inequity and racial inequality. One of their approaches is inclusion, elevating Black voices, and amplifying authors of color in their texts and media productions. This [article](#) explains how StudySync is committed to change through education.

### **AP African American Studies**

Odyssey Charter School is currently making history by offering students AP African American Studies for the second year in a row. In 2022, Odyssey was one of sixty schools across the country, and the only school in Delaware to pilot this robust and important course on the African American experience and history. This year, Ms. Jannah Bayyan is teaching the course, and is working collaboratively with the CollegeBoard to bring this unique course to our students. AP African American Studies supports the implementation of curriculum that is culturally inclusive of race and ethnicity, class, gender, sexuality, religion, and varied ability. Jannah is deeply committed to furthering her understanding and mastery of best practices to support our diverse and vibrant student community, and recently traveled to the Equal Justice Initiative Museum and Memorial in Montgomery, Alabama.

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora, before a robust and deep study of the African-American experience within the United States.

### **Newsela**

Odyssey Charter School purchased Newsela as one of our instructional learning platforms for grades K-12. Through the use of Newsela, our teachers are able to deliver authentic content and engaging lessons that are inspired by culturally responsive pedagogy. Newsela provides differentiated resources for ELA, Social Studies, Science, Math, and the Arts that naturally fits into the flow of instruction. It is important to OCS that we provide our teachers with high quality instructional materials that not only reflect students' interests and experiences, but also help them understand the world around them. Students will be able to tackle complex topics, explore new concepts, and begin to rethink history.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.			X	X	X		X			X	X		X
b. The significance of enslavement in the development of the American economy.					X				X	X	X	X	X
c. The relationship between white supremacy, racism, and American slavery.					X	X	X	X	X	X			X
d. The central role racism played in the Civil War.			X	X				X	X			X	X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.							X	X		X		X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.				X	X	X	X	X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X	X	X

## Minimum Content Requirement

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

**a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
Second Grade	ELA Math	<p><b>Second Grade - ELA</b> Curriculum: Amplify CKLA Knowledge Unit 9: Civil War - Lessons 1-12 Standard(s): CC2RL1, CC2RL2, CC2RI1, CC2RI2, . CC2SL1 Description: “Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They will learn about this war and how the end of the war also meant the end of slavery. “Enslaved Africans” is the term used to describe Africans and the descendants of those Africans taken from Africa against their will and forced into slavery in the United States through the conclusion of the Civil War. The communities of people enslaved in the South established a new culture that combined the homeland of their ancestors and the Americas. Although slave trade was abolished in the United States in January 1808, and at the time of the Civil War very few enslaved Africans had actually been born in Africa, the term “enslaved Africans” is used in place of “slaves” to honor the history of the enslaved people.” (<i>Amplify CKLA, Teacher Guide - Grade 2</i>).</p> <p><b>Second Grade - Math</b> Unit - Module 1 - Sums and Differences to 100 (Lessons 1-4) Standard(s): 2.OA.B2 - Fluently add and subtract within 20 using mental math strategies. Description: Students will play the game Achi and read along with a <a href="#">story</a> detailing where the design on gold in Ghana comes from. This story and game incorporates African history prior to the Diaspora and links it to addition within twenty using the symbol as a tic-tac-toe board with numbers.</p>
Third Grade	ELA Social Studies	<p><b>Third Grade - ELA</b> Curriculum - Amplify CKLA Unit 6: The Viking Age Standard(s): RL.3.1, RL.3.2, RL.3.3, SL.3.1, SL.3.2, W.3.1 Description: Students will be studying Norse Mythology during this unit. As an extension lesson, students will be able to learn about <a href="#">African Mythology</a> where they can compare and contrast the two of them.</p> <p>Unit 8: Native Americans: Regions and Cultures Standard(s): RI.3.1, RI.3.2, W.3.1, SL.3.1 Description: Students will learn how Native Americans spread through the continents and adapted their lives as they moved. Students will also research how both African Americans and Native Americans were both enslaved and sometimes intermarried. Some Native Americans had African American slaves. Teachers will discuss how the location of the Native American settlements</p>

		<p>impacted their lives. This connection will be made on how African American slaves' lives were also impacted by the location they were taken to.</p> <p><b>Third Grade - Social Studies</b>  Unit: Continents and Oceans  Standard(s): Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.  Description: Students will learn about James Beckwourth was born a slave in 1798, but he quickly made his name as a Black explorer early in his life. He played an important role in exploring the West of the United States. He's the only Black person who documented and recorded his journey.</p> <p>Unit: Cultures  Standard(s): K-3a: Students will develop an understanding of the similarities between families now and in the past, including:</p> <ul style="list-style-type: none"> <li>● Daily life today and in other times</li> <li>● Cultural origins of customs and beliefs around the world</li> </ul> <p>Description: Students will learn how African Americans have adapted traditional cultural practices and incorporated them into their lives and celebrations.</p>
Fourth Grade	Art	<p><b>Fourth Grade - Social Studies</b>  <a href="#">Unit 2</a> - The World Before Columbus - <a href="#">Lesson 1</a> -  Standard(s): History 2b  Description: Students will discuss stereotypes and misconceptions about Africans. They will learn about the misconceptions and stereotypes that have led to racism around the world.</p> <p><b>Fourth Grade - Art</b>  Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art  Standard(s): VA:Cn.10.1.4a  Description: Fourth grade classes will do a project called "Line &amp; Design" based on the work of <a href="#">Joseph Amedokpo</a> from Togo, West Africa. As we look at samples of his work leading into this project we'll discuss his work and its focus on African culture, traditions and folk tales.</p>
Sixth Grade	Social Studies Art	<p><b>6th Grade - Social Studies</b>  Unit 1: Mental Mapping  Geography Anchor Standard 1a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.  Description: Students will identify what the key human and physical characteristics are in each of the World's sub-regions, specifically North Africa &amp; Sub-Saharan. Students will be able to identify prominent physical features, patterns of climate and vegetation, major human settlements and key trade connections between Africa and other regions of the world.</p> <p>Unit 2: Cultural Diffusion  Geography Standard 3a: Students should analyze patterns of cultural activity associated with different world regions in order to explain the reasons for the cultural development of a place.</p>

		<p>Description: Students will identify and analyze what makes a place culturally unique, and what causes cultures to spread, change, and modify. They will look specifically at cultural diffusion and concepts of place. Examples are listed below:</p> <ul style="list-style-type: none"> <li>• European Colonization, migration, technological change, globalization.</li> <li>• Types of regions (formal, functional, perceptual) and their uses.</li> <li>• Challenges to drawing regional boundaries, impacts of boundaries, e.g. how they can create conflict or cooperation amongst different populations.</li> </ul> <p>Unit 3: North America, Central America, South America</p> <p>Geography Standard Four 6-8b: Students will explain how conflict and cooperation among people contribute to the division of the Earth’s surface into distinctive cultural and political territories.</p> <p>Description: Students will look at African contexts to study geography, migration, interactions between humans and their environments, the circulation of ideas and culture, and political geography and modern countries’ borders. They will also create a group project that explains the African trade along the Silk Road (Cultural Diffusion). Students will also identify and analyze the origins of the transatlantic trade of enslaved people (the Middle Passage).</p> <p>Unit 5: Africa</p> <p>Geography Standard 3b and 4a: Students will evaluate a location’s site and situation in order to identify and explain the distinctive human (cultural) and physical characteristics, patterns of trade, and interactions that make a place unique. Students will understand the processes affecting the location of economic activities in different world regions.</p> <p>Description: Students will look at the diversified production systems in South Africa and the countries of North Africa, focusing specifically on subsistence farming, available natural resources, and 20th century economic growth.</p> <p><b>6th Grade Art</b></p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 7: Perceive and analyze artistic work</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>Standard(s): VA:Cr.1.1.6a, VA:Re.7.1.6a, VA:Re8.1.6a, VA:Cn11.1.6a</p> <p>Description: Middle School Art (Grades 6-8) is designed as a course with a focus on contemporary art and is enriched by offering students another lens through which to view the hardships of, contributions from, and uplift of Black people. The curriculum is a progression and lessons, discussions, themes and projects may cycle between 6th, 7th and 8th grades. Students will cycle through the following activities:</p> <ul style="list-style-type: none"> <li>• Activity 1: Students will look at contemporary Black artists inspired by Classic African Art and African Diaspora, specifically Nick Cave - <i>Sound Suits</i>.</li> </ul>
Ninth Grade	Science Art Music	<p><b>Ninth Grade - Science</b></p> <p>Course: Biology</p> <p>Unit 3 - Evolution</p> <p>Standards(s): HS-LS4-1 - A</p> <p>Description: Students will learn about <a href="#">human evolution</a> and how Africa is the</p>

		<p>birthplace of humanity.</p> <p><b>Ninth Grade - Art</b>  <i>Odyssey Charter School's Course, Ceramics, is an elective course that is offered to students in grades 9-12.</i>  Course: Ceramics  Anchor Standard 1: Generate and conceptualize artistic ideas and work.  Anchor Standard 8: Interpret intent and meaning in artistic work.  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.  Standard(s): VA:Re8.1.1a, VA:Cn11.1.1a  Description: This course introduces students to the basic techniques of hand-building with clay. Historical references for the hand-building pottery techniques being taught include, but are not limited to, pinch, coil, slab, and unique combinations of techniques. When students move on to creating their unique pieces, they research pottery of many cultures and periods to help them to understand the ways that pottery can be formed and used beyond the obvious. Students will use the links below while they are researching:</p> <ul style="list-style-type: none"> <li>● <a href="#">African Ceramics</a></li> <li>● <a href="#">Ancient African Pottery</a></li> <li>● <a href="#">African Tribal Pottery Styles</a></li> <li>● <a href="#">African History/Early African Pottery</a></li> </ul> <p><b>Ninth Grade - Music</b>  Course: Music Theory  <i>Odyssey Charter School's Course, Music Theory, is an elective course that is offered to students in grades 9-12.</i>  In the study of Music Theory, a primary part of our class involves listening to a variety of musical styles. According to NAFME's national standards and Delaware's state standards, the way that we connect and interpret these works can easily incorporate the cultural aspects of Black people. The study of both current and classic music produced by Black people before the African and Black Diaspora can come from the study of traditional African music. This ties directly into how the different cultures were forced together through slavery and how that molded certain musical styles that we know today.</p>
Tenth Grade	Social Studies	<p><b>Tenth Grade - Social Studies</b>  Course: World History  Standard(s): World History 1a, 2a, 2b, 3a  Unit 1: The Dark Ages  Description: Students will learn about the history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature. Students will look at the development of social, political, economic and cultural patterns in West and East Africa. They will also be able to describe how physical geography, trade and religion influenced the development of civilizations in West and East Africa.  Lesson 3: African Empires of the Middle Ages</p> <ul style="list-style-type: none"> <li>● Development of Western Sudan/Trans-Saharan Trade</li> <li>● The life and culture of the Kingdoms of Ghana, Mali, and Songhai</li> <li>● The culture and development of the East African Trading Kingdoms such as Kilwa, Aksum, and Great Zimbabwe</li> </ul>



		<ul style="list-style-type: none"> <li>● Timbuktu</li> <li>● Mansa Musa</li> </ul>
Twelfth Grade	Social Studies	<p><b>Twelfth Grade - Social Studies</b>  <i>Odyssey Charter School's Courses, Food Studies: History and Power &amp; Food Studies: Culture and Environment, are elective courses that are offered to students in grades 9-12.</i></p> <p>Courses: Food Studies: History and Power, Food Studies: Culture and Environment</p> <p>Description: The course, Food Studies CTE Pathway, is piloting a food literacy program titled "<a href="#">A Taste of African Heritage</a>." It is a nutrition and cooking program that covers a specific food group from the African Heritage Diet Pyramid. This includes traditional herbs and spices, greens, whole grains, beans and rice, tubers and stews, and fruits and vegetables.</p> <p>In regards to CTE, Mrs. Melissa Tracy is piloting this culturally responsive career and college ready curriculum with University of Delaware. You can learn more about it <a href="#">here</a>.</p> <p>Listed below are case studies that students participate in:</p> <ul style="list-style-type: none"> <li>● Case Study: Foodways of Gullah Geechee</li> <li>● Case Study: Creole and Cajun Foodways</li> <li>● Case Study: Soul Food</li> <li>● Case Study: Hip Hop and Food</li> </ul> <p>Listed below are specific lessons that target specific topics in regards to Black history:</p> <ul style="list-style-type: none"> <li>● Food as a Form of Resistance <ul style="list-style-type: none"> <li>○ "Black Communities have Always Used Food as a Form of Protest."</li> </ul> </li> <li>● Sugar is Bittersweet <ul style="list-style-type: none"> <li>○ Exploring the relationship between the sugar revolution and enslavement.</li> </ul> </li> <li>● Juneteenth and Food Traditions</li> <li>● Black Cowboys and the Westward Expansion</li> <li>● Food and the Black Freedom Movement <ul style="list-style-type: none"> <li>○ Fannie Lou Hamer and Black Panther Party.</li> </ul> </li> </ul> <p>Mrs. Melissa Tracy has expanded her classroom and created a Hydroponic Learning Lab where she and her students are growing leafy greens from the African Diaspora. The collection can be viewed <a href="#">here</a>.</p> <p>Course: AP African American Studies  Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a  Unit 1 - Origins of the African Diaspora</p> <ul style="list-style-type: none"> <li>● Objective #1: <i>Describe</i> the developments that led to the incorporation of African American studies into United States colleges and universities in the 1960s and 1970s.</li> <li>● Objective: #2: <i>Explain</i> how features such as debate and interdisciplinarity reflect the diverse experiences of people of African descent in the long tradition of African American studies.</li> <li>● Objective #3: <i>Explain</i> how research in African American studies reframes</li> </ul>

misconceptions about early Africa and its relationship to people of African descent.

- Objective #4: *Describe* the impact of Africa’s varied landscape on patterns of settlement and trade between diverse cultural regions in West Africa.
- Objective #5: *Describe* the causes of Bantu dispersals and their effects on the linguistic diversity of West and Central Africa.
- Objective #6: *Describe* the influence of geography, Islam, and trade on the rise and decline of the empires of Ghana, Mali, and Songhai.
- Objective #7: *Explain* what sources like the Catalan Atlas reveal about how non-African groups perceived the wealth and power of West African empires.
- Objective #8: *Describe* the geographic, cultural, and political factors that contributed to the rise and fall of the city-states on the Swahili Coast.
- Objective #9: *Describe* the function and aesthetic elements of Great Zimbabwe’s stone architecture.
- Objective #10: *Describe* the short- and long-term consequences of the Kingdom of Kongo’s conversion to Christianity.
- Objective #11: *Describe* the development and interactions of various belief systems present in early West African societies.
- Objective #12: *Compare* the political, spiritual, and military leadership of Queen Idia of Benin and Queen Njinga of Ndongo-Matamba.
- Objective #13: *Describe* the institutional and community-based models of education present in early West African societies.
- Objective #14: *Describe* the factors that brought Africans to Europe and Europeans to Africa before the onset of the transatlantic slave trade.
- Objective #15: *Explain* how contemporary African American artists and writers illustrate the diversity of African cultures and their influence on the African diaspora.
- Objective #16: *Explain* how Countee Cullen uses imagery and refrain to express connections to, or detachments from, Africa in the poem, “Heritage.”

Unit 2: Freedom, Enslavement, and Resistance

- Objective #1: *Describe* the varied roles Africans played during colonization of the Americas in the 16th century.
- Objective #2: *Identify* the primary slave-trading zones in Africa from which Africans were forcibly taken to the Americas.
- Objective #3: *Explain* how the distribution of enslaved Africans influenced the cultural development of African American communities in the U.S. South.
- Objective #4: *Explain* how writers such as Olaudah Equiano use literary techniques to convey the horrors of the Middle Passage and the impact of the slave trade on West African communities.
- Objective #5: *Describe* the purposes, contexts, and audiences of slave ship diagrams during and after the era of slavery.
- Objective #6: *Describe* the methods by which Africans resisted their commodification and enslavement individually and collectively during the Middle Passage.
- Objective #15: *Describe* the purpose of Black maroon societies and their lasting influence on African American studies and the African diaspora.

		<p>Unit 3: The Practice of Freedom</p> <ul style="list-style-type: none"> <li>Objective #17: <i>Describe</i> the mission, methods, and lasting impact of Marcus Garvey and the Universal Negro Improvement Association (UNIA) on political thought in African diaspora communities.</li> </ul>
--	--	--

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
Third Grade	Social Studies	<p><b>Third Grade - Social Studies</b></p> <p>Unit: Economics</p> <p>Standard K-3a: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.</p> <p>Description: Students will learn about impactful Black economists and their contributions to modern day economics. Some examples that will be discussed are listed below:</p> <ul style="list-style-type: none"> <li>Glenn Cartman Loury is an American economist, academic, and author. At the age of 33, he became the first African American professor of economics at Harvard University to gain tenure.</li> <li>Abram Lincoln Harris, Jr. who is considered by many as the first African American to achieve prominence in the field of economics, Harris was also known for his heavy influence on black radical and neo-conservative thought in the United States.</li> <li>Olugbenga "Gbenga" Ajilore who is an American economist who is a senior advisor in the Office of the Under Secretary for Rural Development at the United States Department of Agriculture.</li> </ul>
Fourth Grade	Social Studies	<p><b>Fourth Grade - Social Studies</b></p> <p><a href="#">Unit 4</a> - Enslavement</p> <p>Standard(s): History 1a, 2a, 2b, 3a</p> <p>Description: Students will study a whole unit on Enslavement, that includes the start of slavery in the United States, including the reasons for bringing slaves to the United States.</p>
Eighth Grade	Social Studies	<p><b>Eighth Grade - Social Studies</b></p> <p>Unit 3: Revolution and A New Nation</p> <p>Standard(s): H1a, H2a, H2b, H3a</p> <p>Description: Students will learn about the significance of enslavement in the development of the American economy, focusing on the Middle Passage. They will be introduced to the slave trade and how agriculture was a major source of the southern economy. Students will also identify and analyze the horrors of slaves, including abuse, being unpaid, unfair treatment, and being dehumanized by being sold and traded.</p>
Ninth Grade	Social Studies	<p><b>Ninth Grade - Social Studies</b></p> <p>Course: Civics and Economics</p> <p>Standard(s): Civics 1a, 2a, 2b, 3a, 4a, 4b; Economics 1a, 2a, 3a, 4a</p> <p>Unit: American Colonies and Their Government</p> <p>Description: Students will learn about the significance of enslavement in the development of the American economy.</p> <p>Lesson 2 - Settlement, Culture, and Government of the Colonies</p>

		<ul style="list-style-type: none"> <li>Students will learn about how the Southern Colonies created a dependence on slavery and the effects as a result.</li> </ul> <p>Lesson 3 - Declaration of Independence</p> <ul style="list-style-type: none"> <li>Students will continue to learn about the Dred Scott v. Sandford and how it tied into the Declaration of Independence and citizenship. Students will also watch this <a href="#">interactive video</a>. (Link may not work if the viewer does not have an active account).</li> </ul>
Tenth Grade	Social Studies	<p><b>Tenth Grade - Social Studies</b></p> <p>Course: World History</p> <p>Standard(s): World History 1a, 2a, 2b, 3a</p> <p>Unit 2: The Rise of the Modern World</p> <p>Description: Students will learn about the significance of enslavement in the development of the American economy.</p> <p>Lesson 6: Exploration</p> <ul style="list-style-type: none"> <li>Atlantic Slave Trade <ul style="list-style-type: none"> <li>Students will watch an interactive video titled “The Atlantic Slave Trade: What Too Few Textbooks Told You” - what forcibly brought 10 million Africans to America.</li> </ul> </li> <li>South America VS. North America development of enslavement</li> <li>Living conditions of enslaved in the colonies/boats on the Middle Passage <ul style="list-style-type: none"> <li>Students will respond and discuss the following questions: <ul style="list-style-type: none"> <li>How did enslaved Africans resist the Middle Passage?</li> <li>What were some of the consequences of the brutality of the Middle Passage?</li> </ul> </li> </ul> </li> <li>Effects of the slave trade on the development of African Diaspora <ul style="list-style-type: none"> <li>Students will reflect on the question: what was the lasting impact of the slave trade on the development of African Diaspora?</li> </ul> </li> </ul>
Eleventh Grade	Social Studies	<p><b>Eleventh Grade - Social Studies</b></p> <p>Course: U.S. History</p> <p>Standard(s): US History 1a, 2a, 2b, 3a</p> <p>Description: In Unit 1: <a href="#">Founding Documents and Ideals</a> (mini-unit and review of 8th grade content), students will examine the reasons as to why slavery was taken out as a grievance in the original Declaration of Independence. This will help students understand the significance of enslavement in the development of the American economy. This entire lesson is not taught, but we analyze key aspects as a class.</p>
Twelfth Grade	Social Studies	<p><b>Twelfth Grade - Social Studies</b></p> <p>Course: AP African American Studies</p> <p>Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a</p> <p>Unit 2 - Freedom, Enslavement, and Resistance</p> <ul style="list-style-type: none"> <li>Objective #7: <i>Compare</i> the purposes, contexts, and audiences in Solomon Northup’s account of a slave auction.</li> <li>Objective #8: <i>Compare</i> the purposes, contexts, and audiences in a broadside from the 19th century. <ul style="list-style-type: none"> <li>The domestic slave trade was fueled by increased profits from the invention of the cotton gin, the U.S. government’s forced removal of Indigenous communities to make lands available for large-scale cotton production, and the natural increase of the enslaved population that was unique to the U.S., which augmented the</li> </ul> </li> </ul>

		<p>labor pool after the formal ban on the transatlantic slave trade in 1808.</p> <ul style="list-style-type: none"> <li>Objective #9: <i>Describe</i> the economic effects of enslaved people’s commodification and labor, within and outside of African American communities.</li> </ul>
--	--	---

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
Fourth Grade	ELA	<p><b>Fourth Grade - ELA</b>  Curriculum: Amplify CKLA  Unit 7 - American Revolution  <i>Phillis Sings Out Freedom: The Story of George Washington and Phillis Wheatley</i> by Ann Malaspina  “Phillis Wheatley became a well-known poet despite her enslavement and the prejudices she faced. This is the story of Wheatley’s writing talent and how the poem she wrote to George Washington began a mutually supportive correspondence. Readers will learn details of the revolution and the struggles both Wheatley and Washington faced. A primary source letter that was written to explain Wheatley’s abilities as a poet may require teachers to help students interpret the harsh language that was used at the time” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p>Unit 7 - American Revolution  <i>Mumbet’s Declaration of Independence</i> by Gretchen Woelfle  “This is the story of Mumbet, also known as Elizabeth Freeman, and her successful battle against the legality of slavery in Massachusetts in the late 1700s. This book’s brightly colored illustrations help convey the positive message of how one person’s challenge brought about a sweeping change” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p>
Fifth Grade	ELA Social Studies	<p><b>Fifth Grade - ELA</b>  Curriculum: Amplify CKLA  Unit 6 - The Reformation  <i>Words Set Me Free</i> by Lesa Cline-Ransome  “This text helps students understand ways in which words and language have changed the world beyond Reformation Europe. As the foremost African American abolitionist, Frederick Douglass waged a war of words against slavery. The first-person storytelling of this text brings readers along on Douglass’s tumultuous life journey and how he used words to change minds and right wrongs. This text can help students draw parallels between Douglass’s use of the spoken and printed word to topple slavery and how, during the Reformation, words were also critical in challenging and changing Europe’s social structure” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p>Novel Studies  Standard(s): RL.6.1, RL.6.3, RL.6.6, RL.6.10 - G  Description: Students will have the option of reading a minimum of one of the following books during the first marking period. Students will be required to read</p>

		<p>a certain amount of chapters each week and discuss them in their literary circle groups.</p> <p><a href="#">Chains</a> - “Before CHAINS begins, two young Black enslaved women -- Isabel and her younger sister, Ruth -- were promised they would be freed upon their mistress's death. Instead, their late mistress's nephew sells them to the Locktons, a wealthy Loyalist and his mean-spirited wife. At the Locktons' home in New York, the girls work hard and are cruelly mistreated, while the British and Americans fight over the city” (<a href="#">Commonsensemedia.org</a>).</p> <p><b>Fifth Grade - Social Studies</b>  Unit: Box Brown  Standard(s): Geography 3a  Description: This unit describes the history of a slave whose name was Henry Brown. Brown escaped from slavery in 1849 after being held in bondage for over 33 years. The unit reviews history of slave states, including Delaware until 1865 and defines and identifies geographically slave states and free states. It explores the ways that slaves attempted to escape, including the Underground Railroad. It also identifies the treatment of slaves in captivity and how slave owners would hire people to return escapees to captivity.</p>
Seventh Grade	Art	<p><b>Seventh Grade - Art</b>  Anchor Standard 1: Generate and conceptualize artistic ideas and work.  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 8: Interpret intent and meaning in artistic work.  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): VA:Cr.1.1.6a, VA:Re.7.1.6a, VA:Re8.1.6a, VA:Cn11.1.6a  Description: Middle School Art (Grades 6-8) is designed as a course with a focus on contemporary art and is enriched by offering students another lens through which to view the hardships of, contributions from, and uplift of Black people. The curriculum is a progression and lessons, discussions, themes and projects may cycle between 6th, 7th and 8th grades. Students will cycle through the following activities:</p> <ul style="list-style-type: none"> <li>● Activity 2: Students will examine <a href="#">contemporary Black artists' interpretations</a> of slavery, white supremacy and racism in the civil war, specifically Kara Walker - <i>Sugar Sphinx</i> and <i>Silhouettes</i>.</li> </ul>
Eighth Grade	ELA Social Studies Art	<p><b>Eighth Grade - ELA</b>  Curriculum: StudySync  Unit 2: Past and Present - C  Standard(s): RL.8.5, RL.8.4, L.8.5.A, RL.8.2, RL.8.10  Description: Students will read the poem “Theories of Time and Space”, written by Natasha Trethewey, whose parents’ interracial relationship was illegal when they met in Mississippi. We will discuss how race relations may have played a role in her life growing up and her writing when she was older. We will take a look at some of her other works, which deal with content such as the impact of the KKK on her life, as well as Southern influences during the Civil War. Students will also read a poem called “Slam, Dunk, &amp; Hook.” This is a poem “by Pulitzer Prize-winning poet Yusef Komunyakaa (b. 1947). It is included in Komunyakaa’s <i>Magic Bus</i>, a 1992 collection of poems that draws on his experiences growing up as an African American in the 1950s in Bogalusa, a small city in northeastern Louisiana.</p>

		<p>While “Slam, Dunk, &amp; Hook” primarily describes the feelings of playing basketball as a youth, the racial tensions that defined the 1950s Deep South seem to exist just outside the edges of both the poem and the “roundhouse” where the boys play” (<i>StudySync - Grade 8 Unit 2 Instructional Path</i>). While students are studying the poem, they will focus on the following literary skills: Imagery, allusion, poetic elements and structure.</p> <p><b>Eighth Grade - Social Studies</b>  Unit 3: Revolution and A New Nation  Standard(s): H1a, H2a, H2b, H3a  Description: Students will learn about the relationship between white supremacy, racism, and American slavery. In Unit 3, they will focus on Colonial Slavery by focusing on the Nat Turner Rebellion, the Underground Railroad, and its fight against slavery and its practices.</p> <p>Unit 4: Expansion, Sectionalism, and Reform  Standard(s): H1a, H2a, H2b, H3a  Description: Students will continue to learn about the relationship between white supremacy, racism, and American slavery. In Unit 4, they will focus on the Dred Scott Case and how the Supreme Court officially classified the enslaved population as property and not human. They will also learn about the Compromises of the West - specifically the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act that kept slavery alive and gave hope for it to potentially spread.</p> <p><b>Eighth Grade - Art</b>  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): VA:Cn11.1.8a  Lesson: <a href="#">Black Visual Art</a>  Description: Art and literature have always been important tools for humans to reflect and critique the world around us. Often, it is through creating art that we begin to understand ourselves, and through examining art that we begin to understand each other. Black artists and writers throughout American history have offered meaningful insight into the experience of being Black in America, searing critiques of a white supremacist society, and powerful images of pride and resilience, all while pushing the bounds of form and style. In these lessons, you will explore some of the ways Black art and literature has left its imprint on American society. This lesson provides an overview of many different Black Visual Artists, as well as a deep dive into two Black women comic artists from different eras.</p> <p>Students will first analyze the significance of the comic artists’ work. Then, they will be able to choose whether to create their own comic, or to dive deeper into the work of a different Black visual artist. (<i>Newsela - Black History: Being Seen—Black Artists and Writers</i>)</p>
Ninth Grade	Social Studies Music	<p><b>Ninth Grade - Social Studies</b>  Course: Civics and Economics  Standard(s): Civics 1a, 2a, 2b, 3a, 4a, 4b; Economics 1a, 2a, 3a, 4a  Unit: Citizenship Unit  Description: Students will look at the relationship between white supremacy,</p>

		<p>racism and American slavery.</p> <p>Lesson 1 - Being an American</p> <ul style="list-style-type: none"> <li>• Students will learn about the Africans who were brought unwillingly to North America.</li> <li>• They will learn aPractice began in 1619 with Jamestown Settlement</li> </ul> <p>Lesson 2 - Becoming a Citizen - Supreme Court Cases Discussion</p> <ul style="list-style-type: none"> <li>• Students will study the <a href="#">Dred Scott v. Sandford</a>, “which was one of the most important cases ever tried in the United States. The Supreme Court decided the case in 1857. It ruled that the Missouri Compromise of 1820, which banned slavery from any future state or territory north of Missouri, was void and that no Black people were entitled to citizenship. That decision hastened the Civil War”</li> </ul> <p>Unit: Constitution</p> <p>Description: Students will learn about the relationship between white supremacy, racism and American slavery and the significance of enslavement in the development of the American economy.</p> <p>Lesson 2 - Creating a New Constitution - <a href="#">Three-Fifths Compromise</a></p> <ul style="list-style-type: none"> <li>• Students will review the US Constitution, specifically looking at excerpts that address the issue of slavery, including the Three-Fifths Clause, stating enslaved people would be counted as three-fifths of a person for population and tax purposes.</li> </ul> <p>Lesson 3 - Preamble - PBS Series Liberty</p> <ul style="list-style-type: none"> <li>• Students will watch a segment on African American rights under the new Constitution; Historian Christopher L. Brown (developing) Elizabeth Freeman (Mum Bett) emancipation (developing).</li> </ul> <p><b>Ninth Grade - Music</b></p> <p><i>Odyssey Charter School’s Course, Music Theory, is an elective course that is offered to students in grades 9-12.</i></p> <p>Course: Music Theory</p> <p>Many of the topics discussed in Black music today can be tied into other topics that are not strictly music based. Students will discuss the relationship between white supremacy, racism, and American slavery in many rap and R&amp;B songs from Black artists.</p>
Twelfth Grade	Social Studies	<p><b>Twelfth Grade - Social Studies</b></p> <p>Course: AP African American Studies</p> <p>Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a</p> <p>Unit Two - Freedom, Enslavement, and Resistance</p> <ul style="list-style-type: none"> <li>• Objective #17: <i>Compare</i> perspectives held by African Americans on separatism and emigration as strategies for achieving Black equality during the 19th century.</li> <li>• Objective #18: <i>Explain</i> how transatlantic abolitionism influenced Frederick Douglass’ political views about the potential for African Americans’ integration and belonging in American society.</li> </ul> <p>Unit 3: The Practice of Freedom</p> <ul style="list-style-type: none"> <li>• Objective #6: <i>Summarize</i> the range of African American responses to white supremacists’ use of racial violence to control and oppress them.</li> </ul>

**d. The central role racism played in the Civil War.**



Grade-level	Content Area(s)	Lessons/Resources
2	ELA	<p><b>Second Grade - ELA</b></p> <p>Curriculum: Amplify CKLA</p> <p>Knowledge Unit 5: War of 1812 - Lessons 1-8</p> <p>Standard(s): RL.2.1, RL.2.2, RI.2.1, RI.2.2, SL.2.1</p> <p>Description: “This domain will introduce students to an important period in the history of the United States—the time during the War of 1812. The War of 1812 is, perhaps, best remembered as the war that gave birth to “The Star-Spangled Banner.” Students will also learn why the War of 1812 is often called America’s second war for independence. Students will learn how the United States was affected by the Napoleonic Wars between France and Great Britain. They will learn about James and Dolley Madison, and their direct connection to the War of 1812. Students will learn about Great Britain’s three-part plan to win back the United States. This includes attacks on Washington, D.C., and Baltimore, and the attack on New Orleans in an attempt to gain control of the Mississippi River. This domain will build the foundation for learning about westward expansion, the U.S. Civil War, and immigration later in Grade 2, as well as for learning about other periods of American history in future grades” (<i>Amplify CKLA, Teacher Guide - Grade 2</i>). Students will also learn about how <a href="#">Black soldiers</a> fought on both sides and what their role was during this time. For example, British troops offered freedom to enslaved people who agreed to fight for the British cause.</p> <p>Knowledge Unit 7: Westward Expansion</p> <p>Standard(s): RL.2.1, RL.2.2, RI.2.1, RI.2.2, SL.2.1</p> <p>Description: Students will summarize and include the experience of freed Black people who settled in new lands where slavery would not be legal. They will also summarize the experience of the freed Black people who moved west and have been called “exodusters” as a group.</p> <p>Knowledge Unit 9: Civil War - Lessons 1-12</p> <p>Standard(s): CC2RL1, CC2RL2, CC2RI1, CC2RI2, . CC2SL1</p> <p>Description: “Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They will learn about this war and how the end of the war also meant the end of slavery.</p> <ul style="list-style-type: none"> <li>● Lesson 3: Controversy over Slavery <ul style="list-style-type: none"> <li>○ How was slavery a central factor in the Civil War?</li> </ul> </li> <li>● Lessons 4-12: War, Advocates, and Emancipation proclamation <ul style="list-style-type: none"> <li>○ What figures advocated for emancipation and supported freedom for enslaved people during and after the Civil War?</li> </ul> </li> </ul>
Third Grade	ELA	<p><b>Third Grade - ELA</b></p> <p>Curriculum: Amplify CKLA</p> <p>Unit 10 - Colonial America</p> <p><i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkinson</p> <p>“This work of historical fiction tells how a young girl plays an important role in the Underground Railroad. Clara, a courageous seamstress, finds a way to use scraps of cloth and bits of information to create an unobtrusive but critically important map. This text enables students to draw comparisons between life settlers experienced in colonial towns and life experienced by those enslaved on plantations” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p>

Seventh Grade	ELA	<p><b>Seventh Grade - ELA</b>  Curriculum: StudySync  Unit 3 - Chasing the Impossible  Standard(s): RI.7.1, RI.7.2, RI.7.3, RI.7.4, W.7.2  Description: Students will read <i>Harriet Tubman: Conductor of the Underground Railroad</i> and <i>The People Could Fly: American Black Folktales</i>. Students will be able to compare and contrast a fictional portrayal of a time and place and a historical account of the same period as a means of understanding how authors of fiction use or alter history. They will also be able to analyze in a short written response how an author uses and adapts historical events in a fictional text by comparing a folktale to a historical account. Students will analyze how racism played a role in the Civil War and Harriet Tubman’s role in the Underground Railroad (<i>StudySync - Grade 7 Unit 3 Instructional Path</i>).</p>
Eighth Grade	ELA Social Studies	<p><b>Eighth Grade - ELA</b>  Unit 3: No Risk, No Reward  Standard(s): RI.8.4, L.8.4.a, L.8.4.a, RI.8.4, SL.8.6, RI.8.3, L.8.5.A  Description: Students will study three works of literature in Unit Three. Students will read the poem “Learning to Read” and <i>Narrative of the Life of Frederick Douglass, An American Slave</i>, Langston Hughes’s classic poem “Mother to Son.” These three authors invite students to compare and contrast the risks taken by African Americans.  In the poem, a mother relates advice on life through the extended metaphor of a staircase. After reading “Mother to Son,” students will demonstrate their understanding of metaphor by writing a short, personal response.    In the second poem, “Learning to Read,” poet Frances Ellen Watkins Harper uses biblical allusions and details of life after the Civil War to recount the joys and complications of education. Along with “Mother to Son” and <i>Narrative of the Life of Frederick Douglass, An American Slave</i> students will continue to explore the African American experience through this text. After reading “Learning to Read,” students will participate in a collaborative conversation in response to a prompt and write a reflection on participation in the discussion.    The third piece of literature is the memoir <i>Narrative of the Life of Frederick Douglass, An American Slave</i>, where Douglass recounts how it was he came to learn to read and write, the risks involved, and the powerful impact this learning had on his life.”    Together, “Mother to Son,” “Learning to Read,” and <i>Narrative of the Life of Frederick Douglass, An American Slave</i> offer students an opportunity to compare and contrast accounts of risks taken by African Americans, shared in poetry and in memoir, spanning two centuries. After an initial reading and discussion of the excerpt, students will be able to identify and restate the text’s key ideas and details. After rereading and discussing a model of close reading, students will be able to analyze how an author makes connections between individuals, events, and ideas through various informational text elements. After rereading and discussing a model of close reading, students will be able to determine the meaning of figures of speech in a text.    (<i>StudySync - Grade 8 Unit 3 Instructional Path</i>)</p>

		<p>Unit 4: Hear Me Out  Standard(s): RL.8.10, RL.8.3, RL.8.2, RI.8.10, RI.8.8, SL.8.3, L.8.5.C  Description: Unit 4 takes students into the background of Civil Rights activist James Weldon Johnson and his leadership with the NAACP. In reading the <i>Gettysburg Address</i>, we will also discuss the important contributions of Black Americans to the war. Students will complete a lesson on Newsela as a connection to the Gettysburg Address in StudySync. They will read the Gettysburg Address on Newsela. Then they will watch the video in Newsela; The Gettysburg Address: The two-minute speech that saved America [2:14]. As students are watching, they will respond to the quiz questions and take notes on the impact of the speech. Then they will preview the <a href="#">article titles</a> and select another article of their choice.</p> <p>Students will discuss the following questions in small groups or as a class:</p> <ul style="list-style-type: none"> <li>○ Who was the intended audience for Lincoln’s speech?</li> <li>○ What is the significance of "Four score and seven years ago"?</li> <li>○ What is "the new birth of freedom" Lincoln calls for, and how does it differ from the nation's original birth?</li> <li>○ How does Lincoln shift from the founding of the United States to the future of the United States?</li> <li>○ Why does Lincoln argue in the Gettysburg Address that the Civil War is worth fighting, in spite of the lives lost?</li> <li>○ Lincoln said, “The world will little note, nor long remember what we say here...” This speech is remembered as one of the greatest speeches of American history. Why do you think Lincoln’s words have endured?</li> </ul> <p><i>(Newsela - This Week in History: Lincoln Delivers Gettysburg Address (November 19, 1863)</i></p> <p><b>Eighth Grade - Social Studies</b>  Unit 5: Civil War and Reconstruction  Standard(s): H1a, H2a, H2b, H3a  Description: Students will learn about the central role racism played in the Civil War. The following topics will be identified, analyzed, and discussed during unit five.</p> <ul style="list-style-type: none"> <li>● African American Heroes - Massachusetts 54th Regiment</li> <li>● Sharecropping - limited opportunity for former enslaved and minorities in the South post-Civil War</li> <li>● Black Codes - how do the black codes violate the idea that “all men are created equal” and how this ultimately lead to the 14th amendment</li> <li>● KKK - how various groups were created and how they targeted and intimidated minority groups in the South</li> <li>● Jim Crow Laws - how segregation and various hate groups created unofficial laws to restrict minorities group advancement</li> </ul>
Eleventh Grade	ELA Social Studies	<p><b>Eleventh Grade - ELA</b>  Course: English 11  Curriculum: StudySync  Standard(s): 11-12.RL.1-10, 11-12.RI.1-10, 11-12.SL.1-1d, 11-12.W.1-4  Students will read an excerpt of Frederick Douglass’s autobiography, <i>My Bondage and My Freedom</i> and discuss how learning to read and gaining an education (through his own efforts) were stepping stones to his success. His book depicts</p>

		<p>his journey going from bondage to freedom, and the role racism played during that time period.</p> <p><b>Eleventh Grade - Social Studies</b>  Course: U.S. History  Standard(s): US History 1a, 2a, 2b, 3a  In Unit 2: The Civil War and Reconstruction, students will learn what factors and events led up to the Civil War, including the Abolitionist Movement, and the central role racism played in the Civil War.</p> <ul style="list-style-type: none"> <li>● <a href="#">Leading Up to the Civil War Slides</a></li> <li>● Students will build a strong understanding of the Abolition Movement leading up to the Civil War <ul style="list-style-type: none"> <li>○ <a href="#">Part 1: The Abolitionist Movement</a></li> <li>○ <a href="#">Part 2: The Abolitionist Movement</a></li> <li>○ <a href="#">Part 3: The Abolitionist Movement</a></li> </ul> </li> <li>● Students will study the <a href="#">Emancipation Proclamation</a> and answer the question - did Lincoln free the slaves or did the slaves free themselves?</li> </ul>
--	--	--

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
Sixth Grade	ELA	<p><b>Sixth Grade - ELA</b>  Curriculum: Studysync - Novel Studies  Standard(s): RL.6.1, RL.6.3, RL.6.6, RL.6.10  Description: Students will have the option of reading a minimum of one of the following books during the third marking period. Students will be required to read a certain amount of chapters each week and discuss them in their literary circle groups.</p> <p><a href="#">This Promise of Change: One Girl's Fight for School Equality</a> - "THIS PROMISE OF CHANGE begins in the fall of 1955, as Jo Ann Allen is attending high school 20 miles from her hometown of Clinton, Tennessee. The high school in Clinton is whites only, and the local residents have no intention of changing that policy. But the Supreme Court ruling in <i>Brown v. Board of Education</i> has made separate schools for black and white students unconstitutional, and a judge orders that Clinton High School become integrated when the school year begins in 1956. Jo Ann, one of the 12 African American teens who will be attending the school, is hopeful. "Blacks and whites in Clinton mostly get along well enough, I think. We are civilized to one another. It's not like Biloxi, down in Mississippi, where we hear that Negroes have to step off the sidewalk when the white people walk by. Imagine that""(<a href="#">commonsensemedia.org</a>).</p>
Seventh Grade	Social Studies	<p><b>Seventh Grade - Social Studies</b>  Unit: Expansion of Freedom  Standard(s): Civics 2A, 2B, 3A  Description: Students will examine the causes of Segregation and how the lack of representation of African Americans in the creation of the structure of government led to white supremacy and minority rights being infringed upon.</p> <p>Unit: Expansion of Freedom  Standard(s): Civics 2A, 3B, 3A</p>

		<p>Description: Students will examine how Jim Crow's Laws impacted African American civil and property rights.</p> <ul style="list-style-type: none"> <li>● Plessy vs. Ferguson</li> <li>● Brown vs Board of Education</li> <li>● Civil Rights Movement</li> <li>● Civil Rights Act 1964</li> <li>● Voting Rights Act 1965</li> </ul> <p>Unit: Expansion of Freedom Standard(s): Civics 2A and 3A, Economics 3A Description: Students will examine the impacts of segregation and racism on African American property rights. They will also look at the impact redlining had on African American property rights.</p> <p>All 7th Grade Social Studies teachers have access to the Delaware Department of Education Schoology Group: Grade 7 Civics and Economics Model Lessons. In this course, teachers can find lessons aligned to the Delaware Social Studies Standards and that support the implementation of HB198.</p>
Ninth Grade	Social Studies	<p><b>Ninth Grade - Social Studies</b> Course: Civics and Economics Standard(s): Civics 1a, 2a, 2b, 3a, 4a, 4b; Economics 1a, 2a, 3a, 4a Unit: Bill of Rights Description: Students will learn about how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws. Lesson 3 - Civil War Amendments</p> <ul style="list-style-type: none"> <li>● Although slavery was eliminated as result of the Civil War, unfair treatment of African Americans did not end <ul style="list-style-type: none"> <li>○ Students will analyze the 13th, 14th, and 15th Amendments and their effects on African Americans.</li> </ul> </li> </ul> <p>Lesson 4 - The Civil Rights Movement</p> <ul style="list-style-type: none"> <li>● Discrimination/Segregation/Jim Crow Laws</li> <li>● Brown v. Board of Education</li> <li>● Montgomery Bus Boycott</li> <li>● Civil Rights Act of 1964</li> <li>● Voting Rights Act of 1965</li> <li>● Affirmative Action</li> </ul>
Eleventh Grade	Social Studies	<p><b>Eleventh Grade - Social Studies</b> Course: U.S. History Standard(s): US History 1a, 2a, 2b, 3a In Units 2 through 7, students will learn about how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</p> <ul style="list-style-type: none"> <li>● During <a href="#">Unit 2</a>, students will learn about how white supremacy, racism, and local/state/federal laws that prevented African Americans from achieving equal rights following the passage of the Reconstruction Amendments (13-15). This <a href="#">link</a> includes 10 primary source documents that students analyze the question “Did Congress’ Reconstruction efforts to ensure equal rights for the freedmen fail?”</li> <li>● Included in Unit 3: Development of an Industrialized Nation (1870-1900), students will analyze how the Jim Crow Laws were an extension of Black Codes in the South and their economic impact on the advancement of</li> </ul>

		<p>African American society.</p> <ul style="list-style-type: none"> <li>● In Unit 4: Emergence of Modern America (1890-1930), students will learn about how troops were segregated in the military in World War I. They will also learn about the <a href="#">Greenbook</a> and Sundown Towns. Students will have an interactive assignment where they will need to plan a trip across the country based on information provided to them.</li> <li>● Students will learn about the <a href="#">Great Depression</a> and World War II (1929-1945) in Unit 5. They will discuss how African Americans “Last to hire, first to fire” during the Great Depression so they were impacted much harder than whites. 25% of the American population was unemployed, but 50% of African Americans were. Students will learn about the New Deal Program and how it disproportionately didn’t support African Americans.</li> <li>● During Unit 6 - Postwar United States (1945 - early 1970s) - students will learn about Brown vs. Board of Education. They will highlight the <a href="#">lower court cases</a> coming from Delaware in the <a href="#">lesson</a>.</li> <li>● Unit # 7 Contemporary United States (1968-1990s) will focus on the <a href="#">Civil Rights movement</a>.</li> </ul>
Twelfth Grade	Social Studies	<p><b>Twelfth Grade - Social Studies</b>  Course: AP African American Studies  Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a  Unit 2 - Freedom, Enslavement, and Resistance</p> <ul style="list-style-type: none"> <li>● Objective #10: <i>Explain</i> how American law impacted the lives and citizenship rights of enslaved and free African Americans between the 17th and 19th centuries.</li> <li>● Objective #11: <i>Describe</i> the impact of partus sequitur ventrem on African American families and the emergence of racial taxonomies in the United States</li> <li>● Objective #19: <i>Explain</i> how gender impacted women’s experiences of enslavement.</li> <li>● Objective #23: <i>Explain</i> how factors like cultural pride, demographics, and politics influenced the terms African Americans used to identify themselves in the 19th century and beyond.</li> <li>● Objective #24: <i>Explain</i> the significance of African American women activists’ advocacy for justice at the intersection of race and gender.</li> </ul> <p>Unit 3: The Practice of Freedom</p> <ul style="list-style-type: none"> <li>● Objective #2: <i>Explain</i> how post-emancipation constitutional amendments defined standards of citizenship in the U.S. and impacted the everyday lives of African Americans.</li> <li>● Objective #3: <i>Explain</i> how African American labor was exploited after the Civil War to replace the loss of enslaved people’s labor.</li> <li>● Objective #4: <i>Describe</i> the factors that led to the end of Reconstruction, curtailing the rights, protections, and economic stability of freed African Americans.</li> <li>● Objective #5: <i>Describe</i> the responses of African American writers and community leaders to Jim Crow segregation laws, disenfranchisement, and anti-Black violence.</li> </ul> <p>Unit 4: Movement and Debates</p>

		<ul style="list-style-type: none"> <li>● Objective #3: <i>Describe</i> the forms of segregation African Americans endured in the middle of the 20th century that provided a foundation for the civil rights movement.</li> <li>● Objective #4: <i>Describe</i> the forms of housing discrimination that African Americans faced in the mid-20th century and their long-term impacts.</li> </ul>
--	--	---

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA Social Studies Art Music (K-2)	<p><b>Kindergarten ELA</b>            Curriculum: Amplify CKLA            Knowledge Unit 4: Plants - Lesson 11: George Washington Carver            Standard(s): RL.K.1, RL.K.3            Description: The students will learn about George Washington Carver and the impact of his work. The lesson will start with students reading a story called <i>The Little Plant Doctor: The Story About George Washington Carver</i> where they will identify the main topic and retell key details from the story. Students will then create a book to describe character traits of George Washington Carver.</p> <p>Unit 4 - Plants (cross-curricular lesson with science)            Green Green: A Community Gardening Story by Marie Lamba and Baldev Lamba            “Students will enjoy the use of rhyme in this powerful story of an urban community coming together to plant something beautiful. Readers will find inspiration as they watch community members of all ages come together to clear a neglected plot of earth and transform it into something wonderful for all to enjoy” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p><b>Kindergarten - Social Studies</b>            Unit: Holidays Around the World            Standard(s): K-3a - Students will develop an understanding of the similarities between families now and in the past, including:</p> <ul style="list-style-type: none"> <li>● Daily life today and in other times</li> <li>● Cultural origins of customs and beliefs around the world</li> </ul> <p>Description: Students will learn how different holidays are celebrated in different cultures around the world</p> <ul style="list-style-type: none"> <li>● Students will complete work in their Holidays Around the World Packet, specifically learning about Kwanzaa traditions.</li> <li>● Teachers will also read aloud a variety of texts that align with the different holidays, including Kwanzaa. One example is <a href="#">Kevin’s Kwanzaa</a> by Lisa Bullard.</li> </ul> <p>Unit: Me on a Map            Standard(s): K-3a - Students will understand the nature and uses of maps, globes, and other geo-graphics.            Description: Students will learn about Gladys West, the creator of GPS and how this helps people use maps. Students will work on their <i>Me on a Map Packet</i> to show their understanding of where they live and belong in the world.</p> <p><b>Kindergarten - Art</b>            Anchor Standard 2: Organize and develop art ideas and work            Anchor Standard 3: Refine and complete artistic work</p>

		<p>Standard(s): VA:Cr2.1.Ka, VA:Cr2.3.Ka, VA:Cr3.1.Ka</p> <p>Description: Kindergarten students will learn about Alma Woodsey Thomas, who was a Black artist and teacher who is now recognized as a major American painter of the 20th century. Students will begin by listening to an audio of the book <a href="#">Ablaze with Color: A Story of Painter Alma Thomas</a>. During the story, students will discuss the experimentation of design and color that Alma uses to create her own style and how the environment around her influenced her artwork. Students will see some of <a href="#">Alma’s notable work</a>, some are displayed at the <a href="#">Natural Museum of Women in the Arts</a>, and will focus on her work <i>Resurrection</i>, which was hung in the White House during President Obama’s term. With this inspiration, students will be able to create and articulate the process of making their own “circles and stripes, dashes and dabs” to build skills and approaches to art-making that represent natural and constructed environments around them.</p> <p><b>Kindergarten, First Grade, Second Grade - Music</b></p> <p>Anchor Standard 7: Perceive and analyze artistic work</p> <p>Standard(s): MU:Re7.1.K</p> <p>Description: Each month the students will learn about a Black composer and/or singer whose birthday falls within that month. Listed below are the examples.</p> <ul style="list-style-type: none"> <li>● August/September - Michael Jackson and Beyonce</li> <li>● October - Harry Belafonte (specifically his Caribbean music)</li> <li>● November - Scott Joplin (specifically ragtime music)</li> <li>● December - Louis Armstrong</li> <li>● January - Etta James (specifically how she bridged the gap between rhythm and blues and rock and roll)</li> <li>● February - variety of Black musicians such as Whitney Houston, B.B. King, Will Smith, and Marian Anderson</li> <li>● March - variety of Black Women musicians in honor of Women in History Month, such as Queen Latifah and Aretha Franklin.</li> <li>● April - Billie Holiday and Ella Fitzgerald</li> <li>● May/June - Stevie Wonder and Dizzy Gillespie</li> </ul> <p>Students will listen to various pieces of music by these artists, learn fun facts about each one, and discuss their contributions to music and their overall achievements. They will also be introduced to a variety of genres of music for which these composers had a lasting impact. Songs will vary by grade level.</p>
First Grade	ELA Math Science Social Studies Art	<p><b>First Grade - ELA</b></p> <p>Curriculum: Amplify CKLA</p> <p>Knowledge Unit 6: Astronomy - Lesson 7: Exploration of the Moon</p> <p>Description: Students will learn about Guion Bluford, the first Black man to fly into space. The lesson begins with students watching a quick video titled <a href="#">Black Heros of Space</a>. This video provides students with background knowledge about the bright and brave astronauts, mathematicians, scientists/engineers who have traveled to or helped us learn more about space. Students will also watch another video titled <a href="#">First Black Man in Space</a>. This video takes a look at Guion Bluford's amazing journey through NASA and into space. Students will use this information to describe the experiences of the first astronauts in space and write an opinion statement about landing on the moon.</p> <p>Knowledge Unit 7: The History of the Earth - Lesson 7: Fossils</p> <p>Standard(s): SL.1.1, RI.1.3, L.1.5c,W.1.2</p>



Description: Students will learn about Louis Purnell, the first Black Paleontologist, and his contributions and achievements to science. Then students will watch a video, [Dig into Paleontology](#), where they will learn what it means to be a paleontologist, like Louis Purnell. Then students will watch [I Want to be a Paleontologist](#), where it will help children imagine what it would be like to dig, find, and assemble a whole Tyrannosaurus Rex.

Unit 2 - The Human Body

*The Doctor with an Eye For Eyes: The Story of Dr. Patricia Bath* by Julia Finley Mosca

“Students will appreciate the rhyming text and vivid illustrations in this biography. This charming story of persistence chronicles the life of Patricia Bath from her youth, when she faced racism and adversity, to the success she had as a pioneering inventor and eye surgeon in her adult life. The author’s note shares valuable information about Dr. Bath and her work as an ophthalmologist and laser scientist” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 6 - Astronomy

*Starstruck: The Cosmic Journey of Neil DeGrasse Tyson* by Kathleen Krull and Paul Brewer

“Readers will enjoy this inspirational biographical picture book about American astrophysicist Neil deGrasse Tyson. The author describes Tyson’s life, including the trip to the planetarium that galvanized his passion for outer space. The back matter provides a glossary and multimedia resources for additional information” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 6 - Astronomy

*Mae Among the Stars* by Roda Ahmed

“This selection is inspired by the true story of Dr. Mae Jemison, the first African American woman in space. The text describes her excitement for space exploration and her parents’ encouragement dating back to her earliest childhood years. The author provides a note that details additional biographical information about Dr. Jemison’s life, including the number of languages she speaks and her work as a medical officer for the Peace Corps” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 10 - A New Nation (American Independence)

*A Spy Called James* by Anne Rockwell

“This is the compelling true story of James Lafayette, an enslaved man who helped win the Revolutionary War against the British. Lafayette, acting as a double agent, spied on British troops for the Americans and acquired some valuable information that ultimately led to their defeat. The author’s note provides additional background information on the contributions and life of this unsung hero in American history” (*Amplify CKLA - GK-5 Tradebook List*).

**First Grade - Math**

Unit: Module 5 - Telling Time and Clocks (Lessons 11-13)

Standard(s): 1.MD.3

Description: Students will watch a [video](#) about Benjamin Banneker that discusses the history of his life and his early invention of the clock. We learn his ideas behind the clock and how he carved wood and used items in his surroundings to build a clock to keep track of time and how to tell time.

Students will receive a booklet: [Benjamin Banneker Mini Book](#) that they will read together as a whole group, then in pairs, and then independently. A whole group discussion will take place on how Benjamin Banneker's contributions shaped the math world with clocks and telling time. The lesson will then transition into teaching students on how to tell time and how to read/use a clock.

**First Grade - Science**

Unit: External Animal Parts

Standard(s): 1-LS1-1

Description: Students will test different bird "beaks" to see which are best suited for different "foods." They will explore various pictures of pelicans and answer appropriate questions with the goal of seeing that the shape of the beak enables the pelicans to scoop up lots of ocean water in hopes of catching fish to eat. Then students will conduct an experiment to test different beak structures to see which shapes work better with specific foods. They will also use different objects to act as beaks and attempt to pick up different "foods" such as rice (seeds) and rubber bands (worms). As a result, they will realize that some beak shapes are better suited for picking up certain foods. The lesson will continue with students watching two videos: [Animal Adaptations](#) and [Adaptations at Animal Wonders-Field Trip](#), where they will learn about various other ways animals use their external parts to help them survive, grow, and meet their needs. Then they will watch [Bugs aren't brainless, Great Minds: Charles Henry Turner](#) to learn about Charles Henry Turner, a pioneer in Zoology. Students will conduct research in class about Charles Henry Turner's contributions to science. The cumulative project will be students dressing up and hosting a "live museum" in the classroom to share what they learned about external animal parts and Charles Henry Turner.

Unit: External Animal Parts

Standard(s): 1-LS1-1

Description: Students will test different bird "beaks" to see which are best suited for different "foods." They will explore various pictures of pelicans and answer appropriate questions with the goal of seeing that the shape of the beak enables the pelicans to scoop up lots of ocean water in hopes of catching fish to eat. Then students will conduct an experiment to test different beak structures to see which shapes work better with specific foods. They will also use different objects to act as beaks and attempt to pick up different "foods" such as rice (seeds) and rubber bands (worms). As a result, they will realize that some beak shapes are better suited for picking up certain foods. The lesson will continue with students watching two videos: [Animal Adaptations](#) and [Adaptations at Animal Wonders-Field Trip](#), where they will learn about various other ways animals use their external parts to help them survive, grow, and meet their needs. Then they will watch [Bugs aren't brainless, Great Minds: Charles Henry Turner](#) to learn about Charles Henry Turner, a pioneer in Zoology. Students will conduct research in class about Charles Henry Turner's contributions to science. The cumulative project will be students dressing up and hosting a "live museum" in the classroom to share what they learned about external animal parts and Charles Henry Turner.

**First Grade Social Studies**

Unit 2: Families Long Ago and Today

Standard(s): K-3a - Students will develop an understanding of the similarities

		<p>between families now and in the past, including:</p> <ul style="list-style-type: none"> <li>● Daily life today and in other times</li> <li>● Cultural origins of customs and beliefs around the world</li> </ul> <p>Description: Students will read several texts comparing families long ago and today. Specifically we will discuss segregation laws which prohibited certain people living and working together. Students will read the text as a class, <i>Separate is Never Equal</i> by Duncan Tonatiuh, <i>The Little Rock Nine Challenge Segregation (YouTube Video)</i>, <i>The Younger Marcher</i> by Cynthia Levinson and Vanessa Brantley-Newton, and complete a handout comparing civil rights to the 1950s and present day.</p> <p>Unit 3: Holidays Around the World</p> <p>Standard(s): K-3a - Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States, cultural origins of customs and beliefs around the world.</p> <p>Description: While students are learning about different holidays and cultures around the world, students will engage in discussion about different holiday customs and traditions and how they are related to their culture and where they live. Students will also use songs and physical activity to experience the different holiday customs.</p> <p><b>First Grade - Art</b></p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work</p> <p>Standard(s): VA:Cr1.1.1a, VA:Cr1.2.1a</p> <p>Description: Students will be introduced to <a href="#">Faith Ringgold</a> and focus in on her later works with story quilts. <a href="#">Guiding questions</a> relating to quilts will be asked so students all have the same prerequisite knowledge. Students will listen to Ringgold read her book <a href="#">Tar Beach</a> and learn about the process of making the work of art, <a href="#">Tar Beach Quilt</a>. From there, students will collaboratively create their own story quilt square with a variety of materials that can be pieced together to create a first grade quilt.</p>
Second Grade	ELA	<p><b>Second Grade - ELA</b></p> <p>Curriculum: Amplify CKLA</p> <p>Knowledge Unit 6: Cycles in Nature</p> <p>Standard(s): RL.2.1, RL.2.2, RI.2.1, RI.2.2, SL.2.1</p> <p>Description: Students will learn about the many natural cycles that make life on Earth possible. Students will learn about the achievements and contributions of <a href="#">Black scientists</a> in the natural world.</p> <p><b>Second Grade - Social Studies</b></p> <p>Standard(s): K-3a History</p> <p>Students will use artifacts and documents to gather information about the past.</p> <p>Description: Over the course of the year, students will...</p> <ul style="list-style-type: none"> <li>● Observe artifacts obtained from Winterthur Museum from the past to determine how these items were used and compare/identify what related items are used in the present.</li> <li>● Additional artifact items or images will be added to show and discuss items invented by Black inventors (clothes wringer, ironing board, and dough roller).</li> <li>● Observe artwork (documents) created/inspired by Black artists</li> <li>● Read and observe books by Black authors</li> </ul>

		<ul style="list-style-type: none"> <li>Analyze photos as <a href="#">primary source documents</a> from Black History and identify what the photos tell them about the experiences of African Americans in history.</li> </ul> <p><b>Second Grade - Art</b> Anchor Standard 2: Organize and develop artistic ideas and work Standard; VA:Cr2.3.2a Description: Students will learn about the service and artwork of Tyree Guyton, a Detroit based artist who strived to beautify his community. The story, <a href="#">Magic Trash</a>, will introduce the topic and students will explore his famous work, <a href="#">The Heidelberg Project</a>. As a class, students will discuss the choices Guyton made in creating this project and the objects he used to repurpose them to support the community he grew up in. Students will then pick themes of their own houses to create. Using a collage technique, students will be able to create their own homes similar to those in the Heidelberg Project.</p>
Third Grade	ELA Science Art Music	<p><b>Third Grade - ELA</b> Curriculum: Amplify CKLA Unit 2: Animal Classification Standard(s): RI.3.1, SL.3.1 Description: Students will learn and discuss Roger Arliner Young, who was an American scientist of Zoology and her contributions to the science world. She is also known as the first Black woman to receive a doctorate degree in Zoology.</p> <p>Unit 3: The Human Body: Systems and Senses - Lessons 2-9 Standard(s): RI.3.1, RI.3.2, SL.3.2, W.3.2 Description: Students will research and summarize their findings on Alexa Canady, a doctor and surgeon. She was the first female Black neurosurgeon in the United States, and also the first Black female to be certified by the American Board of Neurological Surgery.</p> <p>Unit 4: The Ancient Roman Civilization Standard(s): RI.3.1, RI.3.2, SL.3.2, W.3.2 Description: Students will research and summarize their findings on Black architect, William Sidney Pittman. They will learn about his family, education in Philadelphia, and how he overcame many challenges to become a pioneer in the architectural world.</p> <p>Unit 5: Light and Sound - Lesson 12 and 13 Standard(s): RI.3.1, RI.3.2, SL.3.2, W.3.2 Description: "The nonfiction Reader for Unit 5, <i>Adventures in Light and Sound</i>, consists of selections describing the science behind light and sound. Students will read about light sources, shadows, mirrors, reflection, refraction, lenses, and color. They will also study the characteristics of sound, as well as the human voice. Later chapters include information about light and photography as well as biographies of two famous inventors who worked with light and sound: Alexander Graham Bell and Thomas Edison." (<i>Amplify CKLA - Teacher Guide Grade 3</i>). Students will also learn about and discuss Lewis Latimer who worked closely alongside these inventors and made significant contributions to the development of the lightbulb and the telephone.</p> <p><b>Third Grade - Science</b></p>

		<p>Unit: Environments and Survival  Standard(s): 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3  3-LS4.B, LS4.C, LS4.D, LS2.C, LS4.A, ETS1.A, ETS1.B, ETS1.C  Description: Students will read about <a href="#">Margaret Collins</a>, the entomologist and zoologist. Known as the "Termite Lady" for her extensive research on termites, she co-discovered the <i>Neotermes luykxi</i> species of termites.</p> <p>Unit: Weather and Climate  Standard(s): 3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3, 3-LS4-3  ESS2.D, ESS3.B, ETS1.A, ETS1.B, ETS1.C, LS4.C  Description: Students will read about <a href="#">Emmett Chappelle</a> who used bioluminescence as a way to quantify the presence of bacteria in water and showed how fluorescence can be used to monitor plant health. At NASA, he researched an ATP-fluorescence assay as a way to detect life on other planets.</p> <p><b>Third Grade - Art</b>  Anchor Standard 6: Convey meaning through the presentation of artistic work  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): VA:Pr6.1.3a, VA:Re.7.1.3a, VA:Re.7.2.3a, VA:Cn.11.1.3a  Description: Students will complete an "Art Detective" activity where students will view Panel #12 of the Migration Series by Jacob Lawrence (1917-2000). Students will view the panel without any explanation of what the painting is, answer questions about what they see, what they think is happening in the painting, and how the painting was created. After collecting their answers, we will discuss the life and work of Jacob Lawrence focusing on his 60 panel series about the migration of African Americans from the rural south to the northeast after the start of World War I, as seen <a href="#">here</a>.</p> <p><b>Third Grade - Music</b>  Anchor Standard 4: Select, analyze, and interpret artistic work for presentation  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, historical context to deepen understanding  Standard(s): MU:Pr4.1.3, MU:Re7.1.3, MU:Cn11.0.3  Description: Students will analyze how pop music has shaped our society by reading about and listening to influential Black artists. Students will be assigned an <a href="#">article</a> (or two) to read and highlight essential questions in <i>green</i>. After reading, they will listen to a song in this <a href="#">Spotify playlist</a> that corresponds to their article artist. Finally, students will respond to the following in a writing prompt:</p> <ul style="list-style-type: none"> <li>• How does this pop artist influence change in society? Use evidence from both the article and song to support your reasoning.</li> <li>• How does music influence change?</li> </ul> <p>Third grade will focus specifically on Alicia Keys - "Girl on Fire."</p>
Fourth Grade	ELA Music	<p><b>Fourth Grade - ELA</b>  Curriculum: Amplify CKLA  Unit 1: Personal Narratives - Lesson 3  Standard(s): RI.4.1  Description: Students will read an excerpt from Condoleeza Rice's memoir, <i>Extraordinary, Ordinary People: A Memoir of Family</i>. Students will work with</p>

		<p>partners to complete their graphic organizer and identify causes and effects. Students will note how the main events and how the characters change are good clues to finding cause and effect.</p> <p>Unit 3: Poetry - Lessons 4 and 5 Standard(s): L.4.5, RI.4.1, RL.4.2, W.4.5, W.4.8 Description: “Langston Hughes’s “Harlem,” a classic poem, uses a series of similes to consider the cost of deferring one’s dreams. Through colorful language such as fester and stink, Hughes implies the answer to his series of questions. Students may use these diction clues to infer the poem’s meaning: that one should not defer one’s dreams” (<i>Amplify Teacher Guide - Grade 4</i>).</p> <p>Unit 3 - Poetry “That Is My Dream!: A picture book of Langston Hughes’s “Dream Variation” by Langston Hughes and Daniel Miyares (Illustrator) Evocative watercolor paintings bring to life the words of “Dream Variation” by Harlem Renaissance poet Langston Hughes. Teachers might consider this text as a way of exploring implicitly and explicitly stated meaning in poetry. Multiple readings of this book can help deepen and expand young readers’ understanding of Hughes’s feelings about racial prejudice and his hope for the future” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p><b>Fourth Grade - Music</b> Anchor Standard 4: Select, analyze, and interpret artistic work for presentation Anchor Standard 7: Perceive and analyze artistic work Anchor Standard 11: Relate artistic ideas and works with societal, cultural, historical context to deepen understanding Standard(s): MU:Pr4.1.4, MU:Re7.1.4, MU:Cn11.0.4 Description: Students will analyze how pop music has shaped our society by reading about and listening to influential Black artists. Students will be assigned an <a href="#">article</a> (or two) to read and highlight essential questions in <i>green</i>. After reading, they will listen to a song in this <a href="#">Spotify playlist</a> that corresponds to their article artist. Finally, students will respond to the following in a writing prompt:</p> <ul style="list-style-type: none"> <li>● How does this pop artist influence change in society? Use evidence from both the article and song to support your reasoning.</li> <li>● How does music influence change?</li> </ul> <p>Fourth grade will focus specifically on Will Smith’s - “The Fresh Prince of Bel Air.”</p>
Fifth Grade	ELA Music Art	<p><b>Fifth Grade - ELA</b> Curriculum: Amplify CKLA Unit 3 - Poetry <i>Out of Wonder: Poems Celebrating Poets</i> by Kwame Alexander “Kwame Alexander and two other authors pay homage to twenty poets who inspired their passion for the genre. Each poem reverently borrows a trademark stylistic element of the celebrated poet and is accompanied by energetic mixed-media artwork. The poems can be used to introduce readers to a wide variety of poets, both past and present. An “About the Poets Being Celebrated” section gives additional details of the lives and work of each poet” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p>Unit 3 - Poetry <i>We are Shining</i> by Gwendolyn Brooks</p>

		<p>“Gwendolyn Brooks’s hopeful and moving poem appears to float among this book’s vibrant images. Published to coincide with Brooks’s one hundredth birthday, this book could be used to introduce Brooks and encourage students to read her other poems. This poem’s uplifting celebration of worldwide diversity can be fodder for positive classroom discussions” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p><b>Fifth Grade - Art</b>  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): VA:Re.7.2.5a, VA:Cn.11.1.5a  Description: Students will complete an “Art Detective” activity where students will view, “<a href="#">Anaya with Oranges, 2017</a>,” by contemporary fabric artist Bisa Butler from New Jersey. Students will view the artwork without any explanation of what the artwork is, answer questions about what they see, what they think is happening in the painting, and how the painting was created. Afterwards we will discuss the life and work of Bisa Butler and how she is giving a voice to the African American experience not only during World War II, but also today with racial tensions and unrest.</p> <p><b>Fifth Grade - Music</b>  Anchor Standard 4: Select, analyze, and interpret artistic work for presentation  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, historical context to deepen understanding  Standard(s): MU:Pr4.1.5, MU:Re7.1.5, MU:Cn11.0.5  Description: Students will analyze how pop music has shaped our society by reading about and listening to influential Black artists. Students will be assigned an <a href="#">article</a> (or two) to read and highlight essential questions in <i>green</i>. After reading, they will listen to a song in this <a href="#">Spotify playlist</a> that corresponds to their article artist. Finally, students will respond to the following in a writing prompt:</p> <ul style="list-style-type: none"> <li>● How does this pop artist influence change in society? Use evidence from both the article and song to support your reasoning.</li> <li>● How does music influence change?</li> </ul> <p>Fifth grade will focus specifically on Beyonce - “Halo” and “Run the World (Girls).”</p>
Sixth Grade	ELA Math Art Drama	<p><b>Sixth Grade - ELA</b>  Curriculum: StudySync  Unit 2: You and Me  Standard(s): RL.6.4, RL.6.9, RL.6.10  Description: Students will complete a study of <a href="#">Nikki Giovanni</a> and several of her <a href="#">poems celebrating libraries</a>. Students will also complete multiple lessons on the Harlem Renaissance.</p> <ul style="list-style-type: none"> <li>● <a href="#">Introduction to Countee Cullen and the Harlem Renaissance</a></li> <li>● <a href="#">On the Shoulders of Giants video</a></li> </ul> <p>Unit 3: Into the Dark  Standard(s): RL.6.4, RL.6.9, RL.6.10</p>

		<p>Description: Students will study different poems written by Black authors. One <a href="#">author</a> that they will focus on is <a href="#">Langston Hughes</a> - “Mother to Son” and “Harlem Night Song.”</p> <p><b>Sixth Grade - Math</b>  Curriculum: Carnegie Learning  Unit: Module 5 - Topic 1: The Statistical Process  Standard(s): 6.SP.5.c  Description: In 6th Grade, students will be calculating the averages for Basketball players statistics. They will find raw data, average, and percentages of African American basketball players in the NBA or WNBA.</p> <p><b>Sixth Grade - Art</b>  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): VA:Cn11.1.6a  Lesson: <a href="#">Hairstyles as Art</a>  Description: Art and literature have always been important tools for humans to reflect and critique the world around us. Often, it is through creating art that we begin to understand ourselves, and through examining art that we begin to understand each other. Black artists and writers throughout American history have offered meaningful insight into the experience of being Black in America, searing critiques of a white supremacist society, and powerful images of pride and resilience, all while pushing the bounds of form and style. In these lessons, you will explore some of the ways Black art and literature has left its imprint on American society. In this lesson, students will think about all the ways that personal style can be a form of art and communication. They will read an article about the history of Black hairstyles, as well as an article on the fight to end discrimination on the basis of non-Eurocentric hair. After analyzing the readings, they will create a digital poster highlighting a Black individual who they believe makes strong artistic or political statements with their style. (<i>Newsela - Black History: Being Seen— Black Artists and Writers</i>)</p> <p><b>Sixth Grade - Drama</b>  Anchor Standard 2: Organize and develop artistic ideas and work.  Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 9: Apply criteria to evaluate artistic work.  Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): TH:Cr1.1.6, TH: Pr4.1.6, TH.Re7.1.6, TH.Re.9.1.6, TH:Cn.10.1.6, TH:Cn.11.1.6  Description: Students will be doing script reading by the Black playwright, <a href="#">Idris Goodwin</a>. Students will then use those scripts as jumping off points to create their own scripts in class.</p>
Seventh Grade	ELA Math Science	<p><b>Seventh Grade - ELA</b>  Curriculum: StudySync  Unit 1 - Conflicts and Clashes  Standard(s): RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.9, W.7.1, W.7.2, W.7.3,</p>



<p>Social Studies Art Drama Music</p>	<p><b>W.7.9</b> Description: Students will read Langston Hughes’s “Thank You, M’am.” After engaging in a close reading and discussion of the text, students will be able to analyze the theme in order to compare and contrast the theme with that of other similar texts in a short, written response.</p> <p><b>Seventh Grade - Math</b> Curriculum: Carnegie Learning Unit: Module 1- Topic 4: Proportional Relationships (Lesson 5 - Scale and Scale Drawings) Standard(s): 7.G.1 Description: Students will relate the scale and scale drawings to creating murals on a large scale. Students will look at <a href="#">14 Black Muralists</a> from Los Angeles, California and the work that they have created. Students will watch this <a href="#">video</a> clip (1:55 - 3:51), on the Grid System method showing students how an artist uses math to scale up their sketches to make murals.</p> <p>Unit: Module 2 - Topic 1: Adding and Subtracting Rational Numbers (Lesson 1 - Math Football -Using Models to Understand Integer Addition) Standard(s): 7.NS.1 Description: Students will watch this <a href="#">video</a> on how Prof. John Urschel, a former NFL player now Mathematics professor, could pursue two passions: football and mathematics. Then students will complete a math football game that is used to model the sum of a positive and negative integer. Students use number cubes to generate the integers. They will then use that information and write integer number sentences.</p> <p><b>Seventh Grade - Science</b> Curriculum: Curriculum: Teachers’ Curriculum Institute (DOE Science Coalition) Unit 1: Matter Standard(s): MS-PS1-4 Description: Students will learn about <a href="#">Jessica Esquivel</a>, a Black particle physicist, and her contributions and achievements in the world of science.</p> <p>Unit 2: Cells/Genetics Standard(s): MS-LS3-1 Description: Students will be learning how different diseases are passed down from generation to generation and how some diseases affect some races and not others (<a href="#">article</a>). Students will learn how Sickle cell is a codominant trait and how that affects how the trait is passed from one generation to the next. The lesson will entail an <a href="#">article</a> about Henrietta Lack, whose cells were taken without her permission for cancer research. Students will discuss the following questions in small groups and as a class:</p> <ul style="list-style-type: none"> <li>● What are your thoughts on the story of Henrietta Lacks?</li> <li>● What stood out to you from the article?</li> <li>● Why is this important to the study of cells and cell reproduction?</li> </ul> <p>Students will also complete the Punnett Square <a href="#">worksheet</a> to see how different traits are passed down from each generation.</p> <p><b>Seventh Grade - Social Studies</b> Unit: Economics</p>
---	--

Standard(s): Economics 3A

Description: Students will identify and analyze prominent Black business people and entrepreneurs and their contributions to society.

#### **Seventh Grade - Art**

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): VA:Cn11.1.7a

Lesson: [Studying Black Art and Literature](#)

Description: Art and literature have always been important tools for humans to reflect and critique the world around us. Often, it is through creating art that we begin to understand ourselves, and through examining art that we begin to understand each other. Black artists and writers throughout American history have offered meaningful insight into the experience of being Black in America, searing critiques of a white supremacist society, and powerful images of pride and resilience, all while pushing the bounds of form and style. In these lessons, you will explore some of the ways Black art and literature has left its imprint on American society. In this lesson, students will think critically about the exposure they have gotten to Black writers and artists through their education or in the outside world. They'll read articles about efforts to diversify publishing and school courses, and research one artist or writer that you would like to add to your own school's curriculum. (*Newsela - Black History: Being Seen— Black Artists and Writers*)

#### **Seventh Grade - Drama**

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 9: Apply criteria to evaluate artistic work.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): TH:Cr1.1.7, TH: Pr4.1.7, TH.Re7.1.7, TH.Re.9.1.7, TH:Cn.10.1.7, TH:Cn.11.1.7

Description: Students will be doing script reading by the Black playwright, [Devin Porter](#). Students will then use those scripts as jumping off points to create their own scripts in class.

#### **Seventh Grade - Music/Band**

Unit: History of Jazz

Anchor Standard 4: Select, analyze and interpret artistic work for presentation

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): MU:Pr4.2.7.c, MU: Re7.1.7.a, MU:Re7.2.7.b, MU:Pr4.2.7c

Description: Students will study the History of Jazz. This unit is tied closely with Black musicians of the early 1900s. In addition to learning about specific pieces of music, we talk about some of the struggles that the performers faced due to the time period. The main figures we listen to and analyze are Duke Ellington (Grade 6), Ella Fitzgerald (Grade 6), Charlie Parker (Grade 7), Billie Holiday (Grade 7), and Louis Armstrong (Grade 8), as well as other modern day performers.

Eighth Grade	ELA Art Drama Music	<p><b>Eighth Grade - ELA</b>          Curriculum: StudySync          Unit 6: Beyond Reality          Standard(s): RL.8.2, RL.8.5, RL.8.6, RL.8.10          Description: Unit 6 takes students to Africa with Raouf Mama’s African Tales and a discussion about African American oral traditions. We end the year by reading <i>Children of Blood and Bone</i> by Tomi Adeyemi, which is a magical story that is allegory for the modern-day black experience and will encourage dialogue about the brutality and violence against Black people that has occurred for decades. Throughout the year in 8th Grade ELA, students will be presented with a Black figure who has shaped the country in some way. These include authors featured in our anthology, articles for students to read, and questions for students to complete once they have finished reading. These figures are people who students have not previously heard of, from many different time periods. These include people in science, literary, and mathematical roles.</p> <p><b>Eighth Grade - Art</b>          Anchor Standard 1: Generate and conceptualize artistic ideas and work.          Anchor Standard 7: Perceive and analyze artistic work          Anchor Standard 8: Interpret intent and meaning in artistic work.          Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding          Standard(s): VA:Cr.1.1.6a, VA:Re.7.1.6a, VA:Re8.1.6a, VA:Cn11.1.6a          Description: Middle School Art (Grades 6-8) is designed as a course with a focus on contemporary art and is enriched by offering students another lens through which to view the hardships of, contributions from, and uplift of Black people. The curriculum is a progression and lessons, discussions, themes and projects may cycle between 6th, 7th and 8th grades. Students will cycle through the following activities:</p> <ul style="list-style-type: none"> <li>● Activity 3: Students will study contemporary Black artists by changing standards or who, when, and how art is contributing to national history, specifically Portraiture by <a href="#">Amy Sherald</a> and <a href="#">Kahinde Wiley</a>.</li> <li>● Activity 4: Students will examine works by contemporary artists created as works of protest, uplift and history making for and by Black people, focusing specifically on <a href="#">Faith Ringgold</a>, <a href="#">Romare Bearden</a>, <a href="#">Kerry James Marshall</a>.</li> </ul> <p><b>Eighth Grade - Drama</b>          Anchor Standard 2: Organize and develop artistic ideas and work.          Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.          Anchor Standard 7: Perceive and analyze artistic work          Anchor Standard 9: Apply criteria to evaluate artistic work.          Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.          Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding          Standard(s): TH:Cr1.1.8, TH: Pr4.1.8, TH.Re7.1.8, TH.Re.9.1.8, TH:Cn.10.1.8, TH:Cn.11.1.8          Description: Students will be doing script reading by the Black playwright, <a href="#">Keyanna Alexander</a>. Students will then use those scripts as jumping off points to create their own scripts in class.</p>
--------------	------------------------------	--

		<p><b>Eighth Grade - Music</b>  Unit: Music in the Post-Reconstruction Era  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): MU:Re7.2.8.b, MU:Pr4.2.8c  Description: “Although the post-Reconstruction era was a challenging time and full of upheaval, members of the Black community nonetheless found ways to come together and thrive. They formed new communities and institutions that supported and uplifted each other, many of which are still serving Americans today. All people can find inspiration in the ways that Black Americans resisted oppression while making significant and lasting cultural contributions to the nation” (<i>Newsela - Black Communities and Culture During Jim Crow</i>). Students will <a href="#">read an article</a> about how Beyonce brought Black culture to the forefront of her music. Students will also learn about the importance of community and culture.</p>
Ninth Grade	Math Science Social Studies Music	<p><b>Ninth Grade - Math</b>  Course: Algebra I  Curriculum: Carnegie Learning  Unit: Module 2 - Topic 2: Solving Linear Equations and Inequalities  Standard(s): N.Q.1, N.Q.3, A.CED.1, A.CED.3, A.CED.4, A.REI.1, A.REI.3  Description: Students will learn about the invention of Lonnie Johnson, the engineer who used his knowledge of engineering to create the first Super Soaker gun, the “Power Drencher”. This technology involved compressed water in a container which you could then shoot for a distance. Students will be given information regarding the various compression strengths of various Super Soaker models, XP-75, XP-150, and XP-300 and how far they could shoot water. Students will need to come up with the linear relationships between the compression power of the various models and the distance they can shoot the water. Students will also be responsible for graphing the equations to compare them.</p> <p><b>Ninth Grade - Science</b>  Course: Biology  Unit 1: Ecology  Standard(s): HS-LS2-2  Description: Students will look at the contributions of Black people to American life through the lens of science. Focusing on ecological relationships, students will utilize <a href="#">National Geographic Layered Interactive Maps</a> to do a comparison of population growth in North America vs. Africa. Students will graph, compare and discuss population growth on both continents.</p> <p>Unit 2: Genetics  Standard(s): HS-LS2-1  Description: Students will learn about DNA and protein synthesis, specifically focusing on sickle cell. Students will discuss the disease, the history of medicine, and the racial disparity. Students will then learn about Henrietta Lacks and participate in a socratic seminar debating usage of her cells and how they should be used going forward.</p> <p><b>Ninth Grade - Social Studies</b></p>

		<p>Course: Civics and Economics  Standard(s): Civics 1a, 2a, 2b, 3a, 4a, 4b; Economics 1a, 2a, 3a, 4a  Unit: Voting and Elections  Description: Students will explore the action and impact of the following:  Lesson 1 - Who Can Vote?  Explore Action and impact of the following:</p> <ul style="list-style-type: none"> <li>● Fifteenth Amendment</li> <li>● Smith v. Allwright</li> <li>● Civil Rights Act of 1957</li> <li>● Civil Rights Act of 1960</li> <li>● Twenty-fourth Amendment</li> <li>● Voting Rights Act of 1965</li> </ul> <p><b>Ninth Grade - Music</b>  The contributions of Black people, specifically to culture and history, in our country cannot be disputed and the way that their music has influenced our country is another way to view the impact. This is currently being done by viewing current music genres and popular musicians today and then tracing their roots backwards to see where they came from. Many Black musicians today can have their roots brought back to early African music or gospel hymns from Black culture. Students will listen to and study many of these musicians, who are also prominent figures in national history.</p>
Tenth Grade	Math Science Drama Art	<p><b>Tenth Grade - Math</b>  Course: Algebra 2  Curriculum: Carnegie Learning  Unit: Module 1 - Topic 1: Exploring and Analyzing Patterns (Lesson 3 - Comparing Multiple Representations of Functions)  Standard(s): A.SSE.1b,A.CED.1,F.IF.8,F.IF.9  Description: Students will access information about the population of African Americans throughout decades spanning back to 1790. They will use this information in the <a href="#">table</a> and their knowledge of linear, quadratic, and exponential functions to discover which type of function is appropriate to use as a model to predict what the population will be like 100 years from now. They will then engage in the article, The Growing Diversity of Black America. In groups students will need to identify one driver of the population they think makes the most impact to the overall population. We will discuss their ideas in a class discussion.</p> <p><b>Tenth Grade - Science</b>  Course: Chemistry  Unit: Mainstreams in Chemistry  Standard(s): HS-PS2-6  Description: Students will complete a research project using UDLib databases on Black contributions to chemistry from the past through the 20th century. They will have the following to choose from and are welcome to research other scientists not listed:</p> <ul style="list-style-type: none"> <li>○ Mary Daley</li> <li>○ James Harris</li> <li>○ Jeanette Brown</li> <li>○ Alma Hayden</li> <li>○ St. Elmo Brady</li> </ul>

- Isaiah Warner
- Alice Baul
- Walter Hawkins
- Margert Tolbert
- Gloria Anderson
- Hosea Williams

Unit 9: Organic Chemistry

Standard(s): HS-PS1-5

Description: Students will learn about Percy Julian, a Black research chemist and pioneer in the chemical synthesis of medicinal drugs from plants. After learning about his contributions, students will participate in an [aspirin virtual lab](#).

**Tenth Grade - Drama**

*Odyssey Charter School's course, Acting I-III, is a differentiated elective course that is offered to students in grades 10-12.*

Course: Acting I-III

Standard(s): TH:Re9.1.III.c, TH:Cn11.2.III.b

Description: Students will compare and contrast two plays written in the same time period - *A Raisin in the Sun* and *All My Sons*. They will use historical research in this process about the time period, playwrights, and production history. They will also compare and debate the connection between a drama/theater work and contemporary issues that may impact audiences.

This lesson is focused on comparing the work of a white male-identifying playwright and a Black female identifying playwright, both popular writers in the same era. The lesson also looks at the themes in the plays and gives space for students to compare them to important contemporary issues, which is a moment when students can bring up aspects of their community and lives that are not represented in the pieces or how what is presented relates to their community even if it does not explicitly represent their community and a chance for students to talk about how these issues relate to their communities even if they are different from those presented.

**Tenth Grade - Art**

*Odyssey Charter School's Course, Visual Arts I, is an elective course that is offered to students in grades 9-12.*

Course: Visual Arts I

Anchor Standards 1-11

Standard(s): VA:Re.7.1.1a, VA:Re.7.2.1a, VA:Re.7.1.1a, VA:Re.7.2.1a, VA:Re8.1.1a, VA:Re9.1.1a, VA:Cn10.1.1a, VA:Cn10.1.1a, VA:Cn11.1.1a

Description: Students will research Black artists to learn about expression, color theory and techniques when they begin Unit 6: Exploring Abstraction, Expressionism and Symbolism Through Ideas of Culture and Self. Students will use the link below while they are researching:

- [Norman Lewis](#)

Students will focus on creating two pieces of art, one using charcoal and the other one using pastels, with an emphasis on Expressionism and Symbolism. They will view a presentation and discuss how to create emphasis while referencing different examples of art from various cultures and time periods. Then they will create a drawing that expresses an idea of self.

<p>Eleventh Grade</p>	<p>ELA Math Science Social Studies</p>	<p><b>Eleventh Grade - ELA</b>  Course: English 11  Curriculum: StudySync  Standard(s): 11-12.RL.1-10, 11-12.RI.1-10, 11-12.SL.1-1d, 11-12.W.1-4  Students will study several Harlem Renaissance authors (poetry and excerpts of short fiction). These will include an excerpt from <i>Their Eyes Were Watching God</i> by Zora Neale Hurston, “I Too Sing America” by Langston Hughes, “From the Dark Tower” by Countee Cullen, and “Home” by Gwendolyn Brooks.</p> <p><b>Eleventh Grade - Math</b>  Course: Geometry  Curriculum: Carnegie Learning  Unit: Module 4 - Topic 1: Circles and Volumes (Lesson 4 - Building Volume and Surface Area Formulas for Pyramids, Cones, and Spheres)  Standard(s): G.GMD.1, G.GMD.3, G.MG.1, G.MG.2, G.MG.3  Description: Students will use this <a href="#">lesson</a> to explore properties of Saturn’s Moon, Titan. Students will use an equation and information regarding Titan’s radius to find out the percentage of the moon’s volume that is made up by atmospheric haze. Students will work through problems to identify the length of time for Mars Reconnaissance Orbiter to travel around Mars. Students will explore the idea of a transit, a reduction of solar energy, and identify how much fewer watts of energy reaches the top of Earth’s atmosphere. We will then discuss two real-life African American women who worked for NASA and what their contributions were: <a href="#">Mary Jackson</a>, <a href="#">Katherine Johnson</a>.</p> <p><b>Eleventh Grade - Science</b>  Unit 5 - Land and Water Use  Standard(s): HS-LS4-6  Description: George Washington Carver developed a crop rotation schedule to help increase the cotton crops. From years of growing cotton, the nutrients from the soil became depleted, resulting in low crops. Under Carver’s theory, by growing legumes, nitrogen-fixing plants can help rebuild the soil. Students will discuss crop rotation and how George Washington Carver has contributed. Afterward, they will complete a <a href="#">Nitrogen Use Lab</a>.</p> <p>Unit 6 - Energy Resources and Consumption  Standard(s): HS-ESS3-1  Description: Students will listen to Dr. John Francis’s (Planet Walker) <a href="#">Ted Talk</a> and then explore the area around Odyssey by taking a walk looking for ways to maintain and improve our environment.</p> <p><b>Eleventh Grade - Social Studies</b>  Course: U.S. History  Standard(s): US History 1a, 2a, 2b, 3a  In Units 4 through 7, students will learn about the contributions of Black people to American life, history, literature, economy, politics, and culture.</p> <ul style="list-style-type: none"> <li>● In Unit 4 - Emergence of Modern America (1890-1930), students will learn about the Harlem Renaissance and research key people from this movement. They will also learn about The Great Migration (1916) - the movement of African Americans out of the South to the North and West leading into the Great Migration and Black Cowboys.</li> <li>● Students will learn about the Great Depression and World War II (1929-</li> </ul>
-----------------------	--	---

		<p>1945) in Unit 5. They will discuss Tuskegee Airmen and African Americans and their impact on World War II.</p> <ul style="list-style-type: none"> <li>● During Unit 6 - Postwar United States (1945 - early 1970s), students will connect to the contribution of Black women to the space program then and now.</li> <li>● In Unit 7 Contemporary United States (1968-1990s), students will select any part of Black Culture to highlight as a moment of <a href="#">Black Joy</a>.</li> </ul>
<p>Twelfth Grade</p>	<p>Science Social Studies</p>	<p><b>Twelfth Grade - Science</b> Course: Physics Unit: Mainstreams in Physics Standard(s): HS-PS4-4, HS-PS4-5 Description: Students will complete a research project using UDLib databases on Black contributions to physics from the past through the 20th century. They will have the following to choose from and are welcome to research other scientists not listed:</p> <ul style="list-style-type: none"> <li>● Ernest Wilkins, Herman Branson, Warren Henry, George Carruthers, Walter Massey, Ronald Mickens, Edward Bouchet, Shirlie Ann Jackson, Arthur Walker, Meredith Gourdine, Valerie Thomas, Robert Bragg, Carolyn Parker, Mae Jemison</li> </ul> <p><b>Twelfth Grade - Social Studies</b> Course: AP African American Studies Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a Unit 2: Freedom, Enslavement, and Resistance</p> <ul style="list-style-type: none"> <li>● Objective #12: <i>Explain</i> how African American faith and musical traditions, including spirituals, emerged in their social and cultural context.</li> <li>● Objective #13: <i>Explain</i> how African Americans combined influences from African cultures with local sources to develop new musical and artistic forms of self-expression.</li> <li>● Objective #25: <i>Describe</i> enslaved and free African American men and women’s contributions during the U.S. Civil War.</li> </ul> <p>Unit 3: The Practice of Freedom</p> <ul style="list-style-type: none"> <li>● Objective #9: <i>Explain</i> how Black women activists advocated for their own voices and leadership in collective efforts to advance African Americans.</li> <li>● Objective #10: <i>Summarize</i> the various ways African American organizations, institutions, and businesses promoted equity, economic stability, and the well-being of their communities.</li> <li>● Objective #12: <i>Explain</i> how themes of racial pride and self-definition manifested during the New Negro movement.</li> <li>● Objective #13: <i>Describe</i> the context, purpose, and significance of photography by New Negro artists such as James Van Der Zee.</li> <li>● Objective #14: <i>Describe</i> the academic context that led New Negro renaissance writers, artists, and educators to research and disseminate Black history and explain the impact of their work on Black students.</li> <li>● Objective #15: <i>Identify</i> causes and effects of the Great Migration and explain its impact on Black communities and American culture</li> </ul> <p>Unit 4: Movement and Debates</p> <ul style="list-style-type: none"> <li>● Objective #1: <i>Describe</i> the central elements of the concept of négritude and its relationship to the New Negro renaissance.</li> </ul>



		<ul style="list-style-type: none"> <li>● Objective #5: <i>Explain</i> how artists, poets, and musicians of African descent advocated for racial equality and brought international attention to the Black Freedom movement.</li> <li>● Objective #6: <i>Describe</i> the resistance strategies embraced by the four major organizations of the civil rights movement.</li> <li>● Objective #7: <i>Describe</i> the roles women played in the Student Nonviolent Coordinating Committee (SNCC) during the civil rights movement.</li> <li>● Objective #8: <i>Explain</i> the influence of faith and music on the many strategies African Americans developed to combat systemic discrimination and represent themselves authentically.</li> </ul>
--	--	--

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
Third Grade	Social Studies	<p><b>Third Grade - Social Studies</b></p> <p>Unit: Regions</p> <p>Standard: K-3a: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.</p> <p>Description: Students will learn about <a href="#">The Great Migration</a> (1910-1970). They will look at where African Americans were located in America, where they migrated to, and how the struggle it created for their home and work life. Students will dive into the reasons for migration and what events took place during this time period.</p>
Fourth Grade	Math	<p><b>Fourth Grade - Math</b></p> <p>Unit: Module 5 - Fraction Equivalence, Ordering and Operations</p> <p>Standard(s): 4.OA.5, 4.NF.3, 4.NF.4, 4.MD.4</p> <p>Description: Students will analyze classroom, school, state and national information on Black students enrolled in schools from one time period to another, in reference to Brown vs. Board of Education.</p>
Fifth Grade	ELA Social Studies	<p><b>Fifth Grade - ELA</b></p> <p>Curriculum: Amplify CKLA</p> <p>Unit 1: Personal Narratives - Lesson 9: Tone</p> <p>Standard(s): W.5.4, RI.5.6, SL.5.5</p> <p>Description: Students will learn about the author's perspective, tone, and inference as they explore memoirs of Rosa Parks and Bertie Bowman, as well as the treatment of Blacks during the Civil Rights Movement.</p> <p>Novel Study (Honors Program)</p> <p>Standard(s): RL.5.2, RL.5.3, RL.5.4, RL.5.6, W.5.1, W.5.4, SL.5.1</p> <p><i>Roll of Thunder, Hear My Cry</i> by Mildred. D. Taylor</p> <p>Description: <i>Roll of Thunder, Hear My Cry</i> is a historical fiction novel written by a Black author about the struggles of Black families in the South post-construction period and in the Jim Crow Era. This is told from the perspective of a 9-year-old Black child and explores how she is shaped by the events and struggles of the time period. The content is traumatic and sparks discussion for how things were, how far our country has come, and how far we still have to go regarding Civil Rights and equal treatment for all citizens under the law. This is a cross-</p>

		<p>curricular unit of study that ties into Social Studies - the Bill of Rights and Due Process.</p> <p><b>Fifth Grade - Social Studies</b>  Unit: Civil Rights (cross-curricular lesson with ELA)  Standard(s): Geography 3a  Description: The students will learn that “the Civil Rights Movement was a decades-long struggle for social justice that began in the late 1950s. African Americans fought for basic rights long denied to them and inspired other marginalized groups to fight for their own rights. Some historians argue that the Civil Rights Movement "officially" began on December 1, 1955 when an African American woman named Rosa Parks was arrested for refusing to move to the back of the bus in Montgomery, Alabama” (<i>Newsela - The Civil Rights Movement Instructional Set</i>). Students will read a variety of <a href="#">Newsela Articles</a> about the Civil Rights Movement in America. By the end of the lesson(s), students will be able to answer and discuss the following question: what were the key events of the Civil Rights Movement nationally and in Tennessee?</p>
Sixth Grade	ELA Music	<p><b>Sixth Grade - ELA</b>  Curriculum: StudySync  Unit 1: Testing Our Limits  Standard(s): RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.6  Description: Students will read “<a href="#">The Mighty Miss Malone</a>” - a story about twelve-year-old Deza Malone who is new in Flint from Gary, Indiana, where she was at the top of her class. When Deza begins again at a new school, her teachers, unlike her beloved former teacher Mrs. Needham, treat her unfairly because of her race.</p> <p>Novel Studies  Standard(s): RL.6.1, RL.6.3, RL.6.6, RL.6.10  Description: Students will have the option of reading a minimum of one of the following books during the first marking period. Students will be required to read a certain amount of chapters each week and discuss them in their literary circle groups.</p> <ul style="list-style-type: none"> <li>● <a href="#">Maniac Magee</a> - “The town of Two Mills is neatly divided into two segregated halves: white people live in the West End and black people live in the East End. When <a href="#">Maniac Magee</a> (a white kid from elsewhere) arrives in town, running from a life as an orphan, he doesn’t know this. In fact, he doesn’t seem to be aware of racial differences at all. Racial prejudice is incomprehensible to him because he is just an orphan looking for a sense of belonging, and he sees everyone he meets as potential friends and family, regardless of race. By telling the story of Two Mills through Maniac’s innocent perspective, Spinelli suggests that racism, which is founded on ignorance and lack of empathy, ultimately doesn’t make sense and can only be defeated by people who are willing to cross invisible boundaries in order to make friends” (<i>LitCharts.com</i>).</li> <li>● <a href="#">The Parker Inheritance</a> - “In <i>The Parker Inheritance</i>, the two main kids are smart, savvy, and plucky as they puzzle out a mystery and bring to light a racist incident that reverberated through their town more than</li> </ul>

		<p>half a century ago. Author Varian Johnson does not shy away from difficult issues, and his take on race is nuanced. In the earlier history, some light-skinned blacks opt to pass as white, the African American characters are aware of relative skin shade, and though some fight for school integration, others have strong affection for their all-black schools and communities” (<i>Commonsensemedia.org</i>)</p> <p><b>Novel Studies</b>  Standard(s): RL.6.1, RL.6.3, RL.6.6, RL.6.10  Description: Students will have the option of reading a minimum of one of the following books during the second marking period. Students will be required to read a certain amount of chapters each week and discuss them in their literary circle groups.</p> <ul style="list-style-type: none"> <li>● <a href="#">Finding Langston</a> - “Set in the mid-1940s, Cline-Ransome takes the reader into the heart of the Second Great Migration and details some of the conditions that African Americans faced in the South and the North in this post-war period. The book doesn’t shy away from the topics of segregation and discrimination as Langston encounters it in the libraries in the South, in the passenger cars on the railway to the North, and in the neighborhoods of Chicago” (<i>socialjusticebooks.org</i>).</li> <li>● <a href="#">Revolution</a> - “This book is set in 1964 in the town of Greenwood, Mississippi. Having grown up in this town all her life, twelve-year-old Sunny is rather sheltered, knowing relatively little of the racial strife brewing around the country. Therefore, when she hears that invaders are coming to Greenwood, she is shocked and assumes that they are malevolent. Sunny doesn’t realize that these people have actually come to her town on a mission to fight for the rights of black people” (<i>supersummary.com</i>).</li> </ul> <p><b>Sixth Grade - Music</b>  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 8: Interpret intent and meaning in artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): MU:Re7.2.6.b, MU:Re8.1.6.a, MU:Pr4.2.6c  Description: Students will highlight details about the relationship between <a href="#">Black art/culture</a> and racism or oppression. After reading an article about the Harlem Renaissance, students will answer the following question at the end of the lesson: in what ways can art and culture act as a resistance to oppression?</p>
Seventh Grade	Social Studies Music	<p><b>Seventh Grade - Social Studies</b>  Unit: Expansion of Freedom Unit  Standard(s): Civics 1A, 1B, 2A, 3A, 4A  Description: Students will examine the contributions of African Americans during the Civil Rights Movement and the American Political system - some examples are Martin Luther King Jr., Rosa Parks, Thurgood Marshall, and Lisa Blunt Rochester. Students will complete an individual research project focused on the contributions of African Americans to the United States.</p>

		<p><b>Seventh Grade - Music/Band</b></p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>Standard(s): MU:Pr4.2.6c, MU:Re.7.2.6</p> <p>Description: “The 1950s was a turning point in U.S. history. It was during that decade that the civil rights movement really began to gain momentum. After centuries of relatively slow progress toward change and equality, the 1950s saw an increase in legal and legislative victories for civil rights advocates. This momentum and those victories paved the way for even more successful campaigns in the 1960s, which would forever change American life and culture, not only for Black people, but for all Americans” (<i>Newsela - Early Fights for Equality 1950-1960</i>). In this <a href="#">lesson</a>, students will describe the role and impact of freedom songs. Students should reflect and answer the following questions as well.</p> <ul style="list-style-type: none"> <li>● What were freedom songs during the civil rights movement?</li> <li>● What are examples of present-day freedom songs?</li> <li>● What methods did Black Americans employ in their fight for equality and justice?</li> </ul> <p>This will be a cross-curricular lesson with 7th grade social studies.</p>
Eighth Grade	Science	<p><b>Eighth Grade - Science</b></p> <p>Unit 2: Weather and Climate</p> <p>Standard(s): MS-ESS3-3, MS-ETS1-1</p> <p>Description: Students will be introduced to the idea that people of color may be disproportionately affected by climate change and pollution. In class, students will investigate whether there is a disparity between the population’s access to healthy living environments. This is referred to as environmental racism, described by Petnaik <i>et al.</i>:</p> <p>“Environmental racism refers to the unequal access to a clean environment and basic environmental resources based on race. Communities of color are disproportionately victimized by environmental hazards and are far more likely to live in areas with heavy pollution. People of color are more likely to die of environmental causes, and <a href="#">more than half of the people</a> who live close to hazardous waste are people of color” (<a href="#">Racial Disparities and Climate Change</a>).</p> <p>Students will be introduced to the concept of environmental justice and the history of the environmental justice movement (<a href="#">Environmental Justice &amp; Environmental Racism</a>). Students perform a case study analysis on a specific example they believe to be environmental racism. They will articulate why they believe this is an example of environmental racism. Following their investigation, students will formulate a remediation strategy, focused on the principles of environmental justice, they believe best suits the case study they Identified. Finally, students will design and present a slide deck to the class describing their case study details and remediation strategy. Additional assessment details are currently being developed. Students will also be encouraged to use community members as resources for a final research project.</p> <p>Unit 3: Ecosystems</p> <p>Standard(s): MS-LS2-5</p> <p>Description: Over the last 30 years, biologists have increasingly become interested in how the environmental changes due to urbanization leads to</p>

		<p>changes in species make-up of urban ecosystems. Between 1965 and 1989, only 123 papers were published with the words “urban ecosystem”; however, from 1989 to 2019 the rate of publication of papers focused on this topic has increased exponentially, with over 1,000 papers published in 2019 alone. As a result of these publications, a picture is emerging that understanding the species, populations, and communities within an urban environment requires an understanding of the forces that structure and shape these environments. Schell <i>et al.</i> suggest that systematic inequalities within these urban ecosystems have significant impacts on biological progress and loss of biodiversity, and that these inequalities can lead to disparate ecological outcomes (<a href="#">The ecological and evolutionary consequences of systemic racism in urban environments   Science</a> ). Some scientists believe that to solve environmental degradation, we must focus on racial and environmental justice because issues of racism are undeniably linked to the structure and make-up of the urban ecosystem. In this lesson, students will learn about some of the systematic inequalities in urban environments. Then, we will examine how the health of an urban ecosystem, defined by sustained biodiversity and ecological progress, is affected through the lens of systemic inequalities. Finally, students will evaluate the validity of the idea that resolving these inequalities will remediate the degradation of certain urban ecosystems.</p>
Ninth Grade	ELA Social Studies Music	<p><b>Ninth Grade - ELA</b>            Course: English 9            Curriculum: StudySync            Standard(s): 9-10.RL.1, 9-10.RL.6, 9-10.RL.5, 9-10.RI.4, 9-10.RI.3, 9-10.RI.9, 9-10.W.1, 9-10.W.2, 9-10.W.3, 9-10.W.9, 9-10.SL.2, 9-10.SL.4, 9-10.L.2, 9-10.L.1            Description: Through the use of letters, speeches, memoirs, novels, and videos, students learn about racial issues in America in the 1900s. Students will learn about the 13th-15th Amendment as well as Black Codes created by southern states, later nicknamed Jim Crow Laws. Some influential figures of the Black community will be highlighted. Those figures include, but are not limited to: Rosa Parks, Claudette Colvin, Martin Luther King Jr., students part of the integration of public schools, and writers such as Langston Hughes and W.eB. Du Bois. Social-economic struggles will be discussed in correlation with how schools were integrated and how southern states tried to keep businesses segregated. Concepts are covered in preparation for reading <i>To Kill a Mockingbird</i> and other pieces of literature.</p> <p>Students will also learn about Bryan Stevenson, a prominent black lawyer from Delaware who started the Equal Justice Initiative, an organization that works to free wrongfully convicted people and to educate others about the injustices within our criminal justice system. Students will make connections between their reading of <i>To Kill a Mockingbird</i> and the work that Bryan Stevenson strives to do in the present day, and will discuss how much things may have changed or not changed since the 1950s.</p> <p><b>Ninth Grade - Social Studies</b>            Course: Civics and Economics            Standard(s): Civics 1a, 2a, 2b, 3a, 4a, 4b; Economics 1a, 2a, 3a, 4a            Unit: Dealing with Community Issues            Description: Students will learn about education and social issues and the effects on the Black community.</p>

		<p>Lesson 2 Education and Social Issues</p> <ul style="list-style-type: none"> <li>● Geoffrey Canada - Educational Activist <ul style="list-style-type: none"> <li>○ School funding</li> </ul> </li> </ul> <p><b>Ninth Grade - Music</b>  Course: Music Theory  Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.  Anchor Standard 5: Develop and refine artistic techniques and work for presentation.  Standard(s): MU:Pr4.3.C.IIa, MU:Pr5.1.C.IIb  Description: “The 1950s was a turning point in U.S. history. It was during that decade that the civil rights movement really began to gain momentum. After centuries of relatively slow progress toward change and equality, the 1950s saw an increase in legal and legislative victories for civil rights advocates. This momentum and those victories paved the way for even more successful campaigns in the 1960s, which would forever change American life and culture, not only for Black people, but for all Americans” (<i>Newsela - Early Fights for Equality 1950-1960</i>). In this <a href="#">lesson</a>, students will describe the role and impact of freedom songs. Students should reflect and answer the following questions as well.</p> <ul style="list-style-type: none"> <li>● What were freedom songs during the civil rights movement?</li> <li>● What are examples of present-day freedom songs?</li> <li>● What methods did Black Americans employ in their fight for equality and justice?</li> </ul>
Tenth Grade	ELA	<p><b>Tenth Grade - ELA</b>  Course: English 10  Curriculum: StudySync  Standard(s): 9-10.RL.1-10, 9-10.RI.1-10, 9-10.SL.1-6, 9-10.W.1-4  Description: During Unit 1 - The Power of Communication, students will read <i>A Letter From Birmingham Jail</i> by Martin Luther King Jr. in order to understand the struggle Black people endured in working to achieve fair treatment. They will also analyze rhetorical devices Martin Luther King Jr. uses in this text.</p> <p>During Unit 2 - Moving Forward, students will read the novel <i>Night</i> by Eli Wiesel. They will learn about Nazi Propaganda, specifically the <a href="#">1938 Olympics</a> where Jesse Owens won multiple gold medals. Students will discuss white supremacy in relation to Hitler/The Holocaust as well as in relation to how Jesse Owens was treated upon his return to the states after the Olympics. Jesse Owens was not necessarily celebrated as an athlete due to racism and the residual effects of slavery/reconstruction eras.</p>
Eleventh Grade	ELA Math Science Social Studies	<p><b>Eleventh Grade - ELA</b>  Course: English 11  Curriculum: StudySync  Standard(s): 11-12.RL.1-10, 11-12.RI.1-10, 11-12.SL.1-1d, 11-12.W.1-4  In Unit 4 - Living the Dream, students study <i>A Raisin in the Sun</i>, discuss the American Dream and how throughout history not all aspects of the American Dream were easily attainable for all Americans. Students will also learn about segregation and housing in Chicago and other large cities. Then they will participate in a discussion about the playwright, Hansbury’s father’s lawsuit (and win) against the city of Chicago, regarding unfair housing practices and the</p>

subsequent experience of the family when they resided in a neighborhood that was considered a white neighborhood. *This is also a cross-curricular lesson with students participating in Acting I-III.*

In Unit 6 - With Malice Toward None, students will think about the theme of justice and the essential question as they focus on the literary period of postmodernism, analyzing *Invisible Man* by Ralph Ellison. In addition, nonfiction texts, such as "I've Been to the Mountaintop" by Rev. Dr. Martin Luther King Jr. and Abraham Lincoln's "Second Inaugural Address," will encourage students to think about real-life leaders as they read across genres. Students will also read *The Color of an Awkward Conversation*. In this nonfiction text, author Chimamanda Ngozi Adichie reflects on her experiences as a Nigerian woman in America in an effort to challenge the ways Americans think about race. *The Color of an Awkward Conversation* blends honesty and humor to persuade readers to reflect on their own behaviors with a critical eye. Students will think about how their own experiences have shaped their view and beliefs on equality.

#### **Eleventh Grade - Math**

Course: Financial Algebra

Standard(s): FA-4.3

Description: Students will calculate the [living wage](#) for New Castle County in Delaware. They will translate these hourly wages to identify what a household of different makeup will need to make yearly to survive. Students will identify yearly amounts that single adults with no children, single adults with 1, 2, or 3 children, two adults where only one is working and has 1, 2, or 3 children, or two adults who are both working with 1, 2, or 3 children will need to make to survive. They will then choose a job to research on the [Bureau of Labor Statistics website](#) to see what types of jobs would help them survive in this economy. Students will then read about the racial wage gap disparities in the [article](#) and discuss the inequities around this topic.

#### **Eleventh Grade - Science**

Course: Environmental Science

Unit 9 - Global Change

Standard(s): HS-ESS3-4

Description: Students will watch a [video](#) featuring Van Jones that discusses Climate Justice. Students will answer and discuss the following questions:

- What are some ways we can address the climate crisis?
- How are you able to reduce your carbon footprint and make a healthier environment in your home and community?
- How can access be granted to all and not just those who can afford it?

#### **Eleventh Grade - Social Studies**

Course: U.S. History

Standard(s): US History 1a, 2a, 2b, 3a

In Units 4 through 7, students will learn about the socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

- In Unit 4 - [Emergence of Modern America](#) (1890-1930), students will learn about the emergence of the NAACP and the support it offered then and today for African Americans.

		<ul style="list-style-type: none"> <li>Students will learn about the <a href="#">Great Depression</a> and World War II (1929-1945) in Unit 5. African Americans “Last to hire, first to fire” during the Great Depression so they were hit harder than whites. 25% of the American population was unemployed, but 50% of African American were.</li> <li>In Unit 7 - Contemporary United States (1968-1990s), students will learn about the march on Washington for Jobs and Freedom (1963). They will also learn about reparations and will be able to describe the major approaches that exist among Blacks in terms of seeking redress for their past mistreatment.</li> </ul>
Twelfth Grade	Social Studies	<p><b>Twelfth Grade - Social Studies</b>  Course: AP African American Studies  Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a  Unit 2: Freedom, Enslavement, and Resistance</p> <ul style="list-style-type: none"> <li>Objective #14: <i>Describe</i> the impact of the expansion of slavery in the U.S. South on relations between Black and Indigenous peoples.</li> </ul> <p>Unit 3: The Practice of Freedom</p> <ul style="list-style-type: none"> <li>Objective #1: <i>Explain</i> the importance for African Americans of reuniting families after abolition and the Civil War.</li> <li>Objective #16: <i>Describe</i> the factors that spurred Black Caribbean migration to the U.S. during the first half of the 20th century and the impact that migration had on Black communities in the U.S.</li> </ul>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA Math Science Social Studies	<p><b>Kindergarten - ELA</b>  Curriculum: Amplify CKLA  Knowledge Unit 2: The Five Senses - Lesson 7: Ray Charles  Standard(s): W.K.2, S.L.K.2, S.L.K.5  Description: Students will review the facts about the five senses and will identify the meaning of biographies. Students will describe the experiences and challenges of someone who is blind. With assistance, students will sequence facts and events to retell the story of Ray Charles’s life.</p> <p>Unit 2 - The Five Senses  <i>Squeak, Rumble, Whomp! Whomp! Whomp!: A Sonic Adventure</i> by Wynton Marsalis  “In this book, readers explore the sounds emitted from everyday life in New Orleans. The main character makes his way around town in this fun rhyming story that features the use of onomatopoeia. Use this delightful text to show how the sense of sound can create a symphony right in our own neighborhoods”  <i>(Amplify CKLA - GK-5 Tradebook List).</i></p> <p>Unit 4 - Plants (cross-curricular lesson with science)  <i>In the Garden with Dr. Carver</i> by Susan Grigsby  “This text introduces students to one of the most notable American scientists and inventors of modern time, Dr. George Washington Carver. In Alabama during the early 1900s, Dr. Carver visits a small town on a wagon he calls his</p>



“moveable school” stocked with seeds, plants, and tools. The story is told from the perspective of a young girl, Sally, who shares how Dr. Carver came to her school one day to share his knowledge of plants and demonstrates how to care for the plants and the soil” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 12 - Presidents and American Symbols (cross-curricular lesson with social studies)

*If You’re Going to a March* by Martha Freeman

“Students will love this fantastic guide with practical child-friendly advice and information about what to expect when attending a protest march. This delicate text also shares the reasoning for protest marches and how to bring kindness and love to the march” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 12 - Presidents and American Symbols (cross-curricular lesson with social studies)

*Parker Looks Up: An Extraordinary Moment* by Parker Curry

“This story tells the true story of a young girl, Parker, who visits the National Portrait Gallery in Washington D.C. Parker is awestruck and inspired by the portrait she sees of former First Lady Michelle Obama. This is a riveting story with vivid illustrations and a powerful message” (*Amplify CKLA - GK-5 Tradebook List*).

#### **Kindergarten - Math**

Unit: Module 4 - Number Pairs, Addition and Subtraction to 10

Standard(s): K.CC.B., K.OA.A.1, K.OA.A.2 (Lesson 13-15)

Description: Students will read a biography of Martin Luther King Jr. and learn about the dynamic of his family. They will also talk about how many the different family members he had and work on addition word problems (i.e. MLK Jr. had two sons and two daughters. How many kids did he have?). Two books that will be used: *I am Martin Luther King Jr.* by Brad Meltzer and *My Daddy, Dr. Martin Luther King Jr.* by Martin Luther King III.

#### **Kindergarten - Science**

Curriculum: Carolina Biological (DOE Science Coalition)

Unit: Forces and Interactions: Pushes and Pulls

Standard(s): K-PS2-1

Description: Students will plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. They will learn specifically about Lonnie Johnson, the inventor of the [Super Soaker](#). Students will determine how much force is needed to push the water out of the super soaker. They will see how far the water will go depending how much force they apply.

Unit: Interdependent Relations in Ecosystems: Animals, Plants, and Their Environment

Standard(s): K-LS1-1

Description: This is a cross-curricular lesson with Amplify CKLA Unit 4: Plants - Lesson 11: George Washington Carver. Students will learn about George Washington Carver in ELA and watch the video about the [Life Cycle of a Plant](#) in science. Students will complete the life cycle of a plant worksheet.

#### **Kindergarten - Social Studies**

		<p>Unit: Citizenship</p> <p>Standard: K-3a Students will develop an understanding of the similarities between families now and in the past, including:</p> <ul style="list-style-type: none"> <li>● Daily life today and in other times</li> <li>● Cultural origins of customs and beliefs around the world</li> </ul> <p>Description: Students will learn about President Barack Obama becoming the first Black President. They will also learn about Martin Luther King Jr. and how he fought for citizenship for all.</p> <ul style="list-style-type: none"> <li>● Teach about President Barack Obama as the first African American President</li> <li>● Teach about Martin Luther King; how he fought for citizenship for all.</li> </ul>
<p>First Grade</p>	<p>ELA Math Science Social Studies</p>	<p><b>First Grade - ELA</b></p> <p>Curriculum: Amplify CKLA</p> <p>Knowledge Unit 6: Astronomy - Lesson 6: History of Space Exploration and Astronauts</p> <p>Standard(s): SL.1.2, RI.1.2, L.1.5, W.1.1, SL.1.1, RI.1.3</p> <p>Description: Students will learn about Mae Jemison (NASA Astronaut) who was the first black woman to travel into space. Students will begin by reading two stories: <a href="#">Mae Jemison</a> and <a href="#">Mae Among the Stars</a>. Then they will answer <a href="#">comprehension questions</a>, complete a <a href="#">story map</a>, create a <a href="#">main character portrait</a>, and <a href="#">make connections</a> from the story to themselves. Addition resources include:</p> <ul style="list-style-type: none"> <li>● Watch <a href="#">"Who is Mae Jemison? Facts for Kids"</a> for additional background knowledge.</li> <li>● <a href="#">Mae Jemison Mini-Book</a>: students can read the mini-book together as a whole group, then in pairs, then independently.</li> <li>● Watch <a href="#">Mae Jemison Brainpop Jr Video</a>: students can write down three facts they learned about the astronaut.</li> </ul> <p><b>First Grade - Math</b></p> <p>Curriculum: EngageNY/Eureka</p> <p>Unit: Module 3 - Data Interpretation (Lessons 10-13)</p> <p>Standard(s): 1.OA.1</p> <p>Description: Students will watch a brief video on <a href="#">President Barack Obama</a> to learn about his history as the first African American President. This video specifically discusses the history he made during his election and what made it historical. Then students will look at these <a href="#">slides</a> and count how many states voted for Obama versus how many states voted for his opponent. Students will discuss the results and interrupt how to take that data and fill it into a graph form. Then we will fill in the graph on the following slides in the presentation. After the graph is completed, a whole group discussion will take place on what information the completed graph provides.</p> <p><b>First Grade - Science</b></p> <p>Curriculum: Carolina Biological (DOE Science Coalition)</p> <p>Unit: Solids and Liquids</p> <p>Standard(s): 1-PS4-1</p> <p>Description: Students will learn about George Washington Carver and specifically his discovery of uses of the peanut. Students will watch a video <a href="#">The Story of George Washington Carver</a> and they will learn about the peanut and other products such as shampoo, lotion and ink that were developed from the</p>

		<p>peanut. Students will make connections and discuss which of those products are solids and liquids.</p> <p><b>First Grade - Social Studies</b>  Unit: Black History Month  Standard(s): K-3a - Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents  Description: Students will learn about and identify various leaders in Black History, such as Jackie Robinson, Ruby Bridges, Louis Armstrong, etc. Students will read different texts, answer comprehension questions, and complete group activities based on each Black History leader.</p>
Second Grade	ELA Science	<p><b>Second Grade - ELA</b>  Curriculum: Amplify CKLA  Knowledge Unit 8: Insects  Standard(s): RL.2.1, RL.2.2, RI.2.1, RI.2.2, SL.2.1  Description: Students will learn about the contributions of <a href="#">Black entomologists</a> in history, such as Charles Turner, Margaret Collins, and Sophie Lutterlough.</p> <p>Knowledge Unit 9: Civil War - Lessons 1-12  Standard(s): CC2RL1, CC2RL2, CC2RI1, CC2RI2, CC2SL1  Description: “Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. Students will also learn about some women and men who were significant during this time, including Harriet Tubman, Abraham Lincoln, Clara Barton, Robert E. Lee, and Ulysses S. Grant” (<i>Amplify CKLA, Teacher Guide - Grade 2</i>).</p> <ul style="list-style-type: none"> <li>● Lessons 1-2: Harriet Tubman <ul style="list-style-type: none"> <li>○ What was the significance of Harriet Tubman’s heroism to enslaved people?</li> </ul> </li> <li>● Lessons 4-12: War, Advocates, and Emancipation proclamation <ul style="list-style-type: none"> <li>○ What figures advocated for emancipation and supported freedom for enslaved people during and after the Civil War?</li> </ul> </li> </ul> <p><b>Second Grade - Science</b>  Curriculum: Engineering is Elementary (DOE Science Coalition)  Unit: Designing Bridges; Balance, Forces, and Civil Engineering,  Standard(s): K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3  Description: Students will read a variety of stories where they will identify different technologies, recognize the role of civil engineers in designing structures, identify the steps of the engineering design process, explain how technology affects the world, and learn about engineers of different races, ethnicities, and genders. Students will then plan and construct their own bridge while learning about the science of balance and forces used to design and improve bridges. At the end of the unit, students will have a guest speaker come into the class and speak about their job as an engineer. The stories that students will include, <i>Javier Builds a Bridge</i>, <i>Madam CJ Walker</i>, <i>George Washington Carver</i>, <i>Rosie Revere Engineer</i>, and <i>Benjamin Banneker</i>. Students will answer comprehension questions and discuss the successes and achievements of notable Black engineers in history.</p>
Third Grade	ELA Math	<p><b>Third Grade - ELA</b>  Curriculum: Amplify CKLA  Unit 7: Astronomy: Our Solar System and Beyond</p>

<p>Science Social Studies</p>	<p>Standard(s): RI.3.1, RI.3.2, W.3.1, SL.3.1 Description: Students will read and analyze “What’s in Our Universe?” (their nonfiction reader) that includes a selection about Mae Jemison, the first Black woman to travel into space when she served as a mission specialist aboard the Space Shuttle Endeavour. Students will also learn more about other Black astronomers/astronauts, such as Neil deGrasse Tyson, Benjamin Banneker, Beth Brown, Barbara Williams, Jedidah Isler, or Reva Williams.</p> <p><b>Third Grade - Math</b> Curriculum: EngageNY/Eureka Unit: Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10 Standard(s): 3.OA.1-8 Description: In this unit, students will represent and solve problems involving multiplication and division. As an extension activity, students will learn about Katherine Johnson, an influential female Black mathematician that helped launch the first and subsequent space flights.</p> <p>Unit: Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10 Standard(s): 3.OA.3-8 Description: Students will learn about Jesse Ernest Wilkins, who was a world-class American mathematician, mechanical engineer, and nuclear scientist..Wilkins worked as a contributor to the Manhattan Project during World War II. He wrote almost 100 scientific papers (over 55 in mathematics). He was the second African American elected to the National Academy of Engineering (1965). In 1970, Wilkins served Howard University as its distinguished professor of Applied Mathematical Physics and founded the university’s new PhD program in mathematics.</p> <p>Unit: Module 4: Multiplication and Area Standard(s): 3.MD.5-7 Description: Students will research the architectural contributions of famous African Americans using UDLib databases.</p> <p>Unit: Module 5: Fractions as numbers on the number line. Standard(s): 3.NF.3 Description: Students will complete math problems while learning about a Black historical leader. As students type their answers into the spaces, an image will appear in the space to the right. When all answers are correct and complete, the answer to the mystery will be revealed! For example, explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.</p> <p>Unit: Module 6: Collecting and displaying data. Standard(s): 3.MD.3 Description: Students will roll a box (a tissue box works best) and will record their rolls onto their corresponding recording sheets. There are sheets for bar graphs, picture graphs, and line plots. Included are also question sheets with questions such as which had the most, what had the least, and how many more. The activities include 12 famous Black Americans that students will be rolling</p>
-----------------------------------	---

		<p>and graphing. Examples include Martin Luther King Jr., Sarah E. Goode, Marcus Garvey, Harriet Tubman, Jesse Owens, Rosa Parks, Thurgood Marshall, Booker T. Washington, Ruby Bridges, Sojourner Truth, Frederick Douglas, and Jackie Robinson.</p> <p>Unit: Module 7: Geometry and Measurement word problems. Standard(s): 3.MD.6, 3.G.1 Description: Students will look at mystery pictures for Black History Month that are made by coloring in the correct squares on the grid using the colors and coordinates given. Each picture is a full page puzzle.</p> <p><b>Third Grade - Science</b> Curriculum: Amplify Science Unit: Balancing Forces Standard(s): 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4, 3-5-ETS1-1, 3-5ETS1-2, PS2.A, PS2.B, ETS1.A, ETS1.B Description: Students will work in groups to learn about the top five most influential African American engineers that have contributed to the modern development of train travel. Students will use databases provided by UDLib to gather their information.</p> <p>Unit: Inheritance and Traits Standard(s): 3-LS1-1, 3-LS2-1, 3-LS3-1, 3-LS3-2, LS1.B, LS3.A, LS3.B, LS2.D Description: Using databases provided by UDLib, students will research influential Black biologists to research and present to the class.</p> <p><b>Third Grade - Social Studies</b> Unit: Communities Standard(s):K-3a: Students will understand that American citizens have distinct rights, responsibilities, and privileges. Description: Students will learn about influential Black leaders in Wilmington, Delaware and the surrounding area. Examples are listed below.</p> <ul style="list-style-type: none"> <li>○ Tony Allen, who as chair of the Wilmington HOPE Commission, oversaw an increase of resources for troubled Southbridge: a family crisis therapist at its elementary school, a juvenile probation officer for Southbridge only and an outreach worker.</li> <li>○ Sylvia Banks of Wilmington, Harold Stafford of Camden and Bernice Edwards of Milton direct the African American Empowerment Fund of Delaware through Delaware Community Foundation.</li> <li>○ Bernice Edwards the Director of First State Community Action Agency.</li> <li>○ Monty Hayman and Kia Evans were graduates of the first Leadership Delaware class, an intense, yearlong program to groom leaders in business, philanthropy, and politics.</li> <li>○ Raye Jones Avery founded Christina Cultural Arts Center and the charter school Kuumba Academy in Wilmington partly to stress the cultural contributions of African Americans.</li> </ul>
Fourth Grade	ELA Math Science	<p><b>Fourth Grade - ELA</b> Curriculum: Amplify CKLA Unit 7: American Revolution</p>

<p>Social Studies Art</p>	<p>Standard(s): RI.4.1, RI.4.3, RI.4.4, SL.4.1, SL.4.6, L.4.1, RI.4.3, RI.4.6  Description: Students will learn about and discuss important Black figures in the American Revolution, such as Saul Matthews, Peter Salem, Elizabeth Freeman, and Phyllis Wheatley.</p> <p>Extension Unit: Research Project  Standard(s): W.4.2  Students will also research and celebrate famous Black Americans during February (Black History Month). Teachers will use the database Pebble Next as their database.</p> <p>Unit 4 - Eureka! Student Inventor  <i>A Weed Is a Flower: The Life of George Washington Carver</i> by Aliko George Washington  “Carver’s life reminds readers of the power of the human mind to solve our problems. Buoyed by a strong work ethic, Carver’s creative mind eventually led him to further our understanding of plant science and to improve agricultural practices. Carver, ever mindful of his own roots and the plight of African Americans who worked the land, dedicated his life to helping the lives of his people” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p>Unit 4 - Eureka! Student Inventor  <i>Whoosh!: Lonnie Johnson’s Super-Soaking Stream of Inventions</i> by Chris Barton  “Lonnie Johnson’s early fascination with engineering and rockets led him to college and eventually to working for NASA. But what may surprise and delight readers is that while pursuing his scientific career, Johnson accidentally invented a super-soaking water toy. Readers of this lighthearted storybook will come away with the message that some of our greatest successes can be found in unexpected moments of invention” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p><b>Fourth Grade - Math</b>  Curriculum: Engage NY/Eureka  Unit: Module 4 - Angle Measure and Plane Figures  Standard(s): 4.MD.5, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2, 4.G.3  Description: Students will read aloud <i>Hidden Figures</i> as a class to support the knowledge of Black women’s contributions in space technology (angles and measurements). This is a cross curricular lesson with science.</p> <p><b>Fourth Grade - Science</b>  Curriculum: Amplify Science  Unit 2 - Energy Conversions  Standard(s): PS3.B-E3, CEDS-E1, SYS-E1  Students will learn about influential Black engineers and their impact on our lives today. Students will read aloud <i>Hidden Figures</i> as a class. This is a cross curricular lesson with Math.</p> <p>Unit 3 - Vision and Light  Standard(s): 4.LS1.1, 4.LS1.A  Description: Students will learn about Black environmental activists, such as Wangari Maathai, and how they contributed to society and made history.</p> <p><b>Fourth Grade - Social Studies</b></p>
-------------------------------	--

		<p>Curriculum: DDOE Model Lessons  <a href="#">Unit 1</a>: Introduction to History - <a href="#">Lesson 11</a>  Standard(s): History 2a, 3a  Description: Students will analyze first and secondhand accounts of Rosa Parks.</p> <p><a href="#">Unit 5</a> - English Colonies - <a href="#">Lesson 7</a>  Standard(s): History 2a, 3a  Description: Students will learn about Elizabeth Key Grinstead and how she paved the way</p> <p><a href="#">Unit 5</a> - English Colonies - <a href="#">Lesson 12</a>  Standard(s): History 2a, 3a  Description: Students will learn about Onesimus and his contribution to helping those with smallpox.</p> <p><b>Fourth Grade - Art</b>  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): VA:Re.7.2.4a, VA:Cn.11.1.4a  Description: Students will complete an “Art Detective” activity where students will view “<a href="#">Quebec, 1970</a>” by Delaware artist Edward Loper Sr. (1960-2011). Students will view the artwork without any explanation of what the artwork is, answer questions about what they see, what they think is happening in the painting, and how the painting was created. After collecting their answers, we will discuss the life and work of Edward Loper Sr. and how his traveling abroad and paintings of Quebec served as a way of escaping the racism he experienced living his life in Delaware.</p>
Fifth Grade	Math Science	<p><b>Fifth Grade - Math</b>  Course: Math  Curriculum: EngageNY/Eureka  Unit: Module 6 Topic D - Problem Solving in the Coordinate Plane (Lessons 18-20)  Standard(s): 5.OA.B.3, 5.G.A.2  Description: Students will be read “Counting on Katherine” as a warm-up activity to their introductory lesson on graphing points on a coordinate plane. After the read aloud, we will discuss Katherine Johnson’s use of graphing that helped her contribute to the launch of the first rocket ship to outer space.</p> <p>Course: Honors Math  Curriculum: Carnegie Learning  Unit: Module 2 - Topic 1: Ratios (Lesson 5 - Graphs and Ratios)  Standard(s): 5.OA.B.3, 5.G.A.2  Description: Students will be read “Counting on Katherine” as a warm-up activity to their introductory lesson on graphing points on a coordinate plane. The honors class will be introduced to graphing at this time as well as graphing ratios. After the read aloud, we will discuss Katherine Johnson’s use of graphing that helped her contribute to the launch of the first rocket ship to outer space.</p> <p><b>Fifth Grade - Science</b>  Curriculum: Teachers’ Curriculum Institute (DOE Science Coalition)</p>

		<p>Unit: Matter  Standard(s): 3-5-ETS1-1, 3-5-ETS1-2, 5-PS1-1  Description: Students will read different picture books that highlight Black scientists and their contributions to society. Students will be listening to, “Notable Notebooks,” which highlights different scientists and their notebooks. Throughout the Matter unit, students are required to make written observations and draw models of those experiments. We will read this book in the beginning of the year before having students set up their notebooks to model extraordinary examples. Charles Henry Turner, an entomologist, is one of the scientists highlighted in the book. Students will also read <i>Whoosh</i>, highlighting Lonnie Johnson’s super soaker. This explains the engineering process and how engineers develop new technologies. This book will be used to introduce the scientific and engineering process. Students will answer comprehension questions about the book and reflect on the contributions of the scientists.</p>
Sixth Grade	Science Music	<p><b>6th Grade Science</b>  Curriculum: Teachers’ Curriculum Institute (DOE Science Coalition)  Unit 2: Planet Earth  Standard(s): MS-ESS2-2  Description: Students will learn about Gladys West, a Black mathematician who used mathematical and computer calculations to help create the military forerunner of the widely used GPS now used in our everyday lives. Students will look at GPS maps from varying times of the same location to try to determine what happened at the location between the two dates, i.e. landslide, hurricane, or another natural disaster. Students will also read this <a href="#">article</a> and answer the comprehension questions.</p> <p>Unit 3: Space  Standard(s): MS-ESS1-2  Description: Students will <a href="#">read</a> about Katherine Johnson, Dorothy Vaughn, and Mary Jackson and how their successes and achievements contributed to the world of science. Students will end the unit by watching clips from the movie, <i>Hidden Figures</i>, while answering <a href="#">comprehension questions</a>.</p> <p><b>6th Grade Music/Band</b>  Unit: History of Jazz  Anchor Standard 4: Select, analyze and interpret artistic work for presentation  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): MU:Pr4.2.6.c, MU: Re7.1.6.a, MU:Re7.2.6.b, MU:Pr4.2.6c  Description: Students will study the History of Jazz. This unit is tied closely with Black musicians of the early 1900s. In addition to learning about specific pieces of music, we talk about some of the struggles that the performers faced due to the time period. The main figures we listen to and analyze are Duke Ellington (Grade 6), Ella Fitzgerald (Grade 6), Charlie Parker (Grade 7), Billie Holiday (Grade 7), and Louis Armstrong (Grade 8), as well as other modern day performers.</p>
Seventh	ELA	<b>Seventh Grade - ELA</b>



Grade		<p>Unit 2 - Highs and Lows  Standard(s): RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, W.7.2  Description: Students will read a short story about “American gymnast Simone Biles who overcame a difficult childhood to become the most decorated athlete in the history of her sport. In this profile, author Alex Shultz explores the pressures of great expectations, and the many sacrifices Biles has made on the road to glory” (<i>StudySync - Grade 7 Unit 2 Instructional Path</i>). Students will be able to identify and restate the text’s key ideas and details in the text <i>No Dream Too High: Simone Biles</i>. They will also be able to determine two or more central ideas in a text and analyze their development over the course of the text.</p> <p>Unit 3 - Chasing the Impossible  Standard(s): RI.7.1, RI.7.2, RI.7.3, RI.7.4, W.7.2  Description: In the autobiography excerpt, <i>We Beat the Street</i>, <a href="#">Dr. George Jenkins</a> describes how his third-grade teacher, Miss Johnson, helps him realize for the first time that going to college is a real possibility. Students will be able to establish a purpose for reading in order to improve reading comprehension, identify and restate the text’s key ideas and details, and analyze the author’s use of connotations and denotations (<i>StudySync - Grade 7 Unit 3 Instructional Path</i>).</p> <p>Students will complete bell ringers each Friday throughout the year that are focused on Black History. Texts will include biographies, speeches, quotes, poems, and a literacy test for voters, Videos are used to support students with background knowledge. This series of activities allows students to write about and discuss significant figures in Black history. Students reflect on the contributions of activists, authors, politicians, judges, and athletes. Students compare the injustices in America’s past to the injustices that continue in America today.</p>
Eighth Grade	Math Science	<p><b>Eighth Grade - Math</b>  Curriculum: Carnegie Learning  Unit: Module 1 - Geometric Transformation  Standard(s): 8.G.1, 8.G.2, .8.G.3  Description: Under the topic of Matrix theory, explaining in brief how matrix multiplication relates to geometric transformations, students will watch this <a href="#">video</a> on how Prof. John Urschel, a former NFL player now Mathematics professor, could pursue two passions: football and mathematics.</p> <p>Unit: Module 2 - Developing Function Foundations  Standard(s): 8.EE.5, 8.EE.6, 8.G.1za, 8.G.1.c  Description: Under the topic of Space Science, the class will be describing and observing (through technology) the acceleration and velocity of a rocket launch with respect to time. This wonderful <a href="#">video</a> is a tribute to the life of Katherine Johnson and her contributions to NASA.</p> <p>Unit: Module 3 - Topic 2: Systems of Linear Equations  Standard(s): 8.EE.8  Description: Students will study some examples of systems of equations as they would relate to the functions of the parts of a mechanical clock. This <a href="#">video</a> will be shown, a recited speech by Benjamin Banneker, famous astronomer and mathematician who recreated a mechanical clock, regarding Slavery and Freedom in the United States.</p>

		<p>Unit: Module 4 - Topic 1: Real Number System  Standard(s): 8.NS.1, 8.NS.2, 8.EE.2  Description: The class will watch this <a href="#">video</a>, a talk by Dr. Ricco Wright on his personal journey and on Philosophy of Mathematics. This will tie into our investigation into real numbers and countability from a philosophical perspective as well as an investigation into real numbers and countability from a philosophical perspective.</p> <p>Unit: Module 5 - Topic 1: Scientific Notation  Standard(s): 8.EE.1, 8.EE.3, 8.EE.4  Description: The class will watch this <a href="#">video</a>, a talk from Mae Jemison and the reasons and passions that made her become an astronaut. Under the topic of Space Science, students will calculate volume inside a conical and cylindrical space capsule and calculate the escape velocity of an object using technology and real data.</p> <p><b>Eighth Grade - Science</b>  Curriculum: Curriculum: Teachers’ Curriculum Institute (DOE Science Coalition)  Unit 1: Waves  Standard(s): MS-PS4-3  Description: Students will learn about the way waves are used to transfer information. When discussing wireless transfer of information, students learn about the difference between digital and analog signals. Students will learn about Jesse Russell’s advancement of digital wave communication technology.</p> <p><a href="#">Jesse Russell</a> was a “pioneer in the field of cellular and wireless communications. In 1988, he led the first team from Bell Laboratories to introduce digital cellular technology in the United States. This was 15 years after the first mobile phone call was made. But when that call was placed, it was over an analog system, and what Russell’s team did was develop the technology that transformed communications. Using digital technology, it was dubbed “2G” for the “second generation” of mobile phone systems” (Connected Nation; <a href="#">Black History Maker in Technology: Jesse Russell   Connected Nation</a>). Jesse Russell was already a leading expert in the digitization of cellular phone data storage; however, he played one of the most, if not the most, important role in digitizing cellular phone data transmission. We will discuss how this breakthrough changed the way phones were engineered and the differences between the phones that existed prior to this technology compared to after this technology. It is an excellent example of the reliability and efficacy of digital signals over analog signals for data transmission. Without this technology, we would not have the cell phones and communication technologies that are important to not just science, but life, the economy, and modern culture.</p>
Ninth Grade	Social Studies	<p><b>Ninth Grade - Social Studies</b>  Course: Civics and Economics  Standard(s): Civics 1a, 2a, 2b, 3a, 4a, 4b; Economics 1a, 2a, 3a, 4a  Throughout the course, students will learn about various Black figures in national history and in Delaware history</p> <ul style="list-style-type: none"> <li>● Dr. Martin Luther King Jr. and his non-violent resistance to the struggle of civil rights</li> <li>● President Barack Obama and his achievements and contributions while</li> </ul>

		in office
Tenth Grade	ELA	<p><b>Tenth Grade - ELA</b>  Course: English 10  Curriculum: StudySync  Standard(s): 9-10.RL.1-10, 9-10.RI.1-10, 9-10.SL.1-6, 9-10.W.1-4  During the spring, students will study a variety of different Black poets in the poetry unit. Listed below are a few examples:</p> <ul style="list-style-type: none"> <li>● <i>We Real Cool</i> by Gwendolyn Brooks</li> <li>● <i>Harlem</i> by Langston Hughes</li> <li>● <i>In Memoriam: Martin Luther King, Jr.</i> by June Jordan</li> </ul>
Eleventh Grade	Social Studies	<p><b>Eleventh Grade - Social Studies</b>  Course: U.S. History  Standard(s): US History 1a, 2a, 2b, 3a  In Units 2, 4, and 7, students will learn about Black figures in National History and Delaware history.</p> <ul style="list-style-type: none"> <li>● Unit 2: The Civil War and Reconstruction (1850 – 1877) <ul style="list-style-type: none"> <li>○ Frederick Douglass, David Walker, Maria Stewart</li> </ul> </li> <li>● Unit 4: <a href="#">Emergence of Modern America</a> (1890-1930) <ul style="list-style-type: none"> <li>○ Booker T. Washington, WEB DuBois, Marcus Garvey, Ida B. Wells, Langston Hughes, Gladys Bentley, Zora Neal Hurston, Duke Ellington, Bessie Smith</li> </ul> </li> <li>● Unit # 7 <a href="#">Contemporary United States</a> (1968-1990s) <ul style="list-style-type: none"> <li>○ Bayard Ruskin, Martin Luther King Jr., James Baldwin, Marsha P. Johnson</li> </ul> </li> </ul>
Twelfth Grade	Social Studies	<p><b>Twelfth Grade - Social Studies</b>  Course: AP African American Studies  Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a  Unit 4: Movement and Debates</p> <ul style="list-style-type: none"> <li>● Objective #9: <i>Explain</i> how Malcolm X’s ideas represent a transition from the strategies of the civil rights movement to the Black Power movement.</li> <li>● Objective #10: <i>Describe</i> the social, political, and economic aims of the Black Panther Party.</li> <li>● Objective #11: <i>Analyze</i> James Baldwin’s evaluation of the origins and limitations of the civil rights movement and the Nation of Islam.</li> <li>● Objective #12: <i>Analyze</i> how the conclusion of James Baldwin’s <i>The Fire Next Time</i> documents the spiritual and political changes whites and Blacks will need to make to “achieve our country” and how it warns of the destruction failure could bring.</li> </ul>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
September 2023	Week of September 26th - Weekly PLCs with K-12 Faculty <ul style="list-style-type: none"> <li>● Reviewed HB198, discussed current strengths and areas for improvement               <ul style="list-style-type: none"> <li>○ Made revisions as necessary for the November 15th submission</li> </ul> </li> </ul>
November 2023	Week of October 24th - Weekly PLCs with K-12 Faculty <ul style="list-style-type: none"> <li>● Discussed the importance and the “why,” reviewed Odyssey’s most recent implementation report.</li> <li>● Requested teachers to keep a journal, notebook, etc. to take notes throughout the year to reflect on current lessons and identify where new opportunities have presented themselves.</li> </ul>
January 2024	<p>Odyssey Charter School has partnered with <a href="#">Los Angeles Institute of Restorative Practices</a>, LAIRP, to complete ongoing training for professional development, scholar service related to the social-emotional needs of our students and restorative practices. Beginning in March 2021, OCS faculty and staff have completed training in understanding the right brain and restorative circles. All staff received certification in Circle training that will help them facilitate community circles as well as create classroom culture that is in tune with developing the social-emotional skills of our scholars. In the upcoming year, we will focus on the universal language that can be consistently used throughout every building with all staff and students, provide coaching, observations, administrative planning and feedback from LAIRP. Odyssey has been recognized as the first Right-Brain Restorative School on the East Coast.</p> <div data-bbox="370 926 1515 1575" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Los Angeles Institute of Restorative Practices</b> Restorative Continuum: School Application</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p><b>Right-Brain to Right-Brain Interaction</b> Practitioners of this work directly influence one’s ability to support scholar stress levels and regulation in the moderate emotional state, so practitioners will commit to the self work to be most effective in right-brain practices.</p> </div> <div style="width: 30%;"> <p><b>Relationship Focus</b> Authentic relationships - Trust needs to be present before repairing harm and transformational change can occur.</p> </div> <div style="width: 30%;"> <p><b>Capacity Building</b> Helping scholars understand behavior norms, mitigate crisis using Restorative Conferencing .</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 30%;"> <p><b>Affective Communication</b> expressing emotion <b>affective language</b> behaviors that elicit <b>affective</b> reactions.</p> </div> <div style="width: 30%;"> <p><b>Building Scholar Capacity</b> Explicitly teaching scholars social-emotional skills, introduce restorative concepts (LAIRP RB Curriculum.)</p> </div> <div style="width: 30%;"> <p><b>Right-Brain Social Experiences</b> Campus activities that build social capital, promote social-emotional engagement, community building, and culturally responsive activities.</p> </div> </div> <p style="text-align: right; margin-top: 10px;"><b>Progress monitoring and coaching support to ensure fidelity and organizational growth.</b></p> <p style="text-align: right; font-size: small;">LAIRP Education - INFORMATION AND PUBLICATION. © 33</p> </div> <p>January 2, 2024 - LAIRP Training</p> <ul style="list-style-type: none"> <li>● Restorative Practices/Multi-Tiered Systems of Support       <ul style="list-style-type: none"> <li>○ All Staff Training/Restorative Classroom/MTSS and PBIS Integration (Building a Restorative School Culture)</li> <li>○ New Staff (Restorative PRACTICES Training)           <ul style="list-style-type: none"> <li>■ Train New Staff on RP Principals/Level 1</li> <li>■ Community Circle Training</li> </ul> </li> </ul> </li> </ul> <p>January 3, 2024 - LAIRP Training</p>

	<ul style="list-style-type: none"> <li>● School Culture Meetings (System Development) <ul style="list-style-type: none"> <li>○ Principal and Culture Team Meeting to develop school wide focus on core values revolving around Odyssey’s school mission and vision.</li> <li>○ Parent Workshop and Parent Night Presentation</li> </ul> </li> </ul>
February 2024	<p>February 2024 (Date TBD) - LAIRP Monthly Culture Meeting</p> <ul style="list-style-type: none"> <li>● Building Leadership in Grades K-5, 6-8, 9-12, as well as District Admin</li> </ul> <p>February 16, 2024 - Charter Con</p> <ul style="list-style-type: none"> <li>● Teachers will have the opportunity to attend sessions centered around HB198.</li> </ul> <p>Week of February 20, 2024 - Weekly PLCs with K-12 Faculty</p> <ul style="list-style-type: none"> <li>● Teachers will review lessons they taught throughout the year so far.</li> <li>● Teachers will spend time researching new resources for an upcoming lesson plan or unit.</li> </ul>
March 2024	<p>March 2024 (Date TBD) - LAIRP Monthly Culture Meeting</p> <ul style="list-style-type: none"> <li>● Building Leadership in Grades K-5, 6-8, 9-12, as well as District Admin</li> </ul>
April 2024	<p>April 2024 (Date TBD) - LAIRP Monthly Culture Meeting</p> <ul style="list-style-type: none"> <li>● Building Leadership in Grades K-5, 6-8, 9-12, as well as District Admin</li> </ul> <p>Week of April 15, 2024 - Weekly PLCs with K-12 Faculty</p> <ul style="list-style-type: none"> <li>● Evaluate a grade level or content area Black History Lesson as a group. <ul style="list-style-type: none"> <li>○ Discussion questions: <ul style="list-style-type: none"> <li>■ How accurate is the lesson?</li> <li>■ What kind of language is used in the lesson?</li> <li>■ Do all the lessons focus on enslavement and struggle?</li> </ul> </li> </ul> </li> </ul>
May 2024	<p>May 2024 (Date TBD) - LAIRP Monthly Culture Meeting</p> <ul style="list-style-type: none"> <li>● Building Leadership in Grades K-5, 6-8, 9-12, as well as District Admin</li> </ul> <p>Week of May 13, 2024 - Weekly PLCs with K-12 Faculty</p> <ul style="list-style-type: none"> <li>● Facilitate a discussion with teachers about how year one of the HB198 implementation went for the 2023-2024 School Year. <ul style="list-style-type: none"> <li>○ Discussion questions: <ul style="list-style-type: none"> <li>■ What can we celebrate?</li> <li>■ What missed opportunities passed us by?</li> <li>■ What skills and tools do our teachers need to be successful?</li> </ul> </li> </ul> </li> </ul>
June 2024	<p>June 2024 (Date TBD) - LAIRP Monthly Culture Meeting</p> <ul style="list-style-type: none"> <li>● Building Leadership in Grades K-5, 6-8, 9-12, as well as District Admin</li> </ul> <p>Monday, June 10th - Professional Development Day</p> <ul style="list-style-type: none"> <li>● Add additional lessons to a copy of the OCS Implementation Report</li> <li>● Discuss needs and trainings for the 2024-2025 School Year</li> </ul>

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Patti Kobus

Position: Dean of Academics and Instruction

Email: [patti.kobus@pocs.k12.de.us](mailto:patti.kobus@pocs.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

At Positive Outcomes Charter School, we follow the State of Delaware Social Studies Recommended Curriculum, while supplementing with materials from *Facing History and Ourselves*, *New Visions Social Studies*, *iCivics* and Stanford History Education Group, *Thinking Like an Historian*. English Language Arts curriculum units come from *CommonLit 360*. *CommonLit's 360* curriculum has diverse authorship and representation in characters and topics. Though the majority of this work is contained within the Social Studies and English Language Arts content areas, Positive Outcomes Charter School will continue to look for opportunities for cultural responsiveness in all content areas.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

**Implementation Summary Table**

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations														
	K	1	2	3	4	5	6	7	8	9	10	11	12		
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	<i>Positive Outcomes Charter School does not serve students in grades K – 6.</i>												X		X
b. The significance of enslavement in the development of the American economy.									X	X	X		X		
c. The relationship between white supremacy, racism, and American slavery.								X	X						
d. The central role racism played in the Civil War.									X						
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.								X	X	X	X	X	X		
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.								X	X		X	X			
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.								X	X	X	X	X			
h. Black figures in national history and in Delaware history.								X	X						

**Minimum Content Requirement**

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
12th	Social Studies World History	<p><b>Unit 2: OER World History Project The Global Tapestries</b></p> <p><b>2.1 Afro-Eurasia</b></p> <p>The communities frame can help us understand the diverse ways that humans in Afro-Eurasia organized themselves during this era. Afro-Eurasia is massive. It's made up of three whole continents, which means we won't be able to examine all the many different ways that people organized into groups like kingdoms, empires, pastoralist societies, city-states, principalities, and—well, you get the picture. Yet, by identifying some major similarities and differences among these different types of communities, we can begin to understand how people interacted with each other and how those interactions changed their societies.</p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>● Evaluate how communities were organized in Afro-Eurasia.</li> <li>● Assess the role of religion in the administration of states and thickening of networks in Afro-Eurasia.</li> <li>● Use the historical thinking practice of contextualization to evaluate historical events and processes.</li> <li>● Evaluate various sources in order to recognize how history is complicated and enriched by multiple perspectives.</li> <li>● Understand the use of graphic biographies as microhistories to support, extend, or challenge course narratives of this time period.</li> <li>● Use graphic biographies as microhistories to support, extend, or challenge the overarching narratives from this region.</li> </ul> <p><b>Unit 3: OER World History Project Transoceanic Connections</b></p> <p><b>3.4 Transatlantic Slave Trade</b></p> <p>Slavery was inhumane—that is an unquestionable fact. However, the study of the creation of the plantation system and the Atlantic slave trade, and their role in the booming economies of European empires is among history's most sustained and compelling debates. Historians consider what enslavers could possibly have been thinking, what the enslaved experienced, and how they fought back. Gain perspective by reading first-person accounts of those involved and exploring profound questions about a practice that relied on the belief that one person can be another person's property. There are aspects of history that can seem too unpleasant to face, making it that much more important to face them with compassion, intelligence, and perspective.</p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>● Understand how conceptions of race affected communities and labor systems.</li> <li>● Evaluate the motivations for slavery and how people attempted to justify this practice.</li> <li>● Analyze primary source documents to assess different perspectives of those involved in the transatlantic slave trade.</li> <li>● Identify analysis, evidence, and WHP concepts in historical writing.</li> </ul>
10th	ELA	<b>CommonLit 360 - Unit 3 Things Fall Apart</b>



		<p>This 360 Unit is anchored around the novel <i>Things Fall Apart</i> by Chinua Achebe (Penguin Books 2017 Edition). Throughout this novel study, students examine what it means to be “civilized” and how culture affects the way a person sees the world. During the late 1800s and early 1900s, European countries were competing in a land grab for the continent of Africa and claimed that colonialism would create better lives for the people in these territories. Chinua Achebe’s masterpiece <i>Things Fall Apart</i> is the tragic story of Okonkwo, an Igbo man who navigates his own society’s expectations of a “strong man” and the destruction of his life and culture by British colonizers. To engage with the themes of the unit, students also explore multimedia about society’s expectations of men and engage in a unit discussion about whether Okonkwo was a great man.</p> <p>By the end of this 360 unit, students will be able to analyze the way an author’s culture affects their point of view and how that point of view is reflected in their writing. They will also analyze how characters’ experiences in a particular culture affect their perceptions and decisions, track the development of complex characters, and analyze the development of the plot and theme. To demonstrate this skill, students will write an essay evaluating the Igbo and British cultures based on a given definition of a civilized society.</p> <p><b>Essential Question:</b> What does it mean to be “civilized”? How does culture affect the way a person sees the world?</p> <p><b>Core Unit Texts</b> All students engage with these texts throughout the unit.</p> <table border="1" data-bbox="602 1073 1490 1556"> <thead> <tr> <th>Title, Author &amp; Genre</th> <th>Lexile</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><i>Things Fall Apart</i> by Chinua Achebe (<i>Novel</i>)</td> <td>N/A</td> <td>In Chinua Achebe’s masterpiece, <i>Things Fall Apart</i>, students experience the tragic fall of Okonkwo, an Igbo man navigating his own society’s expectations of a “strong man” when his life and culture are destroyed by British colonization.</td> </tr> <tr> <td>“The Scramble for Africa” adapted by Bakari Bosa (<i>Informational</i>)</td> <td>1280L</td> <td>Students learn about European colonization in Africa.</td> </tr> <tr> <td>“The Igbo: Their Society, Culture, and Politics” by Thomas Pool (<i>Informational</i>)</td> <td>N/A</td> <td>Students learn about Igbo titles and social structures, which will help them understand the novel.</td> </tr> <tr> <td>“The White Man’s Burden” by Rudyard Kipling (<i>Poem</i>)</td> <td>N/A</td> <td>This poem portrays a particular attitude toward colonization that was prevalent at the turn of the 20th century: that for white people to colonize the lands held by people of color was a sacred duty.</td> </tr> <tr> <td>“The Black Man’s Burden” by H.T. Johnson (<i>Poem</i>)</td> <td>N/A</td> <td>In this poem, an African-American minister responds to “The White Man’s Burden” by emphasizing the human suffering the colonizers cause.</td> </tr> </tbody> </table>	Title, Author & Genre	Lexile	Description	<i>Things Fall Apart</i> by Chinua Achebe ( <i>Novel</i> )	N/A	In Chinua Achebe’s masterpiece, <i>Things Fall Apart</i> , students experience the tragic fall of Okonkwo, an Igbo man navigating his own society’s expectations of a “strong man” when his life and culture are destroyed by British colonization.	“The Scramble for Africa” adapted by Bakari Bosa ( <i>Informational</i> )	1280L	Students learn about European colonization in Africa.	“The Igbo: Their Society, Culture, and Politics” by Thomas Pool ( <i>Informational</i> )	N/A	Students learn about Igbo titles and social structures, which will help them understand the novel.	“The White Man’s Burden” by Rudyard Kipling ( <i>Poem</i> )	N/A	This poem portrays a particular attitude toward colonization that was prevalent at the turn of the 20th century: that for white people to colonize the lands held by people of color was a sacred duty.	“The Black Man’s Burden” by H.T. Johnson ( <i>Poem</i> )	N/A	In this poem, an African-American minister responds to “The White Man’s Burden” by emphasizing the human suffering the colonizers cause.
Title, Author & Genre	Lexile	Description																		
<i>Things Fall Apart</i> by Chinua Achebe ( <i>Novel</i> )	N/A	In Chinua Achebe’s masterpiece, <i>Things Fall Apart</i> , students experience the tragic fall of Okonkwo, an Igbo man navigating his own society’s expectations of a “strong man” when his life and culture are destroyed by British colonization.																		
“The Scramble for Africa” adapted by Bakari Bosa ( <i>Informational</i> )	1280L	Students learn about European colonization in Africa.																		
“The Igbo: Their Society, Culture, and Politics” by Thomas Pool ( <i>Informational</i> )	N/A	Students learn about Igbo titles and social structures, which will help them understand the novel.																		
“The White Man’s Burden” by Rudyard Kipling ( <i>Poem</i> )	N/A	This poem portrays a particular attitude toward colonization that was prevalent at the turn of the 20th century: that for white people to colonize the lands held by people of color was a sacred duty.																		
“The Black Man’s Burden” by H.T. Johnson ( <i>Poem</i> )	N/A	In this poem, an African-American minister responds to “The White Man’s Burden” by emphasizing the human suffering the colonizers cause.																		
12th	ELA	<p><b>CommonLit 360 Unit 3: Othello</b></p> <p>Students read Shakespeare’s <i>Othello</i> and consider the imperfections of humanity and the corrosive nature of jealousy. From Iago’s masterful villainy to Othello’s tragic fall, students are immersed in the world of <i>Othello</i>, where appearances are not reality, love turns to hatred, and accusations lead to disastrous outcomes. In addition to reading and analyzing the play, students explore an engaging related media exploration, read poetry and nonfiction, and complete writing lessons. In the related media exploration, students are transported back in time to learn key cultural background information about the accomplishments and history of the Moors.</p>																		

b. The significance of enslavement in the development of the American economy.

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	<p data-bbox="592 226 1344 258"><b>Enslavement and the Development of the American Economy</b></p> <hr/> <p data-bbox="592 348 1500 499"><b>Lesson Overview:</b> This lesson guides students through an exploration of primary source evidence, historical interpretations, and economic data in order to uncover the significance of enslavement to the development of the American economy.</p> <p data-bbox="592 552 1425 621"><b>Driving Question:</b> <i>How did enslaved Africans' contributions to the U.S. economy change over time?</i></p> <hr/> <p data-bbox="592 703 919 735"><b>Emancipation in the North</b></p> <hr/> <p data-bbox="592 779 802 806"><b>Lesson Overview</b></p> <p data-bbox="592 816 1500 1058">At the conclusion of the American Revolution, debates over the existence of slavery raged not only in constitutional conventions, but in state legislatures as well. Eventually, Northern states passed gradual emancipation laws that theoretically ended the institution of slavery. At the same time, certain conditions were placed upon that freedom, and though the population of enslaved people in the North diminished over time, several Northern states were still home to enslaved people well into the nineteenth century.</p> <p data-bbox="592 1100 1446 1199">In this lesson, students will inquire into the process of Northern gradual emancipation, and grapple with the impact of a steady, as opposed to sudden, liberation of enslaved people.</p> <p data-bbox="592 1241 812 1268"><b>Driving Question:</b></p> <ul data-bbox="646 1276 1377 1341" style="list-style-type: none"> <li>● <i>After the American Revolution, how were enslaved people emancipated in the North?</i></li> </ul> <p data-bbox="592 1350 899 1377"><b>Enduring Understanding:</b></p> <ul data-bbox="646 1386 1500 1770" style="list-style-type: none"> <li>● Northern states passed a series of emancipation laws that called for a gradual, not immediate, emancipation of enslaved people in northern states.</li> <li>● Each state's laws abolished slavery in different ways.</li> <li>● Most states, while removing the term "slavery," kept restrictions in place for African Americans, and some required servitude until a particular age.</li> <li>● Though over time the number of enslaved people in northern states decreased dramatically, the nature of these laws ensured that some African Americans would remain enslaved in the North well into the middle of the nineteenth century.</li> </ul> <hr/> <p data-bbox="592 1812 1268 1843"><b>Why did the Founders keep slavery in the Constitution?</b></p> <hr/> <p data-bbox="592 1885 802 1913"><b>Lesson Overview</b></p>

		<p>At the Constitutional Convention in Philadelphia in the summer of 1788, delegates from twelve of the original thirteen states met to craft a new Constitution. Among the issues debated was that of the institution of slavery, especially provisions regarding the slave trade. Over two days in August, delegates debated whether or not to retain provisions for slavery in the new Constitution. In this lesson students will examine the arguments of two delegates regarding these provisions. Ultimately, the students will determine why the Founders kept slavery in the Constitution.</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Why did the Founders keep slavery in the Constitution?</i></li> </ul> <p><b>History Standard Two 6-8b:</b> Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p><b>In Pursuit of Freedom in Delaware</b></p> <hr/> <p><i>This lesson was developed from a grant funded project facilitated by the partnership of the Delaware Historical Society and Learning for Justice’s Hard History Project.</i></p> <p><b>Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will build their knowledge of the historical context of this investigation by analyzing a textbook excerpt’s account of American slavery.</li> <li>• Using a socratic seminar format, students will analyze excerpts of national and Delaware laws to develop an understanding of the legal framework that empowered enslavers.</li> <li>• Using a jigsaw method, students will examine sets of runaway ads in order to uncover the humanity and agency of freedom seekers who were enslaved in Delaware. Each ad set contains four elements: an enslaver’s use of the public jail to capture freedom seekers, a child or teenage freedom seeker, a familial relationship among multiple freedom seekers, and a female freedom seeker.</li> </ul> <p><b>Lesson Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. How did national and Delaware laws combine to empower enslavers?</li> <li>2. What can runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?</li> </ol>
9th	Social Studies	<p><b>Slavery in The Constitution: SHEG Lesson</b></p> <p>Although the Declaration of Independence stated, "All men are created equal," Jefferson and the other Founding Fathers agreed to include slavery in the Constitution. What factors led to this decision? In this lesson, students consider the positions of delegates to the Constitutional Convention along with historians' interpretations to understand this apparent contradiction.</p>

		Central Historical Question: Why did the Founding Fathers keep slavery in the Constitution?
10th	Social Studies	<p><b><u>Economic Developments in Colonial America</u></b></p> <p>Students will examine different economic developments in Colonial America while also examining the causes and effects of these developments.</p> <ul style="list-style-type: none"> <li>● Economies of the 13 Colonies <ul style="list-style-type: none"> <li>○ Using Evidence: What made the economies of the northern, southern, and middle colonies different?</li> </ul> </li> <li>● Indentured Servitude vs. Slavery <ul style="list-style-type: none"> <li>○ Using Evidence: How did indentured servitude compare to slavery? What was similar? What was different?</li> </ul> </li> <li>● Enslaved Peoples of Colonial America <ul style="list-style-type: none"> <li>○ Analysis: What claims can you make about enslaved peoples in Colonial America?</li> </ul> </li> </ul>
12th	Social Studies	<p><b>Unit 3: OER World History Project</b> Transoceanic Connections</p> <p><b>3.4 Transatlantic Slave Trade</b></p> <p>Slavery was inhumane—that is an unquestionable fact. However, the study of the creation of the plantation system and the Atlantic slave trade, and their role in the booming economies of European empires is among history’s most sustained and compelling debates. Historians consider what enslavers could possibly have been thinking, what the enslaved experienced, and how they fought back. Gain perspective by reading first-person accounts of those involved and exploring profound questions about a practice that relied on the belief that one person can be another person’s property. There are aspects of history that can seem too unpleasant to face, making it that much more important to face them with compassion, intelligence, and perspective.</p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>● Understand how conceptions of race affected communities and labor systems.</li> <li>● Evaluate the motivations for slavery and how people attempted to justify this practice.</li> <li>● Analyze primary source documents to assess different perspectives of those involved in the transatlantic slave trade.</li> <li>● Identify analysis, evidence, and WHP concepts in historical writing.</li> </ul>

c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
8th	Social Studies	<p><b>Emancipation in the North</b></p> <hr/> <p><b>Lesson Overview</b></p>

		<p>At the conclusion of the American Revolution, debates over the existence of slavery raged not only in constitutional conventions, but in state legislatures as well. Eventually, Northern states passed gradual emancipation laws that theoretically ended the institution of slavery. At the same time, certain conditions were placed upon that freedom, and though the population of enslaved people in the North diminished over time, several Northern states were still home to enslaved people well into the nineteenth century.</p> <p>In this lesson, students will inquire into the process of Northern gradual emancipation, and grapple with the impact of a steady, as opposed to sudden, liberation of enslaved people.</p> <hr/> <p><b>Why did the Founders keep slavery in the Constitution?</b></p> <hr/> <p><b>Lesson Overview</b> At the Constitutional Convention in Philadelphia in the summer of 1788, delegates from twelve of the original thirteen states met to craft a new Constitution. Among the issues debated was that of the institution of slavery, especially provisions regarding the slave trade. Over two days in August, delegates debated whether or not to retain provisions for slavery in the new Constitution. In this lesson students will examine the arguments of two delegates regarding these provisions. Ultimately, the students will determine why the Founders kept slavery in the Constitution.</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"><li>● <i>Why did the Founders keep slavery in the Constitution?</i></li></ul> <hr/> <p><b>Were Nat Turner’s actions justified?</b></p> <hr/> <p><b>Lesson Overview</b> The actions of Nat Turner, an enslaved African American preacher, were shocking to many Americans. Beginning in the late summer of 1832, Turner led a band of enslaved people through the south, and they killed many white men, women, and children in the hopes of liberating other enslaved people. Were their actions a justified response to lives of toil, violence, mistreatment, and hopelessness?</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"><li>● <i>Were Nat Turner’s actions justified?</i></li></ul> <hr/> <p><b>Was the Emancipation Proclamation a military strategy or a social reform?</b></p> <hr/> <p><b>Lesson Overview</b> Students analyze letters, excerpts, and government documents related to the Emancipation Proclamation to determine if the document was a military strategy to increase the number of soldiers in the Union Army, and cause unrest on Southern plantations, or if it was designed to be a social reform.</p> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"><li>● <i>Was the Emancipation Proclamation a military strategy or a social reform?</i></li></ul>
--	--	--

---

**Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?**

---

**Lesson Overview**

On May 6, 1866, the city of Memphis in Tennessee erupted in violence after a white police officer attempted to arrest a Black ex-soldier. In the three days that followed, African Americans living in the city were butchered by the white population, while their homes, schools and churches were burned down. In the riot's aftermath, public outrage allowed Radical Republicans to seize control of Congress, and enabled the rapid endorsement of the Fourteenth Amendment and other Reconstruction programs. At the same time, the riot underscored escalating racial tensions in the South that only grew over the course of Reconstruction, and revealed the determination of white Southerners to return to their previous way of life.

Thus, this lesson looks for students to inquire into two different documents and to determine how the riots should be interpreted. Were they a spark needed to radically alter the identity of the United States? Or did they foreshadow the eventual inconclusive end of Reconstruction, as well as the continued violence against freed people of the period and after?

**Driving Question**

- *Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?*

---

**Did sharecropping violate the 13th Amendment of the United States Constitution?**

---

**Lesson Overview**

In this lesson students will investigate the system of sharecropping that emerged out of the poverty, uncertainty, and unfulfilled promises of the Reconstruction era. Students are tasked with considering whether or not sharecropping violated the 13th Amendment. At face value, and abstracted from the historical context in which it was practiced, descriptions of sharecropping may not rise to the level of enslavement. However, when considered in combination with the Black Codes (enacted to ensure white supremacy in the post-Civil War Society), the answer is not so simple. In developing their argument, students should be challenged to consider sharecropping within the web of legal restrictions the Black Codes imposed on African Americans.

**Driving Question**

- *Did sharecropping violate the 13th Amendment of the United States Constitution?*

---

**Were African Americans free during Reconstruction?**

---

**Lesson Overview:** Students will explore the concept of freedom by using excerpts of the Emancipation Proclamation, the 13th Amendment, and a documentary clip produced by Facing History and Ourselves. In part two of

this lesson, students will analyze primary source evidence related to Reconstruction in order to participate in a [Structured Academic Controversy](#) (SAC) that investigates the extent to which life changed for African Americans during the time of Reconstruction.

**Driving Question:**

- *Were African Americans free during Reconstruction?*

**How did Lincoln's views on slavery evolve over time and why?**

**Lesson Overview**

This lesson explores Lincoln's changing views slavery in an attempt to position his views in relation to other abolitionists. Lincoln rejected slavery in many ways but his actions early on seem to be of a man befuddled by alternatives. He morally rejects slavery at times but does not know how to unravel the institution from our society. When emancipation occurs, Lincoln rejects many of his earlier ideas about what to do with those freed. However, the immediate abolition of enslaved people leaves him struggling to cope with what action to take in the waning days of the war. With Lincoln's support and effort towards passage of the 13th amendment, we get a clearer picture of his vision. Lincoln's presidency and legacy are tied to the issue of slavery and it is the hope that through this research students can begin to develop a more robust understanding of the freedom movement for enslaved people.

**Driving Question:**

- *How did Lincoln's views on slavery evolve over time and why?*

**Lesson Title: Challenges to Slavery: How Abolitionism Changed over Time**

*Time: About 100 minutes*

**Lesson Overview:** Slavery, and efforts to abolish it, date back to the 17th century. This lesson focuses on how the goals and strategies of abolitionists changed over time. In Part I, students will learn about four eras in the history of abolitionism: 1) freedom petitions, 2) colonization, 3) organization and activism, and 4) violence. Students will see examples of primary sources from each era. Students will then analyze primary sources and determine to which era they belong. In Part II, students will consider cause and effect relationships in the Abolition Movement. Students will consider how four events in the early nineteenth century may have led Americans to support or oppose the abolition of slavery.

**Driving Question:**

- How did abolitionism change over time? What caused Americans to support or oppose Abolitionism?

		<p><b>Delaware Standard</b></p> <ul style="list-style-type: none"> <li>● <b>History Standard One 6-8a:</b> Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</li> </ul>																																	
8th	ELA	<p><b>CommonLit 360: Unit 2: Conveying Courage</b>  <b>Essential Question:</b> What is courage? How do writers share their messages of courage?</p> <p>In some of our darkest moments, words can inspire the courage to forge ahead and change the world.</p> <p><b>Core Unit Texts</b>  All students engage with these texts throughout the unit.</p> <table border="1"> <thead> <tr> <th>Title, Author &amp; Genre</th> <th>Lexile</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>"Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass (<i>Letter</i>)</td> <td>1220L</td> <td>In his letter to Harriet Tubman, Frederick Douglass juxtaposes his publicly acknowledged acts of courage with Tubman's secret courageous acts.</td> </tr> <tr> <td>"Invictus" by William Ernest Henley (<i>Poem</i>)</td> <td>Non-Prose</td> <td>Henley explores the idea of courage as a choice between giving into fear or continuing on in spite of it.</td> </tr> <tr> <td>"Sonnet" by James Weldon Johnson (<i>Poem</i>)</td> <td>Non-Prose</td> <td>Johnson uses juxtaposition to show that it is courageous to choose hope when it might be easier to give into despair.</td> </tr> <tr> <td>"General Eisenhower's Order of the Day" by General Dwight D. Eisenhower (<i>Historical Document</i>)</td> <td>860L</td> <td>General Eisenhower motivates soldiers in World War II with the message that courage is doing what is right, even when it's dangerous.</td> </tr> <tr> <td>"JFK's 'Race to Space' Speech" (excerpted) by President John F. Kennedy (<i>Speech</i>)</td> <td>1350L</td> <td>In this speech, Kennedy develops the idea that courage is taking risks that others have not taken before.</td> </tr> <tr> <td>"A Litany for Survival" by Audre Lorde (<i>Poem</i>)</td> <td>Non-Prose</td> <td>Lorde demonstrates the courage a person needs to live their life while others attempt to diminish them.</td> </tr> <tr> <td>"Still I Rise" by Maya Angelou (<i>Poem</i>)</td> <td>Non-Prose</td> <td>Angelou explores the idea that courage is having pride in yourself while staring down those who want you to be meek.</td> </tr> </tbody> </table> <p><b>Choice Board Texts</b>  Students choose from these texts for a portion of this unit.</p> <table border="1"> <thead> <tr> <th>Title, Author &amp; Genre</th> <th>Lexile</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>"The Miracle of Morning" by Amanda Gorman (<i>Poem</i>)</td> <td>Non-Prose</td> <td>In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.</td> </tr> <tr> <td>"The Danger of Silence" by Clint Smith (<i>Poem</i>)</td> <td>Non-Prose</td> <td>In this video, Smith recites a short, powerful poem about finding courage.</td> </tr> </tbody> </table>	Title, Author & Genre	Lexile	Description	"Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass ( <i>Letter</i> )	1220L	In his letter to Harriet Tubman, Frederick Douglass juxtaposes his publicly acknowledged acts of courage with Tubman's secret courageous acts.	"Invictus" by William Ernest Henley ( <i>Poem</i> )	Non-Prose	Henley explores the idea of courage as a choice between giving into fear or continuing on in spite of it.	"Sonnet" by James Weldon Johnson ( <i>Poem</i> )	Non-Prose	Johnson uses juxtaposition to show that it is courageous to choose hope when it might be easier to give into despair.	"General Eisenhower's Order of the Day" by General Dwight D. Eisenhower ( <i>Historical Document</i> )	860L	General Eisenhower motivates soldiers in World War II with the message that courage is doing what is right, even when it's dangerous.	"JFK's 'Race to Space' Speech" (excerpted) by President John F. Kennedy ( <i>Speech</i> )	1350L	In this speech, Kennedy develops the idea that courage is taking risks that others have not taken before.	"A Litany for Survival" by Audre Lorde ( <i>Poem</i> )	Non-Prose	Lorde demonstrates the courage a person needs to live their life while others attempt to diminish them.	"Still I Rise" by Maya Angelou ( <i>Poem</i> )	Non-Prose	Angelou explores the idea that courage is having pride in yourself while staring down those who want you to be meek.	Title, Author & Genre	Lexile	Description	"The Miracle of Morning" by Amanda Gorman ( <i>Poem</i> )	Non-Prose	In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.	"The Danger of Silence" by Clint Smith ( <i>Poem</i> )	Non-Prose	In this video, Smith recites a short, powerful poem about finding courage.
Title, Author & Genre	Lexile	Description																																	
"Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass ( <i>Letter</i> )	1220L	In his letter to Harriet Tubman, Frederick Douglass juxtaposes his publicly acknowledged acts of courage with Tubman's secret courageous acts.																																	
"Invictus" by William Ernest Henley ( <i>Poem</i> )	Non-Prose	Henley explores the idea of courage as a choice between giving into fear or continuing on in spite of it.																																	
"Sonnet" by James Weldon Johnson ( <i>Poem</i> )	Non-Prose	Johnson uses juxtaposition to show that it is courageous to choose hope when it might be easier to give into despair.																																	
"General Eisenhower's Order of the Day" by General Dwight D. Eisenhower ( <i>Historical Document</i> )	860L	General Eisenhower motivates soldiers in World War II with the message that courage is doing what is right, even when it's dangerous.																																	
"JFK's 'Race to Space' Speech" (excerpted) by President John F. Kennedy ( <i>Speech</i> )	1350L	In this speech, Kennedy develops the idea that courage is taking risks that others have not taken before.																																	
"A Litany for Survival" by Audre Lorde ( <i>Poem</i> )	Non-Prose	Lorde demonstrates the courage a person needs to live their life while others attempt to diminish them.																																	
"Still I Rise" by Maya Angelou ( <i>Poem</i> )	Non-Prose	Angelou explores the idea that courage is having pride in yourself while staring down those who want you to be meek.																																	
Title, Author & Genre	Lexile	Description																																	
"The Miracle of Morning" by Amanda Gorman ( <i>Poem</i> )	Non-Prose	In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.																																	
"The Danger of Silence" by Clint Smith ( <i>Poem</i> )	Non-Prose	In this video, Smith recites a short, powerful poem about finding courage.																																	
7th	Social Studies	<p><b>The Constitution and Enslavement</b></p> <p><b>Lesson Introduction:</b> In this lesson, students will extend their knowledge of the contents of the Constitution by examining provisions in the original document relating to enslavement, then draw conclusions about whether the</p>																																	



		<p>original Constitution (including the Bill of Rights) was “inconsistent with the principles of the Revolution”.</p> <p><b>Delaware Social Studies Standard:</b></p> <ul style="list-style-type: none"> <li>● <b>Civics Standard 2b [Politics]:</b> Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.</li> </ul> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>● Was Luther Martin correct when he argued that the original Constitution, including the Bill of Rights, was “inconsistent with the principles of the Revolution”? (Luther Martin Quote <a href="#">here</a>)</li> </ul> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● Students will understand that the Constitution of 1787 and Bill of Rights contained provisions that supported enslavement and was, therefore, partly “inconsistent with the principles of the Revolution.”</li> </ul>
--	--	--

d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	<p><b>Emancipation in the North</b></p> <hr/> <p><b>Lesson Overview</b>            At the conclusion of the American Revolution, debates over the existence of slavery raged not only in constitutional conventions, but in state legislatures as well. Eventually, Northern states passed gradual emancipation laws that theoretically ended the institution of slavery. At the same time, certain conditions were placed upon that freedom, and though the population of enslaved people in the North diminished over time, several Northern states were still home to enslaved people well into the nineteenth century.</p> <p>In this lesson, students will inquire into the process of Northern gradual emancipation, and grapple with the impact of a steady, as opposed to sudden, liberation of enslaved people.</p> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"> <li>● <i>After the American Revolution, how were enslaved people emancipated in the North?</i></li> </ul> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● Northern states passed a series of emancipation laws that called for a gradual, not immediate, emancipation of enslaved people in northern states.</li> <li>● Each state’s laws abolished slavery in different ways.</li> </ul>

- Most states, while removing the term “slavery,” kept restrictions in place for African Americans, and some required servitude until a particular age.
- Though over time the number of enslaved people in northern states decreased dramatically, the nature of these laws ensured that some African Americans would remain enslaved in the North well into the middle of the nineteenth century.

**Were Nat Turner’s actions justified?**

**Lesson Overview**

The actions of Nat Turner, an enslaved African American preacher, were shocking to many Americans. Beginning in the late summer of 1832, Turner led a band of enslaved people through the south, and they killed many white men, women, and children in the hopes of liberating other enslaved people. Were their actions a justified response to lives of toil, violence, mistreatment, and hopelessness?

**Driving Question**

- *Were Nat Turner’s actions justified?*

**Was the Emancipation Proclamation a military strategy or a social reform?**

**Lesson Overview**

Students analyze letters, excerpts, and government documents related to the Emancipation Proclamation to determine if the document was a military strategy to increase the number of soldiers in the Union Army, and cause unrest on Southern plantations, or if it was designed to be a social reform.

**Driving Question:**

- *Was the Emancipation Proclamation a military strategy or a social reform?*

**Lesson Title: The Missouri Compromise**

**Lesson Overview:** This lesson draws significantly from the work of Manisha Sinha and her book *The Slave’s Cause: A History of Abolition*. In it, she argued that the Missouri Compromise was an important moment in the abolition movement, as it “reawakened” Northern criticism of slavery and helped to revitalize a movement to end enslavement. Through the interrogation of two primary documents, students will consider the effects of the compromise on the abolition movement and its legacy historically.

**Driving Question:** *How did the Missouri Compromise intensify debate over slavery?*

**Lesson Title: Challenges to Slavery: How Abolitionism Changed over Time**

**Time:** *About 100 minutes*

		<p><b>Lesson Overview:</b> Slavery, and efforts to abolish it, date back to the 17th century. This lesson focuses on how the goals and strategies of abolitionists changed over time. In Part I, students will learn about four eras in the history of abolitionism: 1) freedom petitions, 2) colonization, 3) organization and activism, and 4) violence. Students will see examples of primary sources from each era. Students will then analyze primary sources and determine to which era they belong. In Part II, students will consider cause and effect relationships in the Abolition Movement. Students will consider how four events in the early nineteenth century may have led Americans to support or oppose the abolition of slavery.</p> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"> <li>• How did abolitionism change over time? What caused Americans to support or oppose Abolitionism?</li> </ul> <p><b>Delaware Standard</b></p> <ul style="list-style-type: none"> <li>• <b>History Standard One 6-8a:</b> Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</li> </ul>
--	--	--

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources
7th	Social Studies	<p><b>Measures of the Economy Lesson 11: Not the Whole Story - Inflation Disaggregated</b>  Inspiration from <a href="#">Federal Reserve Bank of Minneapolis’ “The widely varied pain of inflation”</a></p> <hr/> <p><b>Lesson Overview:</b>  In this lesson, students compare the inflation experiences of various groups of consumers (rural, low-income, and minority). Through reading and interpreting graphs and articles, students consider that the overall inflation rate does not affect individuals equally.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how inflation affects individuals differently</li> <li>• Integrate information from various sources</li> <li>• Summarize data to answer questions</li> </ul> <p><b>Macroeconomics Lesson 20: How Does Where You Live Influence How You Live? (Redlining)</b></p> <hr/> <p>This lesson is adapted from the Federal Reserve Bank of New York</p>

Students examine historical documents, analyze graphs, watch a video and listen to an interview to determine how the practice of redlining contributed to the household wealth inequalities that exist today between various racial demographics.

**Enduring Understanding:**

In the 1930s, the [Home Owners' Loan Corporation](#) (HOLC) drew maps of residential neighborhoods across the United States. The maps classified each neighborhood into one of five categories, from least to most likely to default on a mortgage loan. In those maps, the neighborhoods most likely to default were shaded red and over time these neighborhoods had the largest concentrations of African Americans. Because the lending classifications determined individual access to credit, the residents of redlined neighborhoods paid high interest rates and had a hard time becoming homeowners and keeping their homes in good condition. From 1968 to 1974, Congress passed several federal laws and policies preventing lending discrimination by race and gender, and the pattern of residential segregation started to change.

**Objectives:**

- Define redlining.
- Analyze original resources and contemporary media to illustrate systematic housing discrimination.
- Define wealth and wealth inequality.
- Analyze wealth data across various racial demographics.
- Examine the link between wealth and homeownership across various racial demographics.

**Macroeconomics Lesson 21: The Opportunity Atlas**

**This lesson is from Statistics In Schools**

How does your ZIP code affect social mobility? This activity guides students through a demographic analysis of factors that affect social mobility, including race, median income, and sex. Students will use “The Opportunity Atlas” to explore a data set of important statistics. Data sets will be compared by neighborhood and region.

**Learning Objectives:**

Students will be able to:

- Analyze, compare, and interpret key demographic data in a specific U.S. ZIP code to determine social outcomes for adults in the corresponding census tract.
- Identify what factors impact social mobility in specific neighborhoods and regions.
- Evaluate data to support a position.

		<ul style="list-style-type: none"> <li>● Explore and understand how to use data access tools—such as The Opportunity Atlas—to gather information.</li> </ul> <p><b>Economic Systems Lesson 4: How Cultural Values Affect Production Decisions</b></p> <hr/> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"> <li>● How do cultural values affect the way a society might answer the three basic economic questions?</li> </ul> <p><b>Enduring Understanding:</b></p> <p>Cultural values, when applied to economic systems, include religious beliefs, governmental structures, and customs. Religious beliefs can heavily influence the production, allocation, and exchange of goods and services. For example, in an Amish economy, religion dictates how goods and services are produced. Culture also includes government structures and the degree to which government influences the decisions about production, distribution, and exchange. Because the American economic system is a mixed market system, there are instances of government intervention to protect property rights, ensure competition, promote equity in the distribution of goods and services, regulate businesses, provide public goods and services, and correct for externalities. Like religion and government structures, customs will also determine how goods are produced, distributed, and exchanged. Anyone who has ever ordered a favorite food while away from home and received a product that was not anything like what they expected has experienced how customs vary and influence the production of goods and services.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Understand how cultural values vary and influence production decisions.</li> <li>● Understand how cultural values change over time to affect the production decisions of various economic systems.</li> <li>● Read and analyze text for impacts of cultural values on production decisions.</li> </ul> <p>Economics 4a: Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.</p>
8th	Social Studies	<p><b>Lesson Title: The Missouri Compromise</b></p> <p><b>Lesson Overview:</b> This lesson draws significantly from the work of Manisha Sinha and her book <i>The Slave’s Cause: A History of Abolition</i>. In it, she argued that the Missouri Compromise was an important moment in the abolition movement, as it “reawakened” Northern criticism of slavery and helped to revitalize a movement to end enslavement. Through the interrogation of two primary documents, students will consider the effects of the compromise on the abolition movement and its legacy historically.</p>

**Driving Question:** *How did the Missouri Compromise intensify debate over slavery?*

### **In Pursuit of Freedom in Delaware**

---

*This lesson was developed from a grant funded project facilitated by the partnership of the Delaware Historical Society and Learning for Justice's Hard History Project.*

#### **Lesson Objectives**

- Students will build their knowledge of the historical context of this investigation by analyzing a textbook excerpt's account of American slavery.
- Using a Socratic seminar format, students will analyze excerpts of national and Delaware laws to develop an understanding of the legal framework that empowered enslavers.
- Using a jigsaw method, students will examine sets of runaway ads in order to uncover the humanity and agency of freedom seekers who were enslaved in Delaware. Each ad set contains four elements: an enslaver's use of the public jail to capture freedom seekers, a child or teenage freedom seeker, a familial relationship among multiple freedom seekers, and a female freedom seeker.

#### **Lesson Essential Questions**

1. How did national and Delaware laws combine to empower enslavers?
2. What can runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?

### **Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?**

---

#### **Lesson Overview**

On May 6, 1866, the city of Memphis in Tennessee erupted in violence after a white police officer attempted to arrest a Black ex-soldier. In the three days that followed, African Americans living in the city were butchered by the white population, while their homes, schools and churches were burned down. In the riot's aftermath, public outrage allowed Radical Republicans to seize control of Congress, and enabled the rapid endorsement of the Fourteenth Amendment and other Reconstruction programs. At the same time, the riot underscored escalating racial tensions in the South that only grew over the course of Reconstruction, and revealed the determination of white Southerners to return to their previous way of life.

Thus, this lesson looks for students to inquire into two different documents and to determine how the riots should be interpreted. Were they a spark needed to radically alter the identity of the United States? Or did they foreshadow the eventual inconclusive end of Reconstruction, as well as the continued violence against freed people of the period and after?

		<p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>● <i>Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?</i></li> </ul> <p><b>Did sharecropping violate the 13th Amendment of the United States Constitution?</b></p> <hr/> <p><b>Lesson Overview</b></p> <p>In this lesson students will investigate the system of sharecropping that emerged out of the poverty, uncertainty, and unfulfilled promises of the Reconstruction era. Students are tasked with considering whether or not sharecropping violated the 13th Amendment. At face value, and abstracted from the historical context in which it was practiced, descriptions of sharecropping may not rise to the level of enslavement. However, when considered in combination with the Black Codes (enacted to ensure white supremacy in the post-Civil War Society), the answer is not so simple. In developing their argument, students should be challenged to consider sharecropping within the web of legal restrictions the Black Codes imposed on African Americans.</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>● <i>Did sharecropping violate the 13th Amendment of the United States Constitution?</i></li> </ul> <p><b>Were African Americans free during Reconstruction?</b></p> <hr/> <p><b>Lesson Overview:</b> Students will explore the concept of freedom by using excerpts of the Emancipation Proclamation, the 13th Amendment, and a documentary clip produced by Facing History and Ourselves. In part two of this lesson, students will analyze primary source evidence related to Reconstruction in order to participate in a <a href="#">Structured Academic Controversy (SAC)</a> that investigates the extent to which life changed for African Americans during the time of Reconstruction.</p> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"> <li>● <i>Were African Americans free during Reconstruction?</i></li> </ul>
9th	Social Studies	<p><a href="#">Equal protection under the law:The Civil Rights Act of 1964</a></p> <p>Essential Question:</p> <ul style="list-style-type: none"> <li>● How have American ideals of rights and equality changed over time?</li> <li>● How have interpretations of Constitutional amendments changed over time?</li> <li>● How did citizens use the First Amendment rights to expand liberties to previously disenfranchised Americans?</li> </ul> <p><b>Learning Objectives:</b>  <b>Substantive: <i>Students will/will be able to...</i></b></p> <ul style="list-style-type: none"> <li>● Identify the protections afforded to Americans under the Civil Rights</li> </ul>

		<p>Act of 1964</p> <ul style="list-style-type: none"> <li>● Identify the media’s role in highlighting in the racial injustices occurring in the United States in the 1950s and 1960s</li> <li>● Describe how a free press was essential to the passage of the Civil Rights Act of 1964</li> </ul> <p>Civics 3a: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.</p> <p>Civics 4a: Students will develop and employ the skills necessary to work with government programs and agencies.</p> <p>Civics 4b: Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.</p> <p><b>Framework Content Connections</b>  The contributions of Black people to American life, history, literature, economy, politics, and culture.  Black figures in national history and in Delaware history.  Prepare students to be responsible citizens in a pluralistic democracy.  Examine the ramifications of prejudice, racism, and intolerance.</p>
10th	Social Studies	<p><b>Economics:</b>  Economics 1a: Students will demonstrate how economic choices are made in a market economy in which markets and the actions of the government influence the production and distribution of goods and services.</p> <p><u><a href="#">Economic Developments in Colonial America</a></u>  Students will examine different economic developments in Colonial America while also examining the causes and effects of these developments.</p> <ul style="list-style-type: none"> <li>● Economies of the 13 Colonies <ul style="list-style-type: none"> <li>○ Using Evidence: What made the economies of the northern, southern, and middle colonies different?</li> </ul> </li> <li>● Indentured Servitude vs. Slavery <ul style="list-style-type: none"> <li>○ Using Evidence: How did indentured servitude compare to slavery? What was similar? What was different?</li> </ul> </li> <li>● Enslaved Peoples of Colonial America <ul style="list-style-type: none"> <li>○ Analysis: What claims can you make about enslaved peoples in Colonial America?</li> </ul> </li> </ul> <p><b>Harlem’s Journey</b>  This lesson follows the rise and fall of Harlem in New York City, New York, from the promise of the Harlem Renaissance in the 1920s to the neglect after WWII that that led to declines in residents’ quality of life. Today, Harlem is experiencing a revitalization, and this lesson traces the evolution of its social, economic, and cultural history.</p>



**Compelling Question**

How did discrimination and wealth inequality contribute to the eventual decline of the Harlem Renaissance?

Students will be able to

- explain the importance of the Great Migration in transporting some of the brightest minds in America to Harlem in the early twentieth century,
- analyze the contributions that a few individuals made in alerting the world to the Harlem Renaissance,
- distinguish between the shining façade of the Harlem Renaissance and the grinding everyday life for average residents,
- explain how the devastation of the Great Depression exacerbated the racial inequities in
- America and initiated a rapid decline in the quality of life in Harlem, and
- demonstrate how a revitalized interest in Harlem is creating economic challenges for longtime residents, including how to preserve the unique culture in the community.including how to preserve the unique culture in the community

**The Origins of Wealth Inequality in America**

The economic collapse of the 1930s caused the U.S. government to develop new policies to put Americans back on their feet again. Many of these programs centered on growing the housing stock and providing tools for households to begin generating wealth. Discrimination did not allow for Black Americans to have an equal opportunity at building a middle-class lifestyle—the bedrock of the American Dream. These inequities began an ever-widening wealth gap that has impacted generations far removed from the original policies.

**Compelling Question**

How did housing policies lead to the wealth gap between White and Black households?

Students will be able to:

- recognize that a multitude of federal, state, and local government and private housing policies were initiated in the early twentieth century to keep Black Americans from homeownership,
- describe the use of redlining maps and the implications for Black American financial opportunities, and
- connect the government policies of the past to the significant wealth disparity that exists between White and Black households today.

Economics 4a: Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to

		encourage or discourage trade, and the flow of investment on patterns of international trade.
11th	Social Studies	<p>History 1a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>History 2a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>History 2b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>History 3a: Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>Reconstruction brought important changes including an end to slavery, enfranchisement, and greater autonomy for freedmen. However, political and economic inequality remained a fact of life for African Americans, particularly after the withdrawal of federal troops from the South. Interpretations of Reconstruction range from highly critical to a recognition of its significant achievements. There is general agreement that Reconstruction was a period of remarkable effort undermined by white Southerners and a disinterested Northern electorate. Legal, political, and economic opportunities would be delayed for another century.</p> <p><a href="#">The Reconstruction Era and the Fragility of Democracy</a> from Facing History and Ourselves</p> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>• What can we learn from the history of Reconstruction as we work to strengthen democracy today?</li> </ul> <p><b>Lesson 1: The Power of Names</b></p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• What do names reveal about a person's identity?</li> <li>• What do names suggest about our agency and freedom in society?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will reflect on the notion that names can simultaneously project ideas about our identity to others, conceal parts of our identity from others, and represent values and traditions that have influenced our identity.</li> <li>• Students will recognize that the ability to choose or change one's name represents a level of freedom and agency that has been denied to many oppressed peoples throughout history.</li> </ul>

**Lesson 2: Enacting Freedom**

In the last lesson, students examined the choices of freedpeople in naming themselves and reflected on how the beliefs and expectations of the society we are born into can influence how we think about others and ourselves. In this lesson, they will consider the frequently used but rarely defined concept of freedom. By learning about the choices and aspirations of freedpeople immediately after Emancipation, students will consider what it means to be free, and they will consider what role freedom plays in their own lives. They will also begin to reflect on the question of whether one who is excluded from full and equal membership in society is truly free.

**Guiding Question**

- What is freedom? What does it mean to be free?

**Learning Objectives**

- Students will understand that freedom is difficult to capture in a single definition, but individuals often experience it as independence in their daily choices about work, family, and religion, as well as in their exercise of political, economic, and social rights.
- Students will recognize that both laws and customs, as well as individuals' choices, influence a society's definition of freedom.

**Lesson 4: Healing and Justice**

In the previous lesson, students learned about two unresolved challenges facing the United States immediately after the Civil War: how to define freedom and how to reunite two parts of the country torn apart by a miserable and bitter war. In this lesson, students will look closely at the actions of President Andrew Johnson to resolve these dilemmas through his plan for Reconstruction, as well as the ensuing debate his plan provoked with Congress. In the process, they will reflect on deeper issues of healing and justice in the aftermath of both a devastating war and a profound transformation of society.

**Guiding Question**

- After a civil war, how can a nation simultaneously heal and provide justice to all of its inhabitants?

**Learning Objectives**

- Students will know that achieving the goals of healing and justice simultaneously after a civil war is a significant challenge for any country.
- Students will realize that in times of crisis, questions about belonging and power in a nation can become a significant source of conflict and reveal the fragility of democracy.

**Lesson 5: The Union as it Was**

In the last lesson, students learned about the opposing visions for

Reconstruction offered by President Andrew Johnson and the Radical Republicans in Congress. In this lesson, students will examine documents that shed light on life in the South under the policies of Presidential Reconstruction in 1865 and 1866. In particular, they will see evidence of the reestablishment of the South “as it was,” a society based on white supremacy, which led many of Presidential Reconstruction’s opponents to wonder whether the Northern victory would bring about the changes in American society they desired.

#### **Guiding Questions**

- What does it mean to be free?
- What rights and opportunities does one need in order to maintain and defend their freedom?

#### **Learning Objectives**

- Students will understand that victory in a war does not necessarily mean that its underlying causes have been resolved.
- Students will recognize that different groups sometimes have competing claims on justice. During Reconstruction, white Southern planters equated justice with protection of property they obtained in accordance with the laws at the time. Freedpeople equated justice with the right to possess land that they made valuable through their labor as slaves.

#### **Lesson 6: Radical Reconstruction and the Birth of Civil Rights**

In the previous two lessons, students analyzed the Reconstruction policies of President Andrew Johnson and learned about the conditions for freedpeople that emerged in Southern states under Presidential Reconstruction. In this lesson, they will learn about the responses to Johnson’s policies by Republicans in Congress. In particular, they will look closely at the Fourteenth Amendment that overturned Presidential Reconstruction. The Fourteenth Amendment introduced the concepts of national citizenship, civil rights, and equality into federal law and the US Constitution.

#### **Guiding Question**

- What can a nation’s laws reveal about that nation’s universe of obligation?

#### **Learning Objectives**

- Students will acknowledge that one way a nation can define, both explicitly and implicitly, its universe of obligation is through its constitution and laws.
- Students will recognize that a nation’s requirements for citizenship are one way that it uses laws to define who belongs, but nations do not always treat citizens as equals.

#### **Lesson 7: Expanding Democracy**

		<p>In the previous lesson, students examined the laws and amendments that were signal achievements of the Reconstruction era. While doing so, they reflected on the ways that nations determine who belongs and express who is included in their universe of obligation. In this lesson, students will explore the consequences of the laws passed as part of Radical Reconstruction, and they will reflect on how the revolutionary changes that occurred because of these laws in the late 1860s and early 1870s affected the strength of American democracy.</p> <p><b>Guiding Question</b></p> <ul style="list-style-type: none"> <li>• What are the consequences of who a nation determines is entitled to equal rights and freedoms?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will see that the success of a democracy is dependent upon its definition of citizenship, how opportunities to participate in civic life are granted and protected, and how citizens choose to participate in its civic life.</li> <li>• Students will understand that democracy can be understood as an aspiration that nations strive toward. At the same time, nations can successfully become more democratic without fully achieving the goals of equality and justice.</li> </ul>
7th	ELA	<p><b>CommonLit 360: Unit 3: Brown Girl Dreaming</b></p> <p>This 360 Unit is centered on Jacqueline Woodson’s memoir <i>Brown Girl Dreaming</i>. In this unit, students examine Woodson’s early life in the 1960s and 1970s and how the world around her influences her dreams for the future. Students participate in Related Media Explorations to build key background knowledge about this historic time period. They read interviews with two activists who participated in the nonviolent movement to protest segregation and analyze an iconic painting depicting important events of the time period. While students build this important historical knowledge, they consider how Woodson was influenced by the people and events in the world around her and share their ideas through discussion and writing.</p>

### Core Unit Texts

All students engage with these texts throughout the unit.

Title, Author & Genre	Lexile	Description
<i>Brown Girl Dreaming</i> by Jacqueline Woodson (Memoir)	990L	In <i>Brown Girl Dreaming</i> , Jacqueline Woodson tells the story of her childhood in the 1960s and 1970s. In beautiful poems, Woodson describes life growing up in South Carolina and New York. She writes of her growing awareness of the world around her, the influential figures in her life, and the joy of finding passion in storytelling. <i>Brown Girl Dreaming</i> has won multiple awards, including the Coretta Scott King Book Award and the National Book Award for Young People's Literature.

### Choice Board Texts

Students choose from these texts for a portion of this unit.

Title, Author & Genre	Lexile	Description
<i>The First Time John Lewis and I Integrated the Buses</i> by Bernard Lafayette Jr. (Interview)	970L	In this interview, Civil Rights Activist Bernard Lafayette, Jr. describes his experiences working with late Senator John Lewis to desegregate public buses in the South during the Freedom Rides.
Transcript of Full Joseph McNeil Interview by Newsday (Interview)	970L	In this interview, Joseph McNeil, a retired major general in the United States Air Force, describes his experience participating in the sit-in movement at a Woolworth's lunch counter in North Carolina.

### CommonLit 360 Unit 5: Influential Voices

In this 360 Unit, students learn about the techniques effective speakers use to appeal to and engage their audiences. This unit features a wide range of speeches: from Sojourner Truth's well known "Ain't I a Woman?" speech on women's rights, to Oprah Winfrey's eulogy for Rosa Parks, to Steve Jobs's inspirational commencement address at Stanford University. Students read and watch videos of speeches and analyze the speakers' rhetoric. Writing lessons focus on summarizing evidence and analyzing tone. In preparation for the unit's Culminating Task, students independently read and watch a video of a speech they select from a curated set. Students demonstrate their mastery of the unit's reading and writing skills by writing an explanatory essay about how that speaker uses rhetoric to persuade their audience. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

8th

ELA

### CommonLit 360: Unit 2: Conveying Courage

**Essential Question:** What is courage? How do writers share their messages of courage?

In some of our darkest moments, words can inspire the courage to forge ahead and change the world.

### Core Unit Texts

All students engage with these texts throughout the unit.

Title, Author & Genre	Lexile	Description
"Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass ( <i>Letter</i> )	1220L	In his letter to Harriet Tubman, Frederick Douglass juxtaposes his publicly acknowledged acts of courage with Tubman's secret courageous acts.
"Invictus" by William Ernest Henley ( <i>Poem</i> )	Non-Prose	Henley explores the idea of courage as a choice between giving into fear or continuing on in spite of it.
"Sonnet" by James Weldon Johnson ( <i>Poem</i> )	Non-Prose	Johnson uses juxtaposition to show that it is courageous to choose hope when it might be easier to give into despair.
"General Eisenhower's Order of the Day" by General Dwight D. Eisenhower ( <i>Historical Document</i> )	860L	General Eisenhower motivates soldiers in World War II with the message that courage is doing what is right, even when it's dangerous.
"JFK's 'Race to Space' Speech" (excerpted) by President John F. Kennedy ( <i>Speech</i> )	1350L	In this speech, Kennedy develops the idea that courage is taking risks that others have not taken before.
"A Litany for Survival" by Audre Lorde ( <i>Poem</i> )	Non-Prose	Lorde demonstrates the courage a person needs to live their life while others attempt to diminish them.
"Still I Rise" by Maya Angelou ( <i>Poem</i> )	Non-Prose	Angelou explores the idea that courage is having pride in yourself while staring down those who want you to be meek.

### Choice Board Texts

Students choose from these texts for a portion of this unit.

Title, Author & Genre	Lexile	Description
"The Miracle of Morning" by Amanda Gorman ( <i>Poem</i> )	Non-Prose	In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.
"The Danger of Silence" by Clint Smith ( <i>Poem</i> )	Non-Prose	In this video, Smith recites a short, powerful poem about finding courage.

### CommonLit 360 Unit 3 Twelve Angry Men

This 360 Unit is centered around Reginald Rose's play *Twelve Angry Men*, an exploration of how a single juror can influence the outcome of a case. In this unit students examine how each of the jurors grapple with the responsibility of finding a defendant "guilty" or "not guilty". Students have the opportunity to read the play aloud as a class, while tracking the development of specific jurors as the drama unfolds. Students participate in Related Media Explorations that expose them to the jury deliberation process and the effects of a diverse jury on case outcomes. In addition, they read informational texts that provide knowledge building for major concepts in the play. As the unit culminates, students engage in a discussion about character development to inform their understanding of the benefits and challenges of a jury. To demonstrate their learning, students will craft a literary analysis essay by learning how to incorporate academic language and context for their evidence within their writing.

### Core Unit Texts

All students engage with these texts throughout the unit.

Title, Author & Genre	Lexile	Description
<i>Twelve Angry Men</i> by Reginald Rose (Drama)	Non-Prose	Reginald Rose's <i>Twelve Angry Men</i> is a drama about twelve jurors deliberating the fate of a young man accused of murdering his father. As students read the play, they analyze how characters interact and develop throughout a text, and how dialogue develops character and builds theme.
"Presumption of Innocence" by New York Courts (Informational)	1020L	This text from NY Courts explains what is meant by "presumption of innocence" and explicitly states that it is the job of the prosecution to prove that a defendant is guilty in any trial. The text also clearly defines "burden of proof" and "beyond a reasonable doubt" and helps students understand more about the expectations of jurors to ensure that the verdict is fair and impartial.
"What is Confirmation Bias?" by Shahram Heshmat, Ph.D (Informational)	1040L	In this article from <i>Psychology Today</i> , the author discusses confirmation bias, which can lead people to ignore or misrepresent evidence from the world around them. Through this informational text, students gain an understanding of confirmation bias and how it affects both our perceptions of others and our decision-making.
"False Memories and How They Form" by Kendra Cherry (Informational)	960L	Kendra Cherry explores the ways in which the human brain recalls past experiences, and how these may not be accurate due to an array of neurological and psychological reasons. Cherry suggests that the possibility of false memories poses a challenge when examining eyewitness testimonies in a court of law.

### CommonLit 360 Unit 5: Not That Different

Essential Question: How does "othering" affect individuals and humanity in general? What does the way a person treats others reveal about them?

In this 360 Unit, students explore the phenomenon of othering, or treating someone as if they don't fit into the norm. They consider its impact on both individuals and society. Students read texts that illustrate othering in multiple settings and contexts, including realistic fiction, science fiction, nonfiction, and poetry. These different genres give students opportunities to discuss and contemplate what their treatment of others might reveal about themselves. Students strengthen their writing through lessons that support precision of word choice, analysis, and revision. As students consider the impact of othering, they strengthen their analytical reading, writing, and discussion skills and learn new vocabulary that helps them articulate their ideas in more sophisticated ways. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.



		<p><b>Core Unit Texts</b></p> <p>All students engage with these texts throughout the unit.</p> <table border="1"> <thead> <tr> <th data-bbox="602 195 867 237">Title, Author &amp; Genre</th> <th data-bbox="867 195 943 237">Lexile</th> <th data-bbox="943 195 1495 237">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="602 237 867 321">"The Star Beast" by Nicholas Stuart Gray (<i>Short Story</i>)</td> <td data-bbox="867 237 943 321">1030L</td> <td data-bbox="943 237 1495 321">This science fiction short story explores one community's response to the appearance of an outsider.</td> </tr> <tr> <td data-bbox="602 321 867 405">"What is Othering?" by Kendra Cherry (<i>Nonfiction</i>)</td> <td data-bbox="867 321 943 405">1220L</td> <td data-bbox="943 321 1495 405">Cherry explores the concept of othering and the effects it has on people who are othered and those who do the othering.</td> </tr> <tr> <td data-bbox="602 405 867 531">"McCarthy, Communists, and 'Enemies from Within'" by Adrienne Favors (<i>Nonfiction</i>)</td> <td data-bbox="867 405 943 531">1310L</td> <td data-bbox="943 405 1495 531">On February 9, 1950, a young, relatively unknown, Republican senator delivered a speech to the League of Women Voters in Wheeling, West Virginia. Infamously known as the "Enemies Within Speech," Senator Joseph McCarthy and his speech would launch America into a period of unrest.</td> </tr> <tr> <td data-bbox="602 531 867 615">"A Short Note to My Very Critical and Well-Beloved Friends and Comrades" by June Jordan (<i>Poem</i>)</td> <td data-bbox="867 531 943 615">Non-Prose</td> <td data-bbox="943 531 1495 615">A speaker expresses how it feels to be othered by their friends.</td> </tr> <tr> <td data-bbox="602 615 867 699">"The Neighbor's Wife" by Susan Palwick (<i>Poem</i>)</td> <td data-bbox="867 615 943 699">Non-Prose</td> <td data-bbox="943 615 1495 699">The poem's speaker describes how their views of a newcomer differ from their neighbor's perspective.</td> </tr> <tr> <td data-bbox="602 699 867 783">"Hamadi" by Naomi Shihab Nye (<i>Short Story</i>)</td> <td data-bbox="867 699 943 783">800L</td> <td data-bbox="943 699 1495 783">A young girl views the world differently than others; she wants to build connections rather than focus on differences and separation.</td> </tr> </tbody> </table>	Title, Author & Genre	Lexile	Description	"The Star Beast" by Nicholas Stuart Gray ( <i>Short Story</i> )	1030L	This science fiction short story explores one community's response to the appearance of an outsider.	"What is Othering?" by Kendra Cherry ( <i>Nonfiction</i> )	1220L	Cherry explores the concept of othering and the effects it has on people who are othered and those who do the othering.	"McCarthy, Communists, and 'Enemies from Within'" by Adrienne Favors ( <i>Nonfiction</i> )	1310L	On February 9, 1950, a young, relatively unknown, Republican senator delivered a speech to the League of Women Voters in Wheeling, West Virginia. Infamously known as the "Enemies Within Speech," Senator Joseph McCarthy and his speech would launch America into a period of unrest.	"A Short Note to My Very Critical and Well-Beloved Friends and Comrades" by June Jordan ( <i>Poem</i> )	Non-Prose	A speaker expresses how it feels to be othered by their friends.	"The Neighbor's Wife" by Susan Palwick ( <i>Poem</i> )	Non-Prose	The poem's speaker describes how their views of a newcomer differ from their neighbor's perspective.	"Hamadi" by Naomi Shihab Nye ( <i>Short Story</i> )	800L	A young girl views the world differently than others; she wants to build connections rather than focus on differences and separation.
Title, Author & Genre	Lexile	Description																					
"The Star Beast" by Nicholas Stuart Gray ( <i>Short Story</i> )	1030L	This science fiction short story explores one community's response to the appearance of an outsider.																					
"What is Othering?" by Kendra Cherry ( <i>Nonfiction</i> )	1220L	Cherry explores the concept of othering and the effects it has on people who are othered and those who do the othering.																					
"McCarthy, Communists, and 'Enemies from Within'" by Adrienne Favors ( <i>Nonfiction</i> )	1310L	On February 9, 1950, a young, relatively unknown, Republican senator delivered a speech to the League of Women Voters in Wheeling, West Virginia. Infamously known as the "Enemies Within Speech," Senator Joseph McCarthy and his speech would launch America into a period of unrest.																					
"A Short Note to My Very Critical and Well-Beloved Friends and Comrades" by June Jordan ( <i>Poem</i> )	Non-Prose	A speaker expresses how it feels to be othered by their friends.																					
"The Neighbor's Wife" by Susan Palwick ( <i>Poem</i> )	Non-Prose	The poem's speaker describes how their views of a newcomer differ from their neighbor's perspective.																					
"Hamadi" by Naomi Shihab Nye ( <i>Short Story</i> )	800L	A young girl views the world differently than others; she wants to build connections rather than focus on differences and separation.																					
9th	ELA	<p><b>English Language Arts:</b></p> <p><b>Taking a Stand: Expeditionary Learning Education</b></p> <p>To Kill a Mockingbird is one of the most commonly taught books in American schools. Beloved by many readers and educators as a story of moral courage, it has also been criticized for its limited portrayal of Black characters, dated treatment of racism, and promotion of a "white savior" narrative. This complex novel can be the entry point for meaningful learning, but it demands a careful and intentional approach in the classroom.</p> <p>At a time when many in the United States and around the world are reckoning with systemic racism, responsibly teaching Mockingbird involves setting Harper Lee's fictional story in its historical context, centering Black voices that are missing from the text, and examining the story and its messages with a critical lens.</p> <p>Students will continue to develop their ability to closely read text while studying the theme of taking a stand. During the first half of Unit 1, students will read two speeches reflecting examples of real people taking a stand. By reading these speeches they will build background knowledge about the module's overarching theme, engage in a study of the speaker's perspective, and analyze the craft of forming an argument. In the second half of Unit 1, students will read Part 1 of To Kill a Mockingbird by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. Students will engage in a character study of Atticus by analyzing his actions and words, and what others say about him, to better understand him as a character. This analysis will provide details and evidence for students to use in their end of Unit 2 argument essay. In addition to reading and studying the text, students will view excerpts of the To Kill a Mockingbird film that strongly convey the novel's themes, and they will analyze how the film remains true to the original text as well as how it veers from the original. In Unit 2, students will continue to study the theme of</p>																					

		<p>taking a stand as they finish the novel. They will develop their argument writing skills through scaffolded writing lessons, culminating in a literary analysis essay in which they argue whether or not it made sense, based on Atticus’s character, for him to have taken a stand and defend Tom Robinson. In Unit 3, having finished the novel, students will return to key quotes from the novel that relate to the themes of the Golden Rule and Taking a Stand. Final Performance task, after viewing “The Danger of a Single Story, students will form groups to create a Readers Theater text to illustrate the narrative from Tom Robinson’s point of view. Reader’s theater text will include references from the text and social issues Tom Robinson and his family would have encountered in the setting of To Kill a Mockingbird.</p> <p>Central Texts 1. Harper Lee, <i>To Kill a Mockingbird</i> (New York: Warner Books, 1982), ISBN: 978-0-446-31486-2. 2. Shirley Chisholm, “Equal Rights for Women,” speech made on May 21, 1969. 3. Sojourner Truth, “Ain’t I a Woman?” speech made in May 1851. 4. Lyndon Johnson, “The Great Society,” speech made on May 22, 1964. 5. <i>To Kill a Mockingbird</i>, film directed by Robert Mulligan (and starring Gregory Peck), 1962. 6. Robert Hayden, “Those Winter Sundays,” 1966. 7. Countee Cullen, “Incident,” 1925. 8. Ella Wheeler Wilcox, “Solitude,” 1883, <i>Danger of A Single Story</i>, Chimamanda Ngozi Adichie</p>
10th	ELA	<p><b>CommonLit 360 Unit 1: Coming of Age</b></p> <p>Essential Question: What experiences lead us from childhood into adulthood?</p> <p>This 360 Unit is anchored around five engaging short stories that illuminate both the exhilaration and the pain inherent in the transition from adolescence to adulthood: “Safety of Numbers,” “Through The Tunnel,” “American History,” “Eraser Tattoo,” and “Marigolds.” In their struggles to become independent, the protagonists in each of these stories often come to painful realizations about adults and the world around them. To help students further engage with the coming of age themes in the unit, students read “Growing Up: Key Moments,” an informational text about the pivotal experiences that we undergo during the transition from childhood to adulthood. Students also read an informational text about the impact of the assassination of John F. Kennedy to build background knowledge for the short story “American History.” Students work collaboratively during a Related Media Exploration featuring videos that explore the role of risk-taking and peer relationships in a person’s coming of age journey.</p>

		<p><b>Core Unit Texts</b></p> <p>All students engage with these texts throughout the unit.</p> <table border="1"> <thead> <tr> <th data-bbox="610 184 841 226">Title, Author &amp; Genre</th> <th data-bbox="841 184 915 226">Genre</th> <th data-bbox="915 184 1495 226">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="610 237 841 300">"Safety of Numbers" by Lucy Tan (<i>Short Story</i>)</td> <td data-bbox="841 237 915 300">890L</td> <td data-bbox="915 237 1495 300">In this short story, a daughter learns surprising information about her mother's past that informs the kind of future she wants for herself.</td> </tr> <tr> <td data-bbox="610 310 841 394">"Growing Up: Key Moments" by Jessica McBirney (<i>Informational</i>)</td> <td data-bbox="841 310 915 394">1090L</td> <td data-bbox="915 310 1495 394">This informational text explores the pivotal events that contribute to our coming of age, such as realizing that the adults in our lives are not perfect and experiencing our first heartbreak.</td> </tr> <tr> <td data-bbox="610 405 841 468">"Through the Tunnel" by Doris Lessing (<i>Short Story</i>)</td> <td data-bbox="841 405 915 468">820L</td> <td data-bbox="915 405 1495 468">This suspenseful short story describes one boy's quest to follow a group of older boys and swim through a tight underwater tunnel. He gains new independence and self-awareness as a result of this experience.</td> </tr> <tr> <td data-bbox="610 478 841 583">"John F. Kennedy inspired us then and now" by Various Authors (<i>Letter</i>)</td> <td data-bbox="841 478 915 583">1050L</td> <td data-bbox="915 478 1495 583">In preparation for reading "American History," students read this informational text to build essential background knowledge. In this collection of letters, people who remember President John F. Kennedy's death reflect on the impact that moment in history had on their lives.</td> </tr> <tr> <td data-bbox="610 594 841 699">"American History" by Judith Ortiz Cofer (<i>Short Story</i>)</td> <td data-bbox="841 594 915 699">920L</td> <td data-bbox="915 594 1495 699">This short story is set against the backdrop of President Kennedy's assassination. A young girl's innocence allows her to build a friendship with a boy from a different background, but that innocence is shattered when she is faced with harsh truths about the world.</td> </tr> <tr> <td data-bbox="610 709 841 814">"Eraser Tattoo" by Jason Reynolds (<i>Short Story</i>)</td> <td data-bbox="841 709 915 814">690L</td> <td data-bbox="915 709 1495 814">"Eraser Tattoo" by Jason Reynolds describes two teenagers facing separation because of neighborhood gentrification who wonder whether their love can survive. This experience forces them to face some hard truths about the risks and rewards of love.</td> </tr> <tr> <td data-bbox="610 825 841 930">"Marigolds" by Eugenia W. Collier (<i>Short Story</i>)</td> <td data-bbox="841 825 915 930">Short Story</td> <td data-bbox="915 825 1495 930">In this short story, a Black woman reflects on her childhood growing up in rural Maryland during the Great Depression. It focuses on her regret at destroying a symbol of beauty in an otherwise bleak world: the marigolds belonging to her neighbor Miss Lottie.</td> </tr> </tbody> </table>	Title, Author & Genre	Genre	Description	"Safety of Numbers" by Lucy Tan ( <i>Short Story</i> )	890L	In this short story, a daughter learns surprising information about her mother's past that informs the kind of future she wants for herself.	"Growing Up: Key Moments" by Jessica McBirney ( <i>Informational</i> )	1090L	This informational text explores the pivotal events that contribute to our coming of age, such as realizing that the adults in our lives are not perfect and experiencing our first heartbreak.	"Through the Tunnel" by Doris Lessing ( <i>Short Story</i> )	820L	This suspenseful short story describes one boy's quest to follow a group of older boys and swim through a tight underwater tunnel. He gains new independence and self-awareness as a result of this experience.	"John F. Kennedy inspired us then and now" by Various Authors ( <i>Letter</i> )	1050L	In preparation for reading "American History," students read this informational text to build essential background knowledge. In this collection of letters, people who remember President John F. Kennedy's death reflect on the impact that moment in history had on their lives.	"American History" by Judith Ortiz Cofer ( <i>Short Story</i> )	920L	This short story is set against the backdrop of President Kennedy's assassination. A young girl's innocence allows her to build a friendship with a boy from a different background, but that innocence is shattered when she is faced with harsh truths about the world.	"Eraser Tattoo" by Jason Reynolds ( <i>Short Story</i> )	690L	"Eraser Tattoo" by Jason Reynolds describes two teenagers facing separation because of neighborhood gentrification who wonder whether their love can survive. This experience forces them to face some hard truths about the risks and rewards of love.	"Marigolds" by Eugenia W. Collier ( <i>Short Story</i> )	Short Story	In this short story, a Black woman reflects on her childhood growing up in rural Maryland during the Great Depression. It focuses on her regret at destroying a symbol of beauty in an otherwise bleak world: the marigolds belonging to her neighbor Miss Lottie.
Title, Author & Genre	Genre	Description																								
"Safety of Numbers" by Lucy Tan ( <i>Short Story</i> )	890L	In this short story, a daughter learns surprising information about her mother's past that informs the kind of future she wants for herself.																								
"Growing Up: Key Moments" by Jessica McBirney ( <i>Informational</i> )	1090L	This informational text explores the pivotal events that contribute to our coming of age, such as realizing that the adults in our lives are not perfect and experiencing our first heartbreak.																								
"Through the Tunnel" by Doris Lessing ( <i>Short Story</i> )	820L	This suspenseful short story describes one boy's quest to follow a group of older boys and swim through a tight underwater tunnel. He gains new independence and self-awareness as a result of this experience.																								
"John F. Kennedy inspired us then and now" by Various Authors ( <i>Letter</i> )	1050L	In preparation for reading "American History," students read this informational text to build essential background knowledge. In this collection of letters, people who remember President John F. Kennedy's death reflect on the impact that moment in history had on their lives.																								
"American History" by Judith Ortiz Cofer ( <i>Short Story</i> )	920L	This short story is set against the backdrop of President Kennedy's assassination. A young girl's innocence allows her to build a friendship with a boy from a different background, but that innocence is shattered when she is faced with harsh truths about the world.																								
"Eraser Tattoo" by Jason Reynolds ( <i>Short Story</i> )	690L	"Eraser Tattoo" by Jason Reynolds describes two teenagers facing separation because of neighborhood gentrification who wonder whether their love can survive. This experience forces them to face some hard truths about the risks and rewards of love.																								
"Marigolds" by Eugenia W. Collier ( <i>Short Story</i> )	Short Story	In this short story, a Black woman reflects on her childhood growing up in rural Maryland during the Great Depression. It focuses on her regret at destroying a symbol of beauty in an otherwise bleak world: the marigolds belonging to her neighbor Miss Lottie.																								
12th	ELA	<p><b>CommonLit 360 Unit 1: Memoirs</b></p> <p>In this 360 Unit, students learn how to write memoirs and application essays that capture their personal stories. Students first read engaging memoirs and consider how important moments, people, and places shape who we are and teach us important life lessons. They also read model student application essays to understand how writers can use a variety of techniques to promote their best traits. Students then brainstorm defining moments and experiences that tell the story of who they are. As students move through the writing process, they will strengthen their narrative writing skills and learn techniques to structure their writing, incorporate voice, and address a specific audience. Through discussion, freewriting, drafting, peer review exercises, and multiple rounds of revision, students produce memoirs and application essays that they can use beyond the classroom.</p>																								

Core Unit Texts		
All students engage with these texts throughout the unit.		
Title, Author & Genre	Lexile	Description
"Crying in H Mart" by Michelle Zauner ( <i>Memoir</i> )	1150	This poignant memoir explores the important link between culture and identity. Writer Michelle Zauner describes how visits to H Mart grocery stores evoke joyful memories of her mother and reconnect her with her Korean roots. As students read, they will analyze how the author develops relationships between characters.
"Chameleon" by Trevor Noah ( <i>Memoir</i> )	650	"Chameleon," from Trevor Noah's best-selling memoir <i>Born a Crime</i> , explores how identity can be shaped by several factors. Noah describes his experience as a mixed-race child in South Africa and reflects on how his identity developed. As students read, they will analyze how the author uses scenes to develop multiple themes.
"The Monster of Kings Island" by Christopher Bollen ( <i>Memoir</i> )	1020	In this lighthearted memoir, a writer looks back on the moment when he overcame a childhood fear and learned about the universal nature of fear. As students read, they will analyze how the author uses structure to develop meaning.
"Model Application Essay 1" by Brittany Stinson ( <i>Essay</i> )	1170	In this engaging application essay, a student uses her childhood trips to Costco to demonstrate her love for learning and adventure. As students read, they will analyze how the author's use of imagery and diction develops theme and purpose.
"Model Application Essay 2" by Anonymous ( <i>Essay</i> )	N/A	This application essay drops readers right into a dramatic scene as the writer recounts their experience handling a family health crisis and how it contributed to their personal growth. As students read, they will analyze how the author's use of structure develops meaning.

f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Grade-level	Content Area(s)	Lessons/Resources
7th	Social Studies	<p><b>Economic Spotlight</b> Economic Spotlight focuses on women and minorities who have made major contributions to the field of economics.</p> <p><b>Dr. Sadie T. M. Alexander, born 1898</b> First African American woman to earn a Ph.D. from Univ. of Pennsylvania and second African American woman in the United States with a Ph.D. An economist and lawyer Dissertation: The Standard of Living Among One Hundred Negro Migrant Families in Philadelphia</p> <p><b>Dr. Willene A. Johnson, born 1947</b> Attended Bronx HS of Science, the only technical school in NYC that accepted girls to study math. Earned Ph.D. in economics at Columbia University Are women economically active in Tanzanian cities?</p> <p><b>Dr. Raphael William Bostic, born 1966</b> Graduated from Harvard in 1987 with majors in psychology and economics. Earned his Ph.D. in economics from Stanford University. First African American and openly gay person to be president of a Federal Reserve Bank. Research for Dr. Bostic's Dissertation found that lenders were influenced by the borrower's skin color.</p> <p><b>Dr. Belinda Archibong</b> A native of Nigeria, she graduated from Columbia University studying economics and philosophy. Focuses on sustainable development to protect people and the environment. Could a lack of access to public services in a school have a direct relationship</p>

		to violent activity in the area later?
7th	ELA	<p><b>The Harlem Renaissance: Curriculum Unit from Expeditionary Learning Education:</b></p> <p>Can we “find fuel for the future in the past”? Poet Nikki Grimes asks this question in her poem “Emergency Measures,” the first in her collection <i>One Last Word: Wisdom from the Harlem Renaissance</i>. As Grimes does in her book, students will spend the module pondering the wisdom from works created during the Harlem Renaissance. First students will explore scenes and songs from a play, poems, and artwork to experience the explosion of creativity and ideas of collaboration and innovation. Then students examine political artwork and cartoons, informative articles, and short stories to explore the social and political context of the Harlem Renaissance. Finally, students explore the legacy of the Harlem Renaissance, turning back to Nikki Grimes and her collection of poems crafted with lines from Harlem Renaissance poets. Students consider whether they and contemporary writers, singers, and musicians truly can “find fuel for the future in the past.”</p> <p>In Unit 1, students explore collaboration in the Harlem Renaissance, noting how the Harlem Renaissance was an explosion and confluence of art, music, and literature. Students first examine scenes and songs from the Broadway musical <i>Shuffle Along</i>, experiencing this celebratory text that transformed American musical theater and was created through the collaboration of Eubie Blake, Noble Sissle, F. E. Miller, and Aubrey Lyles. Students analyze how the musical and textual techniques in the play affect meaning and develop themes such as love persevering through tough times. Similarly, students explore the thematic connections of triumph over hardships in the poem “Lift Every Voice and Sing” by James Weldon Johnson and the song and sculpture inspired by the text. Students then analyze iconic poems such as “The Negro Speaks of Rivers” by Langston Hughes, “Calling Dreams” and “Hope” by Georgia Douglas Johnson, and Claude McKay’s “I Shall Return.” In each of these poems, students analyze the structure, figurative language, and themes such as drawing strength from the past and overcoming adversity to fulfill one’s dreams. Students conclude their exploration of collaboration and cultural confluence in a collaborative discussion comparing McKay’s poem to artwork by Meta Warrick Fuller and Winold Reiss for thematic connections around drawing strength from and longing for home or Africa.</p> <p>In Unit 2, students explore the social and political context of the Harlem Renaissance by reading short informational texts and examining visual art. Students learn how the Harlem Renaissance occurred during the era of the Great Migration, Jim Crow laws, and the racial violence of post-Civil War America. They then read two short stories, “His Motto” by Lottie Burrell Dixon and “The Boy and the Bayonet” by Paul Laurence Dunbar, analyzing point of view and the interactions between story elements, such as character, plot, and setting. Additionally, students discuss how both stories develop themes about working hard to achieve dreams and how community helps to bring out our best selves. Students continue their exploration of the Harlem Renaissance context by engaging with literary argument writing.</p>

		<p>Students examine a model literary argument essay then write pair and independent essays, discussing how three pieces of work from the Harlem Renaissance are connected by themes such as looking to the past for strength, collaboration and community to bring out one’s best self, and dreams giving life meaning and purpose. In Unit 3, students explore the contemporary legacy of the Harlem Renaissance by examining short informational and literary texts, visual art, and performances to further develop their sense of how the Harlem Renaissance continues to impact us today. To develop their background knowledge about this legacy, students analyze Nikki Grimes’ poem “Emergency Measures,” original artwork associated with the poem, and Alvin Ailey American Dance Theater’s ballet, “Uptown,” which was inspired by the people, places, art, music, and writing of the Harlem Renaissance. Then students study several of Nikki Grimes’ poems in conjunction with the poetry of the Harlem Renaissance, learning how Grimes uses lines from poets such as Langston Hughes and Georgia Douglas Johnson to create her own poems which develop themes similar to those of the Harlem Renaissance but in a contemporary context. Students continue their exploration of the legacy of the Harlem Renaissance by creating a museum exhibit, which includes three pieces from the Harlem Renaissance and one contemporary piece that they have studied or created themselves. Students write a curator’s statement explaining how the works are connected by theme and create labels discussing the details of structure, language, and theme in each piece. Students practice and revise the presentation of their curator’s statements and labels preparing for the Harlem Renaissance museum, in which students contribute to making a better world by sharing these important works with their community.</p> <p>The texts for the module contain references to sensitive topics such as racism, oppression, racial violence, and life challenges. The poems, short stories, and artwork address these complex issues of racism. The supplemental texts examined throughout the module help to explain the collaboration, socio-political context, and legacy of the Harlem Renaissance. In tackling issues of racism, oppression, racial violence, and life challenges, the texts examined across this module raise issues that may be upsetting, painful, or confusing for students. The design of this module aims to support students as they process sensitive or challenging passages. Across lessons, teaching notes call attention to specific passages that may be especially troubling for students and offer suggestions for helping students process the content of these passages with strength and compassion. Instructional decisions throughout the module, too, equip students with the literacy skills necessary to interpret the writers’ choices and their development of themes around hope and perseverance.</p>
8th	Social Studies	<p><b>Were Nat Turner’s actions justified?</b></p> <hr/> <p><b>Lesson Overview</b></p> <p>The actions of Nat Turner, an enslaved African American preacher, were shocking to many Americans. Beginning in the late summer of 1832, Turner led a band of enslaved people through the south, and they killed many white men, women, and children in the hopes of liberating other enslaved people. Were their actions a justified response to lives of toil, violence, mistreatment, and hopelessness?</p>

		<p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Were Nat Turner's actions justified?</i></li> </ul>																																	
8th	ELA	<p><b>CommonLit 360: Unit 2: Conveying Courage</b></p> <p><b>Essential Question:</b> What is courage? How do writers share their messages of courage?</p> <p>In some of our darkest moments, words can inspire the courage to forge ahead and change the world.</p> <p><b>Core Unit Texts</b></p> <p>All students engage with these texts throughout the unit.</p> <table border="1"> <thead> <tr> <th>Title, Author &amp; Genre</th> <th>Lexile</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>"Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass (<i>Letter</i>)</td> <td>1220L</td> <td>In his letter to Harriet Tubman, Frederick Douglass juxtaposes his publicly acknowledged acts of courage with Tubman's secret courageous acts.</td> </tr> <tr> <td>"Invictus" by William Ernest Henley (<i>Poem</i>)</td> <td>Non-Prose</td> <td>Henley explores the idea of courage as a choice between giving into fear or continuing on in spite of it.</td> </tr> <tr> <td>"Sonnet" by James Weldon Johnson (<i>Poem</i>)</td> <td>Non-Prose</td> <td>Johnson uses juxtaposition to show that it is courageous to choose hope when it might be easier to give into despair.</td> </tr> <tr> <td>"General Eisenhower's Order of the Day" by General Dwight D. Eisenhower (<i>Historical Document</i>)</td> <td>860L</td> <td>General Eisenhower motivates soldiers in World War II with the message that courage is doing what is right, even when it's dangerous.</td> </tr> <tr> <td>"JFK's 'Race to Space' Speech" (excerpted) by President John F. Kennedy (<i>Speech</i>)</td> <td>1350L</td> <td>In this speech, Kennedy develops the idea that courage is taking risks that others have not taken before.</td> </tr> <tr> <td>"A Litany for Survival" by Audre Lorde (<i>Poem</i>)</td> <td>Non-Prose</td> <td>Lorde demonstrates the courage a person needs to live their life while others attempt to diminish them.</td> </tr> <tr> <td>"Still I Rise" by Maya Angelou (<i>Poem</i>)</td> <td>Non-Prose</td> <td>Angelou explores the idea that courage is having pride in yourself while staring down those who want you to be meek.</td> </tr> </tbody> </table> <p><b>Choice Board Texts</b></p> <p>Students choose from these texts for a portion of this unit.</p> <table border="1"> <thead> <tr> <th>Title, Author &amp; Genre</th> <th>Lexile</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>"The Miracle of Morning" by Amanda Gorman (<i>Poem</i>)</td> <td>Non-Prose</td> <td>In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.</td> </tr> <tr> <td>"The Danger of Silence" by Clint Smith (<i>Poem</i>)</td> <td>Non-Prose</td> <td>In this video, Smith recites a short, powerful poem about finding courage.</td> </tr> </tbody> </table>	Title, Author & Genre	Lexile	Description	"Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass ( <i>Letter</i> )	1220L	In his letter to Harriet Tubman, Frederick Douglass juxtaposes his publicly acknowledged acts of courage with Tubman's secret courageous acts.	"Invictus" by William Ernest Henley ( <i>Poem</i> )	Non-Prose	Henley explores the idea of courage as a choice between giving into fear or continuing on in spite of it.	"Sonnet" by James Weldon Johnson ( <i>Poem</i> )	Non-Prose	Johnson uses juxtaposition to show that it is courageous to choose hope when it might be easier to give into despair.	"General Eisenhower's Order of the Day" by General Dwight D. Eisenhower ( <i>Historical Document</i> )	860L	General Eisenhower motivates soldiers in World War II with the message that courage is doing what is right, even when it's dangerous.	"JFK's 'Race to Space' Speech" (excerpted) by President John F. Kennedy ( <i>Speech</i> )	1350L	In this speech, Kennedy develops the idea that courage is taking risks that others have not taken before.	"A Litany for Survival" by Audre Lorde ( <i>Poem</i> )	Non-Prose	Lorde demonstrates the courage a person needs to live their life while others attempt to diminish them.	"Still I Rise" by Maya Angelou ( <i>Poem</i> )	Non-Prose	Angelou explores the idea that courage is having pride in yourself while staring down those who want you to be meek.	Title, Author & Genre	Lexile	Description	"The Miracle of Morning" by Amanda Gorman ( <i>Poem</i> )	Non-Prose	In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.	"The Danger of Silence" by Clint Smith ( <i>Poem</i> )	Non-Prose	In this video, Smith recites a short, powerful poem about finding courage.
Title, Author & Genre	Lexile	Description																																	
"Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass ( <i>Letter</i> )	1220L	In his letter to Harriet Tubman, Frederick Douglass juxtaposes his publicly acknowledged acts of courage with Tubman's secret courageous acts.																																	
"Invictus" by William Ernest Henley ( <i>Poem</i> )	Non-Prose	Henley explores the idea of courage as a choice between giving into fear or continuing on in spite of it.																																	
"Sonnet" by James Weldon Johnson ( <i>Poem</i> )	Non-Prose	Johnson uses juxtaposition to show that it is courageous to choose hope when it might be easier to give into despair.																																	
"General Eisenhower's Order of the Day" by General Dwight D. Eisenhower ( <i>Historical Document</i> )	860L	General Eisenhower motivates soldiers in World War II with the message that courage is doing what is right, even when it's dangerous.																																	
"JFK's 'Race to Space' Speech" (excerpted) by President John F. Kennedy ( <i>Speech</i> )	1350L	In this speech, Kennedy develops the idea that courage is taking risks that others have not taken before.																																	
"A Litany for Survival" by Audre Lorde ( <i>Poem</i> )	Non-Prose	Lorde demonstrates the courage a person needs to live their life while others attempt to diminish them.																																	
"Still I Rise" by Maya Angelou ( <i>Poem</i> )	Non-Prose	Angelou explores the idea that courage is having pride in yourself while staring down those who want you to be meek.																																	
Title, Author & Genre	Lexile	Description																																	
"The Miracle of Morning" by Amanda Gorman ( <i>Poem</i> )	Non-Prose	In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.																																	
"The Danger of Silence" by Clint Smith ( <i>Poem</i> )	Non-Prose	In this video, Smith recites a short, powerful poem about finding courage.																																	
10th	ELA	<p><b>English Language Arts:</b></p> <p><b><a href="#">How Do We Determine the Right Thing to Do? (Unit from Odell Education)</a></b></p> <p>How do we determine the right thing to do? Because we live in societies, many of our personal decisions affect others. Philosophers in the field of ethics have long attempted to craft frameworks for thinking about how to make those decisions ethically. In this unit, we will explore the concept of ethical decision making. As a class, we begin by examining some ethical approaches, such as utilitarianism and rights, through analyzing traditional texts and interactive media. We will then form research teams to investigate how those frameworks can be used to inform our decision making in</p>																																	

		<p>different realms of society, such as in sports, the environment, medicine, social justice, and identity. Our work will culminate in presentations from each research team and individual narrative reflections to demonstrate our understanding of the role ethical thinking can play in the decision making of our communities and personal lives.</p> <p><b>The Immortal Life of Henrietta Lacks</b>  For more than 50 years, almost nothing was known about Henrietta Lacks, one of the most influential persons in modern medicine, until Rebecca Skloot decided to tell her story in <i>The Immortal Life of Henrietta Lacks</i>. Skloot’s book was a New York Times Best Seller for more than six years and won numerous prestigious awards. We will examine the author’s techniques to uncover how a writer tells a complex story that unfolds over a century and involves the representation of multiple key people and perspectives. We will also examine how materials in other mediums—painting, poem, scientific journal, and film—portray Henrietta Lacks and the legacy she left with regard to class, race, ethics, and science. Through this study, we will examine the Central Question: How do we tell someone else’s story?</p>
11th	ELA	<p><b>CommonLit 360 Unit 2: Their Eyes Were Watching God</b></p> <p>Essential Question: How does one realize their authentic self in spite of societal norms and the expectations of others?</p> <p>In this 360 Unit, students read the iconic American novel <i>Their Eyes Were Watching God</i> by Zora Neale Hurston and consider why her work is considered a masterpiece and its continued relevance to life today. Students discuss themes related to self-determination, the way language affects how people see themselves, and how societal expectations about race and gender prevent people from realizing the lives they want. They also analyze Hurston’s masterful use of language. Through a Related Media Exploration, students learn about Hurston’s background as an anthropologist, factors that influence dialect, and how language can be used to celebrate a people. The supporting texts in the unit provide historical and cultural context that supports a deeper understanding of the novel and its themes.</p>



		<p><b>Core Unit Texts</b></p> <p>All students engage with these texts throughout the unit.</p> <table border="1"> <thead> <tr> <th>Title, Author &amp; Genre</th> <th>Lexile</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><i>Their Eyes Were Watching God</i> by Zora Neale Hurston (Novel)</td> <td>N/A</td> <td>This classic American novel introduces readers to Janie, a young Black woman living in the Reconstruction South, and follows her on her quest for love and self-fulfillment. Through Janie's story, Zora Neale Hurston explores themes of self-determination, societal expectations, and the power of language.</td> </tr> <tr> <td>"Three Black Towns: An Excerpt from <i>Black Landscapes Matter</i>" by Kofi Boone (Informational)</td> <td>1460</td> <td>This informational text describes the creation of three Black towns after Emancipation and during the Reconstruction period in America. As they read, they analyze the interaction of complex ideas in a nonfiction text and apply their understanding of how an author's choices of setting affect the plot in fiction.</td> </tr> <tr> <td>"Craving Freedom, Japan's Women Opt Out of Marriage" by Mokoto Rich (Informational)</td> <td>1290</td> <td>This article explores why some young Japanese women are postponing or forgoing marriage. As students read, they trace how a central idea develops by drawing connections between a complex set of ideas.</td> </tr> <tr> <td>"Slowly: a plainsong from an older woman to a younger woman" by Judy Grahn (Poem)</td> <td>N/A</td> <td>By reading this poem, students gain an understanding of how society's view of older women affects women as they age. In this poem, they will consider how societal judgment of aging leads to an inner struggle for older women.</td> </tr> </tbody> </table>	Title, Author & Genre	Lexile	Description	<i>Their Eyes Were Watching God</i> by Zora Neale Hurston (Novel)	N/A	This classic American novel introduces readers to Janie, a young Black woman living in the Reconstruction South, and follows her on her quest for love and self-fulfillment. Through Janie's story, Zora Neale Hurston explores themes of self-determination, societal expectations, and the power of language.	"Three Black Towns: An Excerpt from <i>Black Landscapes Matter</i> " by Kofi Boone (Informational)	1460	This informational text describes the creation of three Black towns after Emancipation and during the Reconstruction period in America. As they read, they analyze the interaction of complex ideas in a nonfiction text and apply their understanding of how an author's choices of setting affect the plot in fiction.	"Craving Freedom, Japan's Women Opt Out of Marriage" by Mokoto Rich (Informational)	1290	This article explores why some young Japanese women are postponing or forgoing marriage. As students read, they trace how a central idea develops by drawing connections between a complex set of ideas.	"Slowly: a plainsong from an older woman to a younger woman" by Judy Grahn (Poem)	N/A	By reading this poem, students gain an understanding of how society's view of older women affects women as they age. In this poem, they will consider how societal judgment of aging leads to an inner struggle for older women.
Title, Author & Genre	Lexile	Description															
<i>Their Eyes Were Watching God</i> by Zora Neale Hurston (Novel)	N/A	This classic American novel introduces readers to Janie, a young Black woman living in the Reconstruction South, and follows her on her quest for love and self-fulfillment. Through Janie's story, Zora Neale Hurston explores themes of self-determination, societal expectations, and the power of language.															
"Three Black Towns: An Excerpt from <i>Black Landscapes Matter</i> " by Kofi Boone (Informational)	1460	This informational text describes the creation of three Black towns after Emancipation and during the Reconstruction period in America. As they read, they analyze the interaction of complex ideas in a nonfiction text and apply their understanding of how an author's choices of setting affect the plot in fiction.															
"Craving Freedom, Japan's Women Opt Out of Marriage" by Mokoto Rich (Informational)	1290	This article explores why some young Japanese women are postponing or forgoing marriage. As students read, they trace how a central idea develops by drawing connections between a complex set of ideas.															
"Slowly: a plainsong from an older woman to a younger woman" by Judy Grahn (Poem)	N/A	By reading this poem, students gain an understanding of how society's view of older women affects women as they age. In this poem, they will consider how societal judgment of aging leads to an inner struggle for older women.															

- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

Grade-level	Content Area(s)	Lessons/Resources
7th	Social Studies	<p><b>Economic Systems Lesson 4: How Cultural Values Affect Production Decisions</b></p> <hr/> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"> <li>How do cultural values affect the way a society might answer the three basic economic questions?</li> </ul> <p><b>Enduring Understanding:</b></p> <p>Cultural values, when applied to economic systems, include religious beliefs, governmental structures, and customs. Religious beliefs can heavily influence the production, allocation, and exchange of goods and services. For example, in an Amish economy, religion dictates how goods and services are produced. Culture also includes government structures and the degree to which government influences the decisions about production, distribution, and exchange. Because the American economic system is a mixed market system, there are instances of government intervention to protect property rights, ensure competition, promote equity in the distribution of goods and services, regulate businesses, provide public goods and services, and correct for externalities. Like religion and government structures, customs will also determine how goods are produced, distributed, and exchanged. Anyone who has ever ordered a favorite food while away from home and received a product that was not anything like what they expected has experienced how customs vary and influence the production of goods and services.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand how cultural values vary and influence production decisions.</li> <li>Understand how cultural values change over time to affect the production decisions of various economic systems.</li> </ul>

- Read and analyze text for impacts of cultural values on production decisions.

### **Economic Systems: Lesson 3 - Broad Social Goals**

#### **Lesson Overview**

Students learn about the six broad social goals and create their own utopian society by rating these goals. Reading two student diaries, they make judgments about the goals that are valued most in command and in market economies and determine what type of economic system each student lives.

#### **Driving Question**

- How do different economic systems value the broad social goals?

#### **Objectives**

Students will be able to:

- Define the broad social goals of an economic system.
- Explain how broad social goals are valued in a command and in a market economy.

#### **Enduring Understanding**

The same basic problem confronts different economic systems. How each nation deals with the fundamental economic problem of scarce resources and unlimited wants is determined by its economic system. All economic systems strive to achieve a set of broad social goals, including economic efficiency, equity, freedom, growth, security and stability. How these goals are prioritized, and how successful an economy is at attaining these goals through its laws, public policies, and system of economic incentives, determines how well it improves the quality of life for its citizens. Different nations and types of economic systems tend to value some goals more than others. However, at the beginning of the 21st century, more and more nations are moving away from command economics and relying on market systems to allocate their scarce resources.

Civics 2b: Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.  
Civics 3a: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.

#### **Essential Questions:**

- How might civil and property rights protect citizens from the government? From each other?
- How do rights help define and secure our freedom?
- How might our freedom be threatened without civil and property rights?

Students will learn that...

1. They must understand the following academic vocabulary to master this standard: civil rights, property rights, secure, civil rights help ensure that people are treated equally.

2. Some civil rights protect citizens from discrimination. They also define and secure our political freedom.
3. To be free in a political sense (political freedom) one should be able to exercise rights such as register to vote and vote without restrictions, run for any office, speak and write for or against public policies, support candidates of their own choosing, petition the government, contribute to a campaign, protest, join a political party, and receive a quality education that includes learning about the civil rights that one has.
4. Property rights include the rights to acquire, own, use and dispose of property, and to exclude others from using that property.
5. To be free in an economic sense, citizens should be able to acquire, own, use and dispose of their property in a manner of their own choosing.
6. Civil and property rights are essential protections in a democratic society because both governments and majorities are capable of abusing powers in ways that bring harm to others and erode their freedom.
7. Citizens are expected to exercise and defend civil and property rights, or they risk losing them.

Rights possessed by citizens in any society help define their freedom by identifying what they are at liberty to say and do. Rights also secure citizens' freedom by prohibiting governments and others from taking actions that whittle away at what people are entitled to say and do. History is littered with examples of actions that deny individuals freedoms to attend schools, pursue occupations, serve in the military, marry, vote, purchase homes in certain neighborhoods etc. Those living in a free society who fail to exercise their rights (e.g., to speak out, petition, protest actions that threaten our liberty) risk an erosion or loss of their freedom.

**Our Nation's Report Card**

**Lesson Introduction:** In this lesson students will reflect on the principles upon which this nation was founded as well as the major events that have shaped this nation to address the question: to what extent have the American people lived up to the principles of the American political system? Students will assign the nation a grade based on their perceptions of the degree to which the people of the United States have lived up to their nation's fundamental principles.

**Delaware Social Studies Standard:**

- **Civics Standard 2b [Politics]:** Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.

		<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>● To what extent have the American people lived up to the principles embedded in the nation’s founding documents?</li> </ul> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● Students will understand that, while disparities have always existed between the realities of daily life and the ideals of American democracy, the preservation and improvement of American constitutional democracy depends largely on the efforts of each succeeding generation to live up to these principles and narrow the disparities.</li> </ul> <p><b>Are Three Generations Enough?</b></p> <hr/> <p><i>Estimated Time: 150 minutes</i></p> <p><b>Lesson Introduction:</b> In this lesson, the <i>Buck v Bell</i> Supreme Court decision and its effects will be used to help students understand why civil rights are essential protections for American citizens.</p> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>● Why are civil rights considered essential protections for United States citizens?</li> </ul> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● Students will understand that, over the course of American history, people deemed “unfit” by the majority have been treated in ways now considered to be inhumane and in violation of the principles to which our nation is committed. This is one reason why civil rights are essential protections for American citizens.</li> </ul>
7th	ELA	<p><b>CommonLit 360: Unit 3: Brown Girl Dreaming</b></p> <p>This 360 Unit is centered on Jacqueline Woodson’s memoir <i>Brown Girl Dreaming</i>. In this unit, students examine Woodson’s early life in the 1960s and 1970s and how the world around her influences her dreams for the future. Students participate in Related Media Explorations to build key background knowledge about this historic time period. They read interviews with two activists who participated in the nonviolent movement to protest segregation and analyze an iconic painting depicting important events of the time period. While students build this important historical knowledge, they consider how Woodson was influenced by the people and events in the world around her and share their ideas through discussion and writing.</p>

### Core Unit Texts

All students engage with these texts throughout the unit.

Title, Author & Genre	Lexile	Description
<i>Brown Girl Dreaming</i> by Jacqueline Woodson (Memoir)	990L	In <i>Brown Girl Dreaming</i> , Jacqueline Woodson tells the story of her childhood in the 1960s and 1970s. In beautiful poems, Woodson describes life growing up in South Carolina and New York. She writes of her growing awareness of the world around her, the influential figures in her life, and the joy of finding passion in storytelling. <i>Brown Girl Dreaming</i> has won multiple awards, including the Coretta Scott King Book Award and the National Book Award for Young People's Literature.

### Choice Board Texts

Students choose from these texts for a portion of this unit.

Title, Author & Genre	Lexile	Description
The First Time John Lewis and I Integrated the Buses by Bernard Lafayette Jr. (Interview)	970L	In this interview, Civil Rights Activist Bernard Lafayette, Jr. describes his experiences working with late Senator John Lewis to desegregate public buses in the South during the Freedom Rides.
Transcript of Full Joseph McNeil Interview by Newsday (Interview)	970L	In this interview, Joseph McNeil, a retired major general in the United States Air Force, describes his experience participating in the sit-in movement at a Woolworth's lunch counter in North Carolina.

8th

Social Studies

### In Pursuit of Freedom in Delaware

*This lesson was developed from a grant funded project facilitated by the partnership of the Delaware Historical Society and Learning for Justice's Hard History Project.*

#### Lesson Objectives

- Students will build their knowledge of the historical context of this investigation by analyzing a textbook excerpt's account of American slavery.
- Using a socratic seminar format, students will analyze excerpts of national and Delaware laws to develop an understanding of the legal framework that empowered enslavers.
- Using a jigsaw method, students will examine sets of runaway ads in order to uncover the humanity and agency of freedom seekers who were enslaved in Delaware. Each ad set contains four elements: an enslaver's use of the public jail to capture freedom seekers, a child or teenage freedom seeker, a familial relationship among multiple freedom seekers, and a female freedom seeker.

#### Lesson Essential Questions

1. How did national and Delaware laws combine to empower enslavers?
2. What can runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?

#### Were Nat Turner's actions justified?

		<p><b>Lesson Overview</b> The actions of Nat Turner, an enslaved African American preacher, were shocking to many Americans. Beginning in the late summer of 1832, Turner led a band of enslaved people through the south, and they killed many white men, women, and children in the hopes of liberating other enslaved people. Were their actions a justified response to lives of toil, violence, mistreatment, and hopelessness?</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Were Nat Turner’s actions justified?</i></li> </ul> <p><b>Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?</b></p> <hr/> <p><b>Lesson Overview</b> On May 6, 1866, the city of Memphis in Tennessee erupted in violence after a white police officer attempted to arrest a Black ex-soldier. In the three days that followed, African Americans living in the city were butchered by the white population, while their homes, schools and churches were burned down. In the riot’s aftermath, public outrage allowed Radical Republicans to seize control of Congress, and enabled the rapid endorsement of the Fourteenth Amendment and other Reconstruction programs. At the same time, the riot underscored escalating racial tensions in the South that only grew over the course of Reconstruction, and revealed the determination of white Southerners to return to their previous way of life.</p> <p>Thus, this lesson looks for students to inquire into two different documents and to determine how the riots should be interpreted. Were they a spark needed to radically alter the identity of the United States? Or did they foreshadow the eventual inconclusive end of Reconstruction, as well as the continued violence against freed people of the period and after?</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?</i></li> </ul>
8th	ELA	<p><b>English Language Arts</b> <b>Civil Rights and the Little Rock Nine: Curriculum Unit from Expeditionary Learning Education/EngageNY:</b></p> <p>In this module, students will study the U.S. civil rights movement, focusing particularly on The Little Rock Nine. They will consider the question “How can stories be powerful?” as they learn about segregation, the civil rights movement, The Little Rock Nine, and the role of the various mediums in shaping perceptions of events. As students read <i>A Mighty Long Way</i> by Carlotta Walls LaNier and a photo essay titled <i>Little Rock Girl 1957</i> by Shelley Tougas, they will consider the different ways in which the story of The Little Rock Nine has been told.</p> <p>In Unit 1, students will build background knowledge as they study the history of segregation and Jim Crow laws in the United States. They will</p>

		<p>begin by reading primary sources, such as the Plessy v. Ferguson Supreme Court decision and the dissenting opinion by Justice Harlan.</p> <p>In Unit 2, students will analyze the role of various mediums (photographs, speeches, television reports, newspaper articles, etc.) in depicting The Little Rock Nine and will write an informational essay in which they analyze how various mediums may illuminate a story or provide an inaccurate or incomplete picture of a story.</p> <p>Finally, in Unit 3, students will finish <i>A Mighty Long Way</i>. For their final performance task, students will present a song choice for a film soundtrack and four photographs from Little Rock Girl 1957 to lift up as key events in a film about The Little Rock Nine as they went to Central High School, based on the memoir <i>A Mighty Long Way</i>. Student presentations will include a description of each photograph and the song, and an argument for why the events depicted in each photograph should be highlighted in a film. (Note: Students will encounter the racially charged language of the Jim Crow South and the civil rights era)</p>
9th	Social Studies	<p><a href="#"><u>Equal protection under the law: The Civil Rights Act of 1964</u></a></p> <p>Essential Question:</p> <ul style="list-style-type: none"> <li>● How have American ideals of rights and equality changed over time?</li> <li>● How have interpretations of Constitutional amendments changed over time?</li> <li>● How did citizens use the First Amendment rights to expand liberties to previously disenfranchised Americans?</li> </ul> <p><b>Learning Objectives:</b>  <b>Substantive: <i>Students will/will be able to...</i></b></p> <ul style="list-style-type: none"> <li>● Identify the protections afforded to Americans under the Civil Rights Act of 1964</li> <li>● Identify the media’s role in highlighting in the racial injustices occurring in the United States in the 1950s and 1960s</li> <li>● Describe how a free press was essential to the passage of the Civil Rights Act of 1964</li> </ul>
9th	ELA	<p><b>English Language Arts:</b>  <b>Taking a Stand: Expeditionary Learning Education</b></p> <p>To Kill a Mockingbird is one of the most commonly taught books in American schools. Beloved by many readers and educators as a story of moral courage, it has also been criticized for its limited portrayal of Black characters, dated treatment of racism, and promotion of a “white savior” narrative. This complex novel can be the entry point for meaningful learning, but it demands a careful and intentional approach in the classroom.</p> <p>At a time when many in the United States and around the world are reckoning with systemic racism, responsibly teaching Mockingbird involves setting Harper Lee’s fictional story in its historical context, centering Black</p>

		<p>voices that are missing from the text, and examining the story and its messages with a critical lens.</p> <p>Students will continue to develop their ability to closely read text while studying the theme of taking a stand. During the first half of Unit 1, students will read two speeches reflecting examples of real people taking a stand. By reading these speeches they will build background knowledge about the module’s overarching theme, engage in a study of the speaker’s perspective, and analyze the craft of forming an argument. In the second half of Unit 1, students will read Part 1 of <i>To Kill a Mockingbird</i> by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. Students will engage in a character study of Atticus by analyzing his actions and words, and what others say about him, to better understand him as a character. This analysis will provide details and evidence for students to use in their end of Unit 2 argument essay. In addition to reading and studying the text, students will view excerpts of the <i>To Kill a Mockingbird</i> film that strongly convey the novel’s themes, and they will analyze how the film remains true to the original text as well as how it veers from the original. In Unit 2, students will continue to study the theme of taking a stand as they finish the novel. They will develop their argument writing skills through scaffolded writing lessons, culminating in a literary analysis essay in which they argue whether or not it made sense, based on Atticus’s character, for him to have taken a stand and defend Tom Robinson. In Unit 3, having finished the novel, students will return to key quotes from the novel that relate to the themes of the Golden Rule and Taking a Stand. Final Performance task, after viewing “The Danger of a Single Story,” students will form groups to create a Readers Theater text to illustrate the narrative from Tom Robinson’s point of view. Reader’s theater text will include references from the text and social issues Tom Robinson and his family would have encountered in the setting of <i>To Kill a Mockingbird</i>.</p> <p>Central Texts 1. Harper Lee, <i>To Kill a Mockingbird</i> (New York: Warner Books, 1982), ISBN: 978-0-446-31486-2. 2. Shirley Chisholm, “Equal Rights for Women,” speech made on May 21, 1969. 3. Sojourner Truth, “Ain’t I a Woman?” speech made in May 1851. 4. Lyndon Johnson, “The Great Society,” speech made on May 22, 1964. 5. <i>To Kill a Mockingbird</i>, film directed by Robert Mulligan (and starring Gregory Peck), 1962. 6. Robert Hayden, “Those Winter Sundays,” 1966. 7. Countee Cullen, “Incident,” 1925. 8. Ella Wheeler Wilcox, “Solitude,” 1883, <i>Danger of A Single Story</i>, Chimamanda Ngozi Adichie</p>
10th	Social Studies	<p><b>Harlem’s Journey</b></p> <p>This lesson follows the rise and fall of Harlem in New York City, New York, from the promise of the Harlem Renaissance in the 1920s to the neglect after WWII that that led to declines in residents’ quality of life. Today, Harlem is experiencing a revitalization, and this lesson traces the evolution of its social, economic, and cultural history.</p> <p><b>Compelling Question</b></p> <p>How did discrimination and wealth inequality contribute to the eventual decline of the Harlem Renaissance?</p>



		<p>Students will be able to</p> <ul style="list-style-type: none"> <li>● explain the importance of the Great Migration in transporting some of the brightest minds in America to Harlem in the early twentieth century,</li> <li>● analyze the contributions that a few individuals made in alerting the world to the Harlem Renaissance,</li> <li>● distinguish between the shining façade of the Harlem Renaissance and the grinding everyday life for average residents,</li> <li>● explain how the devastation of the Great Depression exacerbated the racial inequities in</li> <li>● America and initiated a rapid decline in the quality of life in Harlem, and</li> <li>● demonstrate how a revitalized interest in Harlem is creating economic challenges for longtime residents, including how to preserve the unique culture in the community.including how to preserve the unique culture in the community</li> </ul> <p><b>The Origins of Wealth Inequality in America</b>  The economic collapse of the 1930s caused the U.S. government to develop new policies to put Americans back on their feet again. Many of these programs centered on growing the housing stock and providing tools for households to begin generating wealth. Discrimination did not allow for Black Americans to have an equal opportunity at building a middle-class lifestyle—the bedrock of the American Dream. These inequities began an ever-widening wealth gap that has impacted generations far removed from the original policies.</p> <p><b>Compelling Question</b>  How did housing policies lead to the wealth gap between White and Black households?</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● recognize that a multitude of federal, state, and local government and private housing policies were initiated in the early twentieth century to keep Black Americans from homeownership,</li> <li>● describe the use of redlining maps and the implications for Black American financial opportunities, and</li> <li>● connect the government policies of the past to the significant wealth disparity that exists between White and Black households today.</li> </ul>
10th	ELA	<p><b>CommonLit 360 Unit 1: Coming of Age</b>  Essential Question: What experiences lead us from childhood into adulthood?  This 360 Unit is anchored around five engaging short stories that illuminate both the exhilaration and the pain inherent in the transition from</p>

adolescence to adulthood: “Safety of Numbers,” “Through The Tunnel,” “American History,” “Eraser Tattoo,” and “Marigolds.” In their struggles to become independent, the protagonists in each of these stories often come to painful realizations about adults and the world around them. To help students further engage with the coming of age themes in the unit, students read “Growing Up: Key Moments,” an informational text about the pivotal experiences that we undergo during the transition from childhood to adulthood. Students also read an informational text about the impact of the assassination of John F. Kennedy to build background knowledge for the short story “American History.” Students work collaboratively during a Related Media Exploration featuring videos that explore the role of risk-taking and peer relationships in a person’s coming of age journey.

### Core Unit Texts

All students engage with these texts throughout the unit.

Title, Author & Genre	Genre	Description
“Safety of Numbers” by Lucy Tan ( <i>Short Story</i> )	890L	In this short story, a daughter learns surprising information about her mother’s past that informs the kind of future she wants for herself.
“Growing Up: Key Moments” by Jessica McBirney ( <i>Informational</i> )	1090L	This informational text explores the pivotal events that contribute to our coming of age, such as realizing that the adults in our lives are not perfect and experiencing our first heartbreak.
“Through the Tunnel” by Doris Lessing ( <i>Short Story</i> )	820L	This suspenseful short story describes one boy’s quest to follow a group of older boys and swim through a tight underwater tunnel. He gains new independence and self-awareness as a result of this experience.
“John F. Kennedy inspired us then and now” by Various Authors ( <i>Letter</i> )	1050L	In preparation for reading “American History,” students read this informational text to build essential background knowledge. In this collection of letters, people who remember President John F. Kennedy’s death reflect on the impact that moment in history had on their lives.
“American History” by Judith Ortiz Cofer ( <i>Short Story</i> )	920L	This short story is set against the backdrop of President Kennedy’s assassination. A young girl’s innocence allows her to build a friendship with a boy from a different background, but that innocence is shattered when she is faced with harsh truths about the world.
“Eraser Tattoo” by Jason Reynolds ( <i>Short Story</i> )	690L	“Eraser Tattoo” by Jason Reynolds describes two teenagers facing separation because of neighborhood gentrification who wonder whether their love can survive. This experience forces them to face some hard truths about the risks and rewards of love.
“Marigolds” by Eugenia W. Collier ( <i>Short Story</i> )	Short Story	In this short story, a Black woman reflects on her childhood growing up in rural Maryland during the Great Depression. It focuses on her regret at destroying a symbol of beauty in an otherwise bleak world: the marigolds belonging to her neighbor Miss Lottie.

11th

Social Studies

[The Reconstruction Era and the Fragility of Democracy](#) from Facing History and Ourselves

#### Essential Question

- What can we learn from the history of Reconstruction as we work to strengthen democracy today?

#### **Lesson 4: Healing and Justice**

In the previous lesson, students learned about two unresolved challenges facing the United States immediately after the Civil War: how to define freedom and how to reunite two parts of the country torn apart by a miserable and bitter war. In this lesson, students will look closely at the actions of President Andrew Johnson to resolve these dilemmas through his plan for Reconstruction, as well as the ensuing debate his plan provoked

with Congress. In the process, they will reflect on deeper issues of healing and justice in the aftermath of both a devastating war and a profound transformation of society.

**Guiding Question**

- After a civil war, how can a nation simultaneously heal and provide justice to all of its inhabitants?

**Learning Objectives**

- Students will know that achieving the goals of healing and justice simultaneously after a civil war is a significant challenge for any country.
- Students will realize that in times of crisis, questions about belonging and power in a nation can become a significant source of conflict and reveal the fragility of democracy.

**Lesson 5: The Union as it Was**

In the last lesson, students learned about the opposing visions for Reconstruction offered by President Andrew Johnson and the Radical Republicans in Congress. In this lesson, students will examine documents that shed light on life in the South under the policies of Presidential Reconstruction in 1865 and 1866. In particular, they will see evidence of the reestablishment of the South “as it was,” a society based on white supremacy, which led many of Presidential Reconstruction’s opponents to wonder whether the Northern victory would bring about the changes in American society they desired.

**Guiding Questions**

- What does it mean to be free?
- What rights and opportunities does one need in order to maintain and defend their freedom?

**Learning Objectives**

- Students will understand that victory in a war does not necessarily mean that its underlying causes have been resolved.
- Students will recognize that different groups sometimes have competing claims on justice. During Reconstruction, white Southern planters equated justice with protection of property they obtained in accordance with the laws at the time. Freedpeople equated justice with the right to possess land that they made valuable through their labor as slaves.

**Lesson 6: Radical Reconstruction and the Birth of Civil Rights**

In the previous two lessons, students analyzed the Reconstruction policies of President Andrew Johnson and learned about the conditions for freedpeople that emerged in Southern states under Presidential Reconstruction. In this lesson, they will learn about the responses to Johnson’s policies by Republicans in Congress. In particular, they will look closely at the Fourteenth Amendment that overturned Presidential

		<p>Reconstruction. The Fourteenth Amendment introduced the concepts of national citizenship, civil rights, and equality into federal law and the US Constitution.</p> <p><b>Guiding Question</b></p> <ul style="list-style-type: none"> <li>• What can a nation’s laws reveal about that nation’s universe of obligation?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will acknowledge that one way a nation can define, both explicitly and implicitly, its universe of obligation is through its constitution and laws.</li> <li>• Students will recognize that a nation’s requirements for citizenship are one way that it uses laws to define who belongs, but nations do not always treat citizens as equals.</li> </ul> <p><b>Lesson 7: Expanding Democracy</b>  In the previous lesson, students examined the laws and amendments that were signal achievements of the Reconstruction era. While doing so, they reflected on the ways that nations determine who belongs and express who is included in their universe of obligation. In this lesson, students will explore the consequences of the laws passed as part of Radical Reconstruction, and they will reflect on how the revolutionary changes that occurred because of these laws in the late 1860s and early 1870s affected the strength of American democracy.</p> <p><b>Guiding Question</b></p> <ul style="list-style-type: none"> <li>• What are the consequences of who a nation determines is entitled to equal rights and freedoms?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will see that the success of a democracy is dependent upon its definition of citizenship, how opportunities to participate in civic life are granted and protected, and how citizens choose to participate in its civic life.</li> <li>• Students will understand that democracy can be understood as an aspiration that nations strive toward. At the same time, nations can successfully become more democratic without fully achieving the goals of equality and justice.</li> </ul> <p><b>Lesson 9: Equality for All</b>  In the previous two lessons, students examined the landmark legislation and amendments of the Radical Reconstruction era, and they learned about the debate over women’s rights that occurred then. In this lesson, students will learn about some of the limits to the transformation of American democracy at this time and about several groups who demanded that the promise of equality be made a reality for them.</p> <p><b>Guiding Questions</b></p>
--	--	---

- What does it mean to be equal?
- Is equality essential for democracy?

**Learning Objectives**

- Students will understand that when some members of society attain new rights, others are often inspired in their efforts to achieve justice.
- Students will recognize that democracy is an aspiration that nations strive toward. Nations can successfully become more democratic without fully achieving the goals of equal.

**Lesson 10: Backlash and the KKK**

In the previous two lessons, students learned about the transformation of American democracy that occurred as a result of Radical Reconstruction, and they explored some of its limitations. In this lesson, students will learn about the violent response these changes provoked from Americans who were opposed to Radical Reconstruction and shocked by the attempt to overthrow white supremacy in Southern society. By learning about the violence and intimidation perpetrated by the Ku Klux Klan in the 1860s and early 1870s, students will reflect on the effects that violence and terror can have on the choices made by individuals in a democracy.

**Guiding Questions**

- How should a democratic society respond to violence and terror?
- What power do bystanders and upstanders have in the response?

**Learning Objectives**

- Students will recognize that significant political and social change often provokes a backlash when portions of the population do not support the change.
- Students will learn that backlash is often rooted in people’s fear of losing power and status, or in their belief that others have received undeserved power.
- Students will acknowledge that acts of violence and terror are corrosive to democracy.
- Students will understand that knowing the factors that make acts of violence and terror possible in a society is an important step to preventing such acts in the future.

**Lesson 11: Shifting Public Opinion**

In the previous lessons, students learned about Radical Reconstruction, the interracial democracy that grew out of its enactment, and the federal efforts to protect freedpeople from backlash by the Ku Klux Klan. The successes of Radical Reconstruction prompted many of its supporters to declare the process of Reconstruction complete by 1872, but the gains made in the movement for freedom and equality for Black Americans were far from secure. In this lesson, students will learn about a variety of factors that influenced white Northern public opinion to shift against Reconstruction, paving the way for future violence against freedpeople and the toppling of

	<p>Republican governments in the South.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>● Are laws enough to create and sustain change?</li> <li>● What might cause a nation to withdraw from actively protecting the rights and freedoms of a group of its people?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>● Students will understand that the changing priorities of both ordinary citizens and leaders can have a significant effect on how a democracy enforces its laws and protects the rights of individuals.</li> <li>● Students will recognize that public opinion is one significant factor that shapes the priorities of elected officials in a democracy. The words and actions of leaders can also shape public opinion.</li> <li>● Students will acknowledge that racism is a “convenient hatred” that changes to meet the needs of society and individuals to explain unpleasant political, economic, or social circumstances.</li> </ul> <p><b>Lesson 12: Political Violence and the Overthrow of Reconstruction</b>  In previous lessons, students learned about challenges to the achievements of Radical Reconstruction, including the first wave of violent backlash in Southern states and the factors that led many Northerners to turn against federal policies that protected freedpeople. In this lesson, students will confront a new, more decisive period of violence that spread across the South between 1873 and 1876. Students will reflect on the factors that led to the success of this violence in precipitating the defeat of Republican governments in the former Confederacy, and they will consider the choices available to individual citizens and government officials who did not support this campaign of violence and intimidation.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>● What makes democracy fragile?</li> <li>● What can be done to protect and strengthen democracy?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>● Students will know that the “in” groups and “out” groups that result from racism and other socially constructed divisions in society can leave citizens vulnerable to ostracism, intimidation, and violence.</li> <li>● Students will understand that violence and intimidation often silence the voices and votes of citizens, on which democracy depends.</li> </ul> <p><b>Lesson 13: The Unfinished Revolution</b>  In the previous lesson, students learned about the violence perpetrated by paramilitary groups to influence elections and return Southern states to rule by the Democratic Party. In this lesson, students will explore echoes of the Reconstruction era that reverberate today, and they will reflect on the idea of democracy as a continuous process rather than a fixed achievement. Finally, students will consider how they can best participate in the ongoing</p>
--	---

		<p>work of strengthening our democracy.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>● Why has democracy been called a “work in progress”?</li> <li>● What can individuals do to help bring about a more just and equal society?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>● Students will understand that the work of ensuring a democracy’s success is never complete; individuals and communities must constantly choose to act to defend and strengthen it.</li> <li>● Students will recognize that progress toward justice and equality does not always advance steadily but often experiences great leaps forward and disappointing steps backward.</li> </ul>
11th	ELA	<p><b>CommonLit 360: Unit 2 Their Eyes Were Watching God</b></p> <p>Essential Question: How does one realize their authentic self in spite of societal norms and the expectations of others? How does language affect the way we see ourselves and each other?</p> <p>In this 360 Unit, students read the iconic American novel <i>Their Eyes Were Watching God</i> by Zora Neale Hurston and consider why her work is considered a masterpiece and its continued relevance to life today. Students discuss themes related to self-determination, the way language affects how people see themselves, and how societal expectations about race and gender prevent people from realizing the lives they want. They also analyze Hurston’s masterful use of language. Through a Related Media Exploration, students learn about Hurston’s background as an anthropologist, factors that influence dialect, and how language can be used to celebrate a people. The supporting texts in the unit provide historical and cultural context that supports a deeper understanding of the novel and its themes.</p>

Core Unit Texts		
All students engage with these texts throughout the unit.		
Title, Author & Genre	Lexile	Description
<i>Their Eyes Were Watching God</i> by Zora Neale Hurston ( <i>Novel</i> )	N/A	This classic American novel introduces readers to Janie, a young Black woman living in the Reconstruction South, and follows her on her quest for love and self-fulfillment. Through Janie's story, Zora Neale Hurston explores themes of self-determination, societal expectations, and the power of language.
"Three Black Towns: An Excerpt from <i>Black Landscapes Matter</i> " by Kofi Boone ( <i>Informational</i> )	1460	This informational text describes the creation of three Black towns after Emancipation and during the Reconstruction period in America. As they read, they analyze the interaction of complex ideas in a nonfiction text and apply their understanding of how an author's choices of setting affect the plot in fiction.
"Craving Freedom, Japan's Women Opt Out of Marriage" by Mokoto Rich ( <i>Informational</i> )	1290	This article explores why some young Japanese women are postponing or forgoing marriage. As students read, they trace how a central idea develops by drawing connections between a complex set of ideas.
"Slowly: a plainsong from an older woman to a younger woman" by Judy Grahn ( <i>Poem</i> )	N/A	By reading this poem, students gain an understanding of how society's view of older women affects women as they age. In this poem, they will consider how societal judgment of aging leads to an inner struggle for older women.

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
7th	ELA	<p><b>CommonLit 360 Unit 5: Influential Voices</b></p> <p>In this 360 Unit, students learn about the techniques effective speakers use to appeal to and engage their audiences. This unit features a wide range of speeches: from Sojourner Truth's well known "Ain't I a Woman?" speech on women's rights, to Oprah Winfrey's eulogy for Rosa Parks, to Steve Jobs's inspirational commencement address at Stanford University. Students read and watch videos of speeches and analyze the speakers' rhetoric. Writing lessons focus on summarizing evidence and analyzing tone. In preparation for the unit's Culminating Task, students independently read and watch a video of a speech they select from a curated set. Students demonstrate their mastery of the unit's reading and writing skills by writing an explanatory essay about how that speaker uses rhetoric to persuade their audience. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.</p>



### Core Unit Texts

All students engage with these texts throughout the unit.

Title, Author & Genre	Lexile	Description
"The Man in the Arena" by Theodore Roosevelt <i>(Speech)</i>	1000L	Former President Theodore Roosevelt discussed the need for brave, hard-working citizens.
"Purple is the Noblest Shroud" by Empress Theodora of Byzantium <i>(Speech)</i>	950L	Empress Theodora of Byzantium persuaded her husband and his chief advisors not to flee from danger.
"Ain't I a Woman?" by Sojourner Truth <i>(Speech)</i>	650L	Sojourner Truth made a strong case for women's equality in this well-known speech.
"Senate Statement on Rock Lyrics and Record Labeling" by John Denver <i>(Speech)</i>	1230L	American musician John Denver addressed Congress on the issue of censorship.
"Ronald Reagan on the Challenger Disaster" by Ronald Reagan <i>(Speech)</i>	770L	President Ronald Reagan addressed a shocked and grieving nation after the explosion of the Space Shuttle Challenger.
"Eulogy for Rosa Parks" by Oprah Winfrey <i>(Speech)</i>	830L	Oprah Winfrey spoke about the profound legacy of civil rights activist Rosa Parks.

### Choice Board Texts

Students choose from these texts for a portion of this unit.

Title, Author & Genre	Lexile	Description
"Steve Jobs's Stanford University Commencement Speech" by Steve Jobs <i>(Speech)</i>	900L	Apple founder Steve Jobs gave a graduating class advice on success, love and life.
"Malala Yousafzai's Address to the United Nations, July 2013" by Malala Yousafzai <i>(Speech)</i>	860L	Activist Malala Yousafzai called on world leaders at the United Nations to support education for all.
"Second Annual Back to School Speech" by Barack Obama <i>(Speech)</i>	830L	President Barack Obama sought to inspire students around the nation in the annual back to school speech.

8th

Social Studies

### In Pursuit of Freedom in Delaware

*This lesson was developed from a grant funded project facilitated by the partnership of the Delaware Historical Society and Learning for Justice's Hard History Project.*

#### Lesson Objectives

- Students will build their knowledge of the historical context of this investigation by analyzing a textbook excerpt's account of American slavery.
- Using a socratic seminar format, students will analyze excerpts of national and Delaware laws to develop an understanding of the legal framework that empowered enslavers.
- Using a jigsaw method, students will examine sets of runaway ads in order to uncover the humanity and agency of freedom seekers who were enslaved in Delaware. Each ad set contains four elements: an enslaver's use of the public jail to capture freedom seekers, a child or teenage freedom seeker, a familial relationship among multiple freedom seekers, and a female freedom seeker.

#### Lesson Essential Questions

1. How did national and Delaware laws combine to empower enslavers?

		<p>2. What can runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?</p> <p><b>Were Nat Turner’s actions justified?</b></p> <hr/> <p><b>Lesson Overview</b>  The actions of Nat Turner, an enslaved African American preacher, were shocking to many Americans. Beginning in the late summer of 1832, Turner led a band of enslaved people through the south, and they killed many white men, women, and children in the hopes of liberating other enslaved people. Were their actions a justified response to lives of toil, violence, mistreatment, and hopelessness?</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Were Nat Turner’s actions justified?</i></li> </ul>
--	--	--

**Professional Learning**

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
Jan 2024	POCS PD Guide to HB 198 Implementation: What is it? Why is it Important

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Karen Clifton

**Position:** Assistant Principal, POLYTECH High School

**Email:** [karen.clifton@polytech.k12.de.us](mailto:karen.clifton@polytech.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Prior to the 2022-2023 school year, POLYTECH English Language Arts and Social Studies departments began mapping current curricula to HB 198 Instructional Framework Requirements. These teachers also worked with Dr. Ordner Taylor at Delaware State University to augment and refine curricula to meet both the spirit and the letter of HB 198. Curricular revision is an on-going process and will continue. As curricular adoption and refinement work continues this year, the Social Studies department will identify historical and contemporary standards-aligned topics to discuss the impact of the Black experiences on American politics, society, and culture.

POLYTECH has implemented the following HB 198 Instructional Framework Requirements as outlined in our revised curriculum maps.

**The curricula developed must rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.**

English and social studies departments are using HB 198 curricular mapping and refinement processes to identify current and select new primary sources. Students use primary sources to learn to recognize how a point of view and a bias has affected outcomes in history. In addition, Social Studies has recently undergone curriculum materials adoptions. During this process teachers identified additional primary source documents both within and as a

supplement to new curriculum materials selections.

- Social Studies courses
  - US History
    - Use of primary source, Martin Luther King’s “Letter from a Birmingham Jail” to build an understanding of setbacks.
    - Students use primary sources focused on Progressive Reformers such as Ida B. Wells (Lynching and Our National Crime), Booker T. Washington (Atlanta Compromise) and Web DuBuis (Crisis). Students evaluate these sources for social changes and contributions made by African Americans in the early 20<sup>th</sup> Century.
    - Students research primary sources to provide evidence of African American and women’s contributions to America’s innovation and technology of the Industrial Era.
  - AP US History
    - Use of primary source from the enslaved Equiano, “The Middle Passage”, to examine the atrocities of the Middle Passage and early slave labor in America.
    - Malcolm X (Ballot or the Bullet) is used to compare this influential speech with other speeches.
  - Civics
    - Students examined Supreme Court cases, Plessy V. Ferguson and Brown V. Board, to study the concept of judicial review and the contributions of the NAACP in fostering change in Civil Rights.
    - Students study slavery and the US Constitution evaluating the Three-Fifths Compromise for setbacks in voting and representation for the African American Community.
  - Leadership and Social Justice
    - Students use a variety of sources which include primary and secondary sources to meet the objectives of this course which focuses on the struggles and achievements that it took to bring about equality. For example, students focused on the 1964 Civil Rights Act and the 1965 Voting Rights Act.
- English courses
  - English I
    - Students examine the persuasive appeals and the allusions used throughout Martin Luther King, Jr.’s speech “I Have a Dream”
  - English II
    - Students follow “Red State, Blue State Speech ” by former President Barack Obama which addresses that we are all Americans.
  - English III
    - Students gain historical context reading the Emancipation Proclamation and the Gettysburg Address prior for the “Occurrence at Owl Creek Bridge”.
    - Students examine The Declaration of Independence for the authors’ rhetorical choices made and to discuss and explore the influences of the English Declaration on this document.
  - AP Language
    - Students examine The Declaration of Independence for the authors’ rhetorical choices made and to discuss and explore the influences of the English Declaration on this document.
    - Two texts, "What to the Slave is the Fourth of July?" by Frederick Douglass and "Ain’t I a Woman?" by Sojourner Truth are read by students to learn about different perspectives and how events are portrayed. Students explore rhetoric in pre-twentieth century texts.

**The curricula developed must ensure the material is presented in an age-appropriate manner**

Curricula are adopted and refined collaboratively and are aligned to grade/course level content standards and age appropriateness. During the professional learning opportunities to develop curricula inclusive of the HB 198

framework, teachers in English developed a matrix that would allow them to class the selections that are being presented as well as the types of lessons/experiences that will potentially result from them. The matrix includes three categories: Contact Experiences, Content Experiences, and Community and Courageous Conversations Experiences. These experiences take into consideration age-appropriate delivery of the content.

### **Be trauma-responsive and recognize the impact of racial and historical trauma on students**

POLYTECH's foundational priority is "Safe and supportive environment for all students, staff and stakeholders." Classroom teachers establish safe and supportive environments for discussing issues that may induce emotional responses or trigger students. During the professional learning to map and develop HB 198 requirements within the curriculum, teachers in English and Social Studies worked with Dr. Taylor to better develop their understanding of how to be trauma-sensitive and trauma responsive when introducing diverse racial topics. English teachers have developed a matrix that allows teachers to classify selections that are being presented and the types of lessons/experiences that will potentially result from them. The matrix includes three categories: Contact Experiences, Content Experiences, and Community and Courageous Conversations Experiences.

- English Courses
  - English II
    - In a choice reading selection, students choose *Roll of Thunder, Hear My Cry*. Students will examine the impact of racial remarks and events on children and discuss how this trauma would affect the children as they become adults. This contains connections to Jim Crow laws, Reconstruction, sharecropping, landownership, the Great Depression, lynching/mob violence, & boycotts.
    - In a choice reading selection, students may choose *Dear Martin*. Students will examine the impact of racial remarks and events on children and discuss how this trauma would affect the children as they become adults. This contains connections to Jim Crow laws, Reconstruction, sharecropping, landownership, the Great Depression, lynching/mob violence, & boycotts.
  - Advanced English
    - In a choice reading selection, students may choose *The Hate U Give*. Students will examine the dangers of stereotypes on identity and communities in contemporary times. Look at the power of language and voice (Black Lives Matter and music) and look at the flaws that come from language (code-switching's effects on identity).

### **Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.**

- Social Studies courses
  - AP US History
    - Students read Nat Turner's confession to analyze for biases and to compare to other forms of enslaved resistance.
    - Students compare speeches by Malcolm X (Ballot or the Bullet) and Patrick Henry to see commonalities.
    - Students study roles of various Civil Rights Freedom Riders and their impact on the Civil Rights Movement, such as the white and black students registering students to vote in the South and the murder of three white students. Students will learn of the financial impact of boycotting businesses, the impacts of Sit Ins impact regarding civil disobedience, and the Wade-Ins challenged segregation.
  - US History
    - Students study roles of various Civil Rights Freedom Riders and their impact on the Civil Rights Movement, such as the white and black students registering students to vote in the South and the murder of three white students. Students will learn of the financial impact of boycotting businesses, the impacts of Sit Ins impact regarding civil disobedience, and the Wade-Ins challenged segregation.
    - Students study the importance of the events, milestones, and legislation of the Civil Rights

- Movement
      - Students examine the impact of the murder of Emmitt Till and how this event opens the eyes of American public to the treatment of black people in society
    - Economics/Geography
      - Students analyze the Wealth Gap and the impact of the GDP between African American families and white families including the standard of living in rural, suburban, and urban settings.
    - Civics
      - Students learn the disenfranchisement of minority groups and legislation passed to ensure voting rights and the impact of voting registration to increase African American voting numbers.
    - Leadership and Social Justice
      - The content of this course focuses on this understanding of the history of prejudice, racism, and stereotyping and the effects on society. Through student-chosen research projects, book studies, documentaries, and primary and secondary sources, students will develop an understanding of the struggle for equality.
  - English Courses
    - English I
      - Reading an excerpt from *I Know Why the Caged Bird Sings*, students examine the way autobiography allows the writer to have two perspectives (during the experience and looking back at the experience). These perspectives also give vital information on other characters and society.
    - English II
      - Students examine the author’s purpose and perspective through Jason Reynold’s Commencement address to Lesley University.
    - English III
      - Utilizing “How It Feels to Be Colored Me”, students examine how Zora’s life is affected by her location and the people at that location.
      - Students have a choice in a semester-long independent reading assignment. Two choices are *To Kill a Mockingbird* or *Secret Life of Bees*. Students study themes and develop an analysis paper.
      - Students examine the rhetorical choices made in the “Declaration of Independence” and discuss the English Declaration on this document.
      - Students are introduced to the abolitionist through the reading of *Narrative of the Life of Frederick Douglass*.
      - Students complete a Web Quest for Lorraine Hansberry and her involvement with Civil Rights, as well as restrictive covenants and segregation. Further students read Langston Hughes' poem "Harlem" and identify the theme and the connection to the Black experience during the Harlem Renaissance. Students also research Yoruba tribes because of the strong influence of African culture found in the play. Students research Booker T. Washington's. After this, students read the play and identify multiple themes found in the text and apply the knowledge learned through the WebQuest in an essay analyzing character.
    - English IV
      - Students examine character interactions within the play, *Othello*, and their influence on the protagonist.
    - Advanced English
      - Through a student choice assignment, students examine the construction of identity in a fractured society through the reading of *Invisible Man*. Essential questions from the reading are: How can one feel invisible amongst so many people? What societal structures must exist to cause these feelings? Which structures are unspoken but continue to exist, and are

there visual signs of their existence? Do other power structures exist that perpetuate the societal ones?

- Students read “What to the Slave is the Fourth of July?” by Frederick Douglass. Students focus on rhetorical choices, perspective, and its importance to the speech while discussing the historical/cultural influences on his delivery.
- AP Language
  - Students examine the rhetorical choices made in the “Declaration of Independence” and discuss the English Declaration on this document.
  - Students read “What to the Slave is the Fourth of July?” by Frederick Douglass. Students focus on rhetorical choices, perspective, and its importance to the speech while discussing the historical/cultural influences on his delivery. Students will read and discuss how Douglass’ speech influenced Sojourner Truth’s speech, “Ain’t I A Woman?”
- AP Literature
  - To study themes and to develop an analysis paper, students are given a choice to read *I know Why the Caged Bird Sings*, *Beloved*, or *The Color Purple*.
- World Language
  - Spanish IV
    - Students discuss their future, what they are going to do, and plan for how they will contribute to society.

### **Incorporate contemporary events into discussions of Black History and the tools of resistance**

- Social Studies
  - AP US History
    - During instructions about Civil Rights students read selections by Ta-Nehisi Coates, a contemporary black author who writes about cultural, social and political issues. Students also investigate ongoing current events related to this topic.
  - Civics
    - Students study the Fourth Amendment and violations by examining Black Lives Matter protests in relation to No Knock Warrants and Brianna Taylor.
    - Students engage in research into current voting restrictions through contemporary multi-media sources.
    - Students research special interest groups that reflect the contemporary goals of African American groups in US politics (NAACP, National Urban League, ACLU, Black Lives Matter, Color of Change)
    - Students research a current form of minority protest and will connect to a previous protest in American History to demonstrate skills of continuity and change (ex. Voter Rights)
  - US History
    - Students look at Economic disparities in housing and home ownership by researching contemporary events and relating to historical examples such as red lining.
    - Students engage in research into current voting restrictions through contemporary multi-media sources.
    - Students research a current form of minority protest and will connect to a previous protest in American History to demonstrate skills of continuity and change (ex. Criminal Justice)
    - Students research current minority artists, writers, film makers and other creators to create connections to the Harlem Renaissance to understand the contributions these artists make to current day society.
  - Leadership and Social Justice
    - Students respond to reasons why we need Social Justice in our society through contemporary events in our society which include special interest groups such as NAACP, National Urban League, ACLU, Black Lives Matter, Color of Change.

### **Develop students' respect for cultural and racial diversity**

- Social Studies courses
  - US History
    - Students evaluate the impact of US territorial expansion on diverse groups and populations such as the Philippines, Cuba, Puerto Rico, and Native Americans
    - Students demonstrate a respect for minority groups in WWI and WWII by evaluating contributions and experiences of segregated troops, Harlem HellFighters, and the Tuskegee Airmen
    - Students demonstrate a respect for minority groups in the Harlem Renaissance by researching the contributions from Billie Holiday, Langston Hughes, Louis Armstrong, and other figures from the movement.
    - Students demonstrate a respect for minority groups by evaluating and analyzing the contributions of Rosa Parks, MLK Jr, Medgar Evers, Bobby Seale, Malcolm X and other figures to gain an appreciation for diverse cultures contributions to Civil Rights
    - Students demonstrate a respect for minority groups and diverse cultures by evaluating the contributions of Latino, Asian, Native Americans, and the ADA in the Civil Rights movement.
  - Economics and Geography
    - Project students will analyze developing countries' standard of living in relation to GDP per capita, literacy rate, infant mortality rate, and life expectancy, Sporadic conversations about culture, food, holidays, etc.
  - Leadership and Social Justice
    - Students engage in multi-media events, research, discussions, and presentations around the struggles and triumphs that lead their respect and understanding for cultural and racial diversity.
- World Language courses
  - Spanish I and II
    - Students gain respect for cultural and racial diversity through their studies and celebrations of Day of the Dead, Black History Month, Hispanic Heritage Month, and Music Fridays.
  - Spanish I and IV
    - Students learn about how people stereotype people as Afro-Latino or African American through languages and syntax.

**Enable students to understand the ramifications of prejudice, racism, and stereotyping**

- Social Studies courses
  - AP US History/US History
    - Students gain an understanding of the ramifications of prejudice, racism, and stereotyping by researching and studying voters' suppression of Civil Rights through poll taxes, literacy tests, and grandfather clauses as well as intimidation by the KKK and local governments.
  - US History
    - Students gain an understanding of the ramifications of prejudice, racism, and stereotyping through reading and understanding leaders and issues such as Ida B. Wells and the antilynching movement.
    - Students gain an understanding of the ramifications of prejudice, racism, and stereotyping through reading and studying the rise of the KKK and the Jim Crow system of segregation though prejudice and discrimination in the US.
  - Economics and Geography
    - Students study how the negative externalities impacted the African American families and residents of Cancer Row/Cherry Island.
    - Students study the Site and Situation and I-95 Corridor impact on minority neighborhoods and their economic development.
    - DE Public Archives land deed of restrictive covenants neighborhood in Dover, DE during the 1930s. Students will analyze neighborhood proposals and eventual development. Analyze the area today with photographs placed on land /map from the Archives deed document.



- Civics
  - Students gain an understanding of the ramifications of prejudice, racism, and stereotyping through reading and understanding primary sources related to the Three-Fifths Compromise and the role of slavery in the US Constitution and representative government.
- Leadership and Social Justice
  - Students take a deep dive into the injustices of the 1968 Fair Housing Act.
- AP Psychology/Psychology
  - Utilizing the Black Doll Test, students analyze the impact of segregation on the psychological development of African American children during Jim Crow.
- World Language Courses
  - Spanish I
    - Students participate in Song Competitions to select diverse artists and songs addressing race and colorism to promote Indigenous Language Themes.

**Provide opportunities for students to discuss and uplift the Black experience**

- Social Studies
  - AP US History /US History
    - Students study and discuss the Harlem Renaissance and its impact on African American literature, poetry, music, fashion, and the financial impact of black owned businesses. Students examine contributions of African Americans in music, film literature, and the sciences.
    - Students research and study the contributions of Harriett Tubman and the Underground Railroad to learn about her impact in fighting institutional slavery and abolitionist movement.
  - Leadership and Social Justice
    - Students engage in multi-media events, research, discussions, and presentations around the African American struggles and triumphs that lead to a greater understanding of the Black experience.

**Explore the various mechanisms of transitional and restorative justice that help humanity move forward**

- Social Studies courses
  - Civics
    - Affirmative Action: Students participate in a mock trial/SCOTUS about affirmative action and voting rights.
  - AP US History
    - Affirmative Action: Students participate in a mock trial/SCOTUS about affirmative action and voting rights.
  - Leadership and Social Justice
    - Students examine how the Equal Justice Initiative and Innocence Project have been formed to represent and exonerate individuals who have been wrongly accused and/or convicted in the criminal justice system.

**K-12 Black History Content Implementations**

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to

science, art, and literature.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

**Implementation Summary Table**

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	<i>POLYTECH School District does not serve students in grades K – 8.</i>									X	X	X	X
b. The significance of enslavement in the development of the American economy.												X	X
c. The relationship between white supremacy, racism, and American slavery.										X		X	
d. The central role racism played in the Civil War.												X	X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.										X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.										X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.										X	X	X	X
h. Black figures in national history and in Delaware history.										X	X	X	X

**Minimum Content Requirement**

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
9th	Social Studies	<p>AP World History,</p> <ul style="list-style-type: none"> <li>● In Unit 2, students study the Trans Saharan Trade Routes Mali to learn the impact trade routes have on the success of the Mali culture.</li> <li>● In Unit 3, students examined Land Based Empires – Songhai, and learned the importance of land based African empires in gaining, consolidating, and maintaining power.</li> <li>● In Unit 4, students study the Kingdoms Kongo and Ndongo, examining the significance of how the African Empires changed the Orientation to the Atlantic coast as a result of contact with Europe and the Trans-Atlantic Slave Trade. Students will build the understanding of how the Kingdoms benefited initially but then develop resistance to imperialism and the slave trade leading to the ultimate collapse of the Kingdoms.</li> </ul>
	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>● Students study history and culture of music with regards to African American culture.</li> </ul>
10th	Social Studies	<p>AP World History,</p> <ul style="list-style-type: none"> <li>● In Unit 2, students study the Trans Saharan Trade Routes Mali to learn the impact trade routes have on the success of the Mali culture.</li> <li>● In Unit 3, students examine Land Based Empires – Songhai, and learn the importance of land based African empires in gaining, consolidating, and maintaining power.</li> <li>● In Unit 4, students study the Kingdoms Kongo and Ndongo, examining the significance of how the African Empires changed the Orientation to the Atlantic coast as a result of contact with Europe and the Trans-Atlantic Slave Trade. Students will build the understanding of how the Kingdoms benefited initially but then develop resistance to imperialism and the slave trade leading to the ultimate collapse of the Kingdoms.</li> </ul>
	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>● Students will study history and culture of music with regards to African American culture.</li> </ul>
11th	Social Studies	<p>AP World History,</p> <ul style="list-style-type: none"> <li>● In Unit 2, students study the Trans Saharan Trade Routes Mali to learn the impact trade routes have on the success of the Mali culture.</li> <li>● In Unit 3, students examine Land Based Empires – Songhai, and learn the importance of land based African empires in gaining, consolidating, and maintaining power.</li> <li>● In Unit 4, students study the Kingdoms Kongo and Ndongo, examining the significance of how the African Empires changed the Orientation to the Atlantic coast as a result of contact with Europe and the Trans-Atlantic Slave Trade. Students will build the</li> </ul>

		understanding of how the Kingdoms benefited initially but then develop resistance to imperialism and the slave trade leading to the ultimate collapse of the Kingdoms.
	English	English III <ul style="list-style-type: none"> <li>Utilizing the text "How Stories Came to Earth" Ashanti Legend retold by Kaleki, students compare and contrast Native American, African, and European myths and legends to show universal thought progression. Students complete a WebQuest on the current Ashanti region to show that Africans have progressed just like Americans.</li> </ul>
	The Arts	Band <ul style="list-style-type: none"> <li>Students study history and culture of music with regards to African American culture.</li> </ul>
12th	Social Studies	AP World History, <ul style="list-style-type: none"> <li>In Unit 2, students study the Trans Saharan Trade Routes Mali to learn the impact trade routes have on the success of the Mali culture.</li> <li>In Unit 3, students examine Land Based Empires – Songhai, and learn the importance of land based African empires in gaining, consolidating, and maintaining power.</li> <li>In Unit 4, students study the Kingdoms Kongo and Ndongo, examining the significance of how the African Empires changed the Orientation to the Atlantic coast as a result of contact with Europe and the Trans-Atlantic Slave Trade. Students will build the understanding of how the Kingdoms benefited initially but then develop resistance to imperialism and the slave trade leading to the ultimate collapse of the Kingdoms.</li> </ul>
	The Arts	Band <ul style="list-style-type: none"> <li>Students study history and culture of music with regards to African American culture.</li> </ul>

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
11th	Social Studies	AP US History <ul style="list-style-type: none"> <li>In the Mercantilism unit, students study how the economy of the north and south developed because of the slave trade and slave labor.</li> <li>In the Sectionalism unit, students compare the economies of the north and south to understand how both were influenced by slavery.</li> </ul>
12th	Social Studies	AP US History <ul style="list-style-type: none"> <li>In the Mercantilism unit, students study how the economy of the north and south developed because of the slave trade and slave labor.</li> <li>In the Sectionalism unit, students compare the economies of the north and south to understand how both were influenced by slavery.</li> </ul>

c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
9th	The Arts	Band <ul style="list-style-type: none"> <li>● Students study the role music played in the relationship between African American and racism in America.</li> </ul>
10th	The Arts	Band <ul style="list-style-type: none"> <li>● Students study the role music played in the relationship between African American and racism in America.</li> </ul>
11th	Social Studies	US History <ul style="list-style-type: none"> <li>● While studying the Progressive unit, students examine the impact of:               <ul style="list-style-type: none"> <li>○ Jim Crow laws</li> <li>○ Plessy V. Ferguson</li> <li>○ The formation of the NAACP</li> <li>○ The differing views of W.E.B DuBois and Booker T. Washington,</li> <li>○ The Roaring 20's African American contributions of music, literature, poetry businesses and inventions/patents and the enrichment of African American culture.</li> </ul> </li> <li>● In the Civil Rights unit, students learn about the Jim Crow Laws of the South, the impact of the resurgence of the KKK, and the impact of Plessy v. Ferguson.</li> </ul>
	English	English III <ul style="list-style-type: none"> <li>● Students review the definition of historical narratives (Olaudah Equiano's slave narrative) and how slavery ignited the Civil War. Abolitionists are introduced and specifically, Frederick Douglass. After reading Narrative of the Life of Frederick Douglass, an American Slave, students will compare/contrast Olaudah Equiano's narrative to Frederick Douglass's narrative.</li> <li>● Students research the Middle Passages in groups: "Triangle Trade Topic", "Capture and Journey to Coast", "Middle Passage", "Life as a Slave in the New World", and "Rebellion and Resistance". With their research, students create PowerPoints to present to class. Students read <i>The Interesting Narrative of the Life of Olaudah Equiano</i>. Finally, students present their PowerPoint presentations and make specific references/connections between the history and Equiano's account. Included in this lesson are the sensory details that Equiano uses to describe the horrors of his situation.</li> <li>● Students read the Excerpt from Southern Horrors and discuss the hypocrisy present in mob enforcement of laws when a person of color allegedly broke the law. What caused this view or "privilege" to arise?</li> </ul> AP Language <ul style="list-style-type: none"> <li>● To begin the lesson, students read a biography about Sojourner Truth, "Ain't I a Woman?" and then read about the Women's Rights</li> </ul>

		<p>Convention in Akron, Ohio in 1851 where she gave this speech. With the speech itself, students examined content &amp; rhetorical choices and then explored why she made the choices she did in that time period, especially focused on her being black and a woman-what outside factors influenced her decisions about delivery. This conversation leads into how communication choices change based both on audience and the topic (controversy). Students discuss whether this influence still occurs today. This piece is the part of a unit on the rhetoric of liberty, which explores rhetoric in pre-twentieth century texts.</p>
	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Students study the role music played in the relationship between African American and racism in America.</li> </ul>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
11th	Social Studies	<p>AP US History</p> <ul style="list-style-type: none"> <li>During the Civil War unit, students participate in a debate focusing on the causes of the Civil War.</li> </ul>
	English	<p>English III</p> <ul style="list-style-type: none"> <li>Students complete an informative short article about the Civil War then read the Emancipation Proclamation to gain historical context for "Occurrence at Owl Creek Bridge". Another option to introduce students to the historical context of "Occurrence at Owl Creek Bridge" is to read the Gettysburg Address.</li> </ul>
12th	Social Studies	<p>AP US History</p> <ul style="list-style-type: none"> <li>During the Civil War unit, students participate in a debate focusing on the causes of the Civil War.</li> </ul>

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
9th	Social Studies	<p>Civics</p> <ul style="list-style-type: none"> <li>Students learn about the early inequalities through the study of voting rights restrictions and segregation as policies, enforced at the federal, state, and local level leading to the Civil Rights movement of the 20<sup>th</sup> century.</li> <li>Students gain an understanding of the inequalities bestowed on African Americans through the units presented on the development of the Constitution, early enforcement of the Constitution, Federalism, and the Separation of Powers.</li> </ul> <p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Throughout the deep study of the Civil Rights Movement, students analyze and examine the tactics and accomplishments that brought about change in the struggle for equality in the United States. Students focused on the 1964 Civil Rights Act and the 1965 Voting Rights Act.</li> </ul>

10th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Throughout the deep study of the Civil Rights Movement, students analyzed and examined the tactics and accomplishments that brought about change in the struggle for equality in the United States. Students focused on the 1964 Civil Rights Act and the 1965 Voting Rights Act.</li> </ul>
11th	Social Studies	<p>AP US History</p> <ul style="list-style-type: none"> <li>In Unit 7, students gain an understanding of the constitutional equalities of the law as established during Reconstruction. As Reconstruction came to an end, equalities under the law were left unfulfilled and unenforced until the Civil Rights movement of the 20<sup>th</sup> century.</li> </ul> <p>US History</p> <ul style="list-style-type: none"> <li>As a thematic course, the Civil Rights unit is covered from the causes of inequality following the Civil War to the hard fault solutions to include passing of laws to end the perpetuation of enslavement, segregation, Jim Crow, and social injustices.</li> </ul> <p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Throughout the deep study of the Civil Rights Movement, students analyze and examine the tactics and accomplishments that brought about change in the struggle for equality in the United States. Students focus on the 1964 Civil Rights Act and the 1965 Voting Rights Act</li> </ul>
	English	<p>English III</p> <ul style="list-style-type: none"> <li><i>To Kill a Mockingbird</i> is optional, a student choice for independent novel reading. The assignment includes a theme analysis paper.</li> <li>Students read the Excerpt from Southern Horrors by Ida B. Wells. Students discuss the hypocrisy present in mob enforcement of laws, such as lynch laws, when a person of color allegedly broke the law. Students examine the court case, especially the evidence from the defense, and why that verdict might be declared. They discuss the aftermath of the trial and how that could occur.</li> </ul>
12th	Social Studies	<p>AP US History</p> <ul style="list-style-type: none"> <li>In Unit 7, students gain an understanding of the constitutional equalities of the law as established during Reconstruction. As Reconstruction came to an end, equalities under the law were left unfulfilled and unenforced until the Civil Rights movement of the 20<sup>th</sup> century.</li> </ul> <p>US History</p> <ul style="list-style-type: none"> <li>As a thematic course, the Civil Rights unit is covered from the causes of inequality following the Civil War to the hard fault solutions to include passing of laws to end the perpetuation of enslavement, segregation, Jim Crow, and social injustices.</li> </ul> <p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Throughout the deep study of the Civil Rights Movement, students analyze and examine the tactics and accomplishments that brought about change in the struggle for equality in the United States. Students focus on the 1964 Civil Rights Act and the 1965 Voting Rights Act</li> </ul>

f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Grade-level	Content Area(s)	Lessons/Resources
9th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze the tactics that Dr. King outlined in his “Letter from a Birmingham Jail” and how he justified the Civil Rights Movement to his critics.</li> </ul> <p>Civics</p> <ul style="list-style-type: none"> <li>Students examine the struggle for voting rights through Clips of the movie Selma during their studies of civic responsibilities of citizens.</li> </ul>
	English	<p>English I</p> <ul style="list-style-type: none"> <li>Students examine the persuasive appeals and allusions used throughout the speech, “I Have a Dream”. Through the examination of the text, students see how Martin Luther King, Jr. bridges difficult topics with both the white religious leaders who wrote against the movement and the black community of the South.</li> </ul>
	Science	<p>Integrated Science</p> <ul style="list-style-type: none"> <li>Students are introduced to famous Black Scientists and their contributions and discoveries in the field of Science, Technology, Engineering and Mathematics.</li> </ul>
	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Contributions of African Americans in music.</li> </ul>
10th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze the tactics that Dr. King outlined in his “Letter from a Birmingham Jail” and how he justified the Civil Rights Movement to his critics.</li> </ul>
	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Contributions of African Americans in music.</li> </ul>
11th	Social Studies	<p>US History and AP US History</p> <ul style="list-style-type: none"> <li>Progressives - students learn the impact of Richard Allen’s contributions to the foundation of the AME, Ida B Wells journalism, the formation of the NAACP, and the importance of Phillis Wheatley’s writings being published.</li> <li>Students learn about the Harlem renaissance, analyze the two different approaches of ML King and Malcolm X and the impact each had on the Civil Rights Movement.</li> <li>Students study the accomplishments of Fanny Lou Hamer with SNCC and desegregation of the Mississippi Democrat Party.</li> <li>Students learn about Constance Baker-Motley, first African American woman to argue a case before the Supreme Court and to become a federal judge.</li> </ul> <p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze the tactics that Dr. King outlined in his “Letter from a Birmingham Jail” and how he justified the Civil Rights Movement to his critics.</li> </ul>



	English	<p>English III and AP Language</p> <ul style="list-style-type: none"> <li>Students start with a lesson on the historical background of civil rights and the timeline of the civil rights movement, then read and analyze "Letter from Birmingham Jail" focusing attention on the speaker and audience (specifically with regards to clergymen/white moderates who do not support/will not support the movement or support it in theory but not in action) as well as the argument techniques used and the validity of peaceful protests. Students craft a response on the question of the effectiveness of peaceful protests using specific evidence from the letter as well as historical context. AP Lang mirrors what English III does; however, goes into more depth with the rhetorical choices and argument structure utilized by MLK Jr. and determines the effectiveness of such based-on Audience and Occasion/Exigence.</li> </ul>
	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Contributions of African Americans in music.</li> </ul>
12th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze the tactics that Dr. King outlined in his "Letter from a Birmingham Jail" and how he justified the Civil Rights Movement to his critics.</li> </ul>
	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Contributions of African Americans in music.</li> </ul>

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
9th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.</li> </ul>
	English	<p>English I</p> <ul style="list-style-type: none"> <li>Students examine poverty's physical, mental, and social effects as described in the text, "The Rights to the Streets of Memphis" and do research into poverty at the state and national levels. Brief discussions on the agencies used to assist those enduring poverty might occur.</li> </ul>
10th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.</li> </ul> <p>Economics</p> <ul style="list-style-type: none"> <li>DE Public Archives land deed of restrictive conveyance neighborhood in Dover, DE during the 1930s. Students will analyze neighborhood proposals and eventual development. Analyze the area today with photographs placed on land /map from the Archives deed document.</li> </ul>
11th	Social Studies	US History and AP US History

		<ul style="list-style-type: none"> <li>As part of the Reconstruction studies, students study Jim Crow Laws and Sharecropping developing the understanding of the financial impact of limited socio-economic movement post-Civil War.</li> <li>During the studies of Civil Rights, students learn about the impact of segregated bussing and limited access to bussing in certain areas, and the impact of denied housing and redlining.</li> </ul> <p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.</li> </ul>
	English	<p>English III</p> <ul style="list-style-type: none"> <li>Students complete a Web Quest for Lorraine Hansberry and her involvement with Civil Rights, as well as restrictive covenants and segregation. Further, students read Langston Hughes' poem "Harlem" and identify the theme and think about the connection to the Black experience during the Harlem Renaissance. Act II, Scene 1 opens with a character in the play dressed in Nigerian robes - students also research Yoruba tribes because of the strong influence of African culture found in the play. Finally, students research Booker T. Washington because in Act II, Scene 2 a character refers to Booker T. Washington as one of "our great men" and another calls him a "fool." Students research both sides and decide which side they take. After this, students will read the play and identify multiple themes found in the text and apply the knowledge learned through the WebQuest in an essay analyzing character.</li> </ul>
12th	Social Studies	<p>US History and AP US History</p> <ul style="list-style-type: none"> <li>As part of the Reconstruction studies, students study Jim Crow Laws and Sharecropping developing the understanding of the financial impact of limited socio-economic movement post-Civil War.</li> <li>During the studies of Civil Rights, students learn about the impact of segregated bussing and limited access to bussing in certain areas, and the impact of denied housing and red lining.</li> </ul> <p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.</li> </ul>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
9th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.</li> </ul>
	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Study of famous Black contributors with regards to national history of music in the United States.</li> </ul>
10th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the</li> </ul>

		Urban League, and SNCC.
	English	<p>English II</p> <ul style="list-style-type: none"> <li>• Students watch/listen to "Red State, Blue State Speech " by former President Barak Obama which addresses that despite the ways we identify ourselves (division), we are all Americans with a hope for the future. This is used for persuasive appeals and easily connected to MLK's Dream Speech.</li> <li>• Students read <i>Adapted for Young Adults Just Mercy: A Story of Justice and Redemption</i> by Bryan Stevenson of Milton, Delaware. Stevenson graduated from Cape Henlopen High School and attended Harvard Law School to become a lawyer and a social justice activist. This story shows some of the flaws in our justice system when it comes to the poor and the wrongfully imprisoned.</li> </ul>
	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>• Study of famous Black contributors with regards to national history of music in the United States.</li> </ul>
11th	Social Studies	<p>US History</p> <ul style="list-style-type: none"> <li>• Civil Rights-Lewis L Redding, Wilmington Civil Activists</li> <li>• During the study of Civil Rights, students will learn about Lewis L. Redding, analyze the importance of Redding to the Brown V. Board trial and Redding's continued Civil Rights work. Students will learn about Wilmington Civil Activists and the impact of civil unrest in Wilmington after the assassination of MLK in 1968 and the DE National Guard occupying the city.</li> </ul> <p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>• Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.</li> </ul>
	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>• Study of famous Black contributors with regards to national history of music in the United States.</li> </ul>
12th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>• Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.</li> </ul>
	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>• Study of famous Black contributors with regards to national history of music in the United States.</li> </ul>

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
	<p data-bbox="331 260 1507 363">During the hiring practice, we have developed interview questions to determine candidates' ability to deliver culturally relevant instruction. We are also investigating how best to incorporate culturally relevant instructional practices into the local mentoring program.</p> <p data-bbox="331 405 1507 541">POLYTECH School District began working with Equity and Beyond in August of 2021 to determine areas of improvement related to culturally relevant instruction and practices. The work with Equity and Beyond uses a problem of practice approach to develop systemic approaches to address diversity, anti-racism, and inclusion. The work spans three academic years.</p> <ul data-bbox="380 548 1507 1392" style="list-style-type: none"> <li data-bbox="380 548 1507 684">● The first year of work focused on evaluating district needs and setting a common language. The district lead administrators and Equity and Diversity Committee each participated in six professional learning sessions with Equity and Beyond during the 2021-2022 school year.</li> <li data-bbox="380 690 1507 968">● Year two is focusing on building capacity for teachers and staff to engage in and drive organizational change. Equity and Beyond has five professional learning sessions with all full-time faculty and specialists during the 2022-2023 school year. <ul style="list-style-type: none"> <li data-bbox="477 800 716 827">○ August 25, 2022</li> <li data-bbox="477 833 732 861">○ October 28, 2022</li> <li data-bbox="477 867 740 894">○ February 17, 2023</li> <li data-bbox="477 900 711 928">○ March 10, 2023</li> <li data-bbox="477 934 686 961">○ May 12, 2023</li> </ul> </li> <li data-bbox="380 974 1507 1287">● During the third year of this work (2023-2024), POLYTECH will take over ongoing systems improvement work using the Equity Lens Design Thinking Framework. Participants will continue to partner with Equity and Beyond to build upon the previous year's foundation of moving past barriers to build a culture of trust and belonging. The foundation is the basis for teachers to develop and implement strategies to serve our diverse population of students. Participants will participate in strategic equity planning and implementation. <ul style="list-style-type: none"> <li data-bbox="477 1188 716 1215">○ August 23, 2023</li> <li data-bbox="477 1222 732 1249">○ October 27, 2023</li> <li data-bbox="477 1255 862 1283">○ December 8, 2023 (planned)</li> </ul> </li> <li data-bbox="380 1289 1507 1392">● Also, during the third year of this work, the district lead administrators continue to participate in professional learning sessions with Equity and Beyond during the 2023-2024 school year.</li> </ul> <p data-bbox="331 1436 1507 1539">In January 2021, POLYTECH began working with Dr. Ordner Taylor from Delaware State University. English teachers requested Dr. Taylor's leadership to review and refine current curricular content as follows:</p> <ul data-bbox="380 1545 1507 1955" style="list-style-type: none"> <li data-bbox="380 1545 1507 1612">● To help develop strategies to engage students and colleagues in productive conversations about difficult topics.</li> <li data-bbox="380 1619 1507 1686">● To identify culturally relevant literature representing our student demographics that may be added to the curriculum and promote comparative literature discussions</li> <li data-bbox="380 1692 1406 1719">● To make sure literature selections align with HB 198 requirements for grades 9-12.</li> <li data-bbox="380 1726 834 1955">● Meeting Dates with Dr. Taylor <ul style="list-style-type: none"> <li data-bbox="477 1772 721 1799">○ English Teachers <ul style="list-style-type: none"> <li data-bbox="574 1806 821 1833">▪ January 29, 2021</li> <li data-bbox="574 1839 821 1866">▪ February 3, 2021</li> <li data-bbox="574 1873 834 1900">▪ February 12, 2021</li> <li data-bbox="574 1906 805 1934">▪ March 25, 2021</li> </ul> </li> </ul> </li> </ul>

- April 16, 2021
- April 29, 2021
- June 4, 2021
- September 1, 2021
- September 27, 2021
- October 8, 2021
- October 28, 2021
- November 22, 2021
- February 11, 2022
- March 11, 2022
- March 28, 2022
- May 6, 2022 – English and Social Studies
- May 13, 2022 – English and Social Studies
- All Staff Keynote Speaker
  - August 24, 2022
- Social Studies Teachers
  - October 7, 2022
  - October 28, 2022 (And English Teachers)
- Future Dates
  - November 28, 2022 – Social Studies
  - January 11, 2023 – Social Studies
  - March 10, 2023 – Social Studies
  - March 31, 2023 – Social Studies
  - May 12, 2023 – English and Social Studies

In March and October 2022, POLYTECH representatives participated in the DDOE HB 198 Sharing Session.

In May 2022, POLYTECH Social Studies teachers and administrators participated in HB 198 professional learning with Dr. Mike Feldman and Dr. Ordner Taylor.

The Social Studies lead teacher is actively participating in monthly statewide Social Studies Coalition High School Curriculum alignment meetings.

The work with Dr. Taylor has been expanded with our Social Studies department beginning August 2022:

- To map current curriculum relative to the state standards and HB 198 requirements.
- To develop and or refine instructional units/lessons that meet the spirit and intent of the standards and HB 198.

On August 24, 2022, Dr. Taylor delivered the full staff year-opening keynote sessions which included an explanation of the intention of HB 198 and the relevance to our student population across all curriculum areas. Dr. Taylor provided multiple real-life scenarios and helped our teachers understand the impact of culturally relevant and historically accurate instruction. POLYTECH School District continues to encourage all staff members to attend the statewide Equity Summit. Participants choose their course for their day based on their interests and their content area.

Science, Social Studies, and Mathematics began curriculum materials reviews for content area required courses during the week of September 26, 2022. Each curriculum review includes the use of rubrics to evaluate Culturally Responsive and Sustaining Education as well as mapping relevant

and appropriate HB 198 requirements. Science and ELA continue to review materials with plans for textbook adoption in 2024.

On May 12, 2023, during teacher in-service, members of the Social Studies Department visited the Delaware Public Archives to research DE state materials for lessons related to HB 198. A variety of materials were laid out for research by staff with the aid of archives staff. These materials were used in lessons across grade levels.

Future professional learning plans include curriculum material reviews for World Language, Arts, Electives and CTE programs. We continue to research and identify professional learning providers who can provide culturally relevant instruction across all content areas.

The POLYTECH Equity and Diversity Committee hosts a monthly film series aimed at creating a more inclusive environment here at POLYTECH. By exposing students to a variety of diverse stories and perspectives, we hope to build a culture of acceptance through film education and discussion. We will highlight different groups with a film and theme centered around monthly celebrations of underrepresented groups.

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead:	Sharvelle Cannon	Laurie Poore
Position:	Dean of Academics	Social Studies Instructional Coach
Email:	<a href="mailto:sharvelle.cannon@pca.k12.de.us">sharvelle.cannon@pca.k12.de.us</a>	<a href="mailto:laurie.poore@pca.k12.de.us">laurie.poore@pca.k12.de.us</a>

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- ensure the material is presented in an age appropriate manner.
- Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- Incorporate contemporary events into discussions of Black History and the tools of resistance.
- Develop students' respect for cultural and racial diversity.
- Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- Provide opportunities for students to discuss and uplift the Black experience.
- Provide students with a foundation for examining the history of discrimination in this State.
- Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

For the 2022-2023 school year, Providence Creek Academy continued to rely heavily on our reading curriculum, Scholastic Literacy. We have found that this curriculum is aligned with the instructional framework requirements of HB 198, which is embedded throughout many resources within various grade level units. The authentic and diverse texts utilized within Scholastic Literacy support a culturally inclusive learning environment and present material in an age-appropriate manner to cultivate respect for diverse cultures.

In addition, PCA began utilizing other curriculum resources to help implement the HB 198 instructional framework. Our social studies curriculum, Savvas myWorld Interactive, used in conjunction with the social studies model lessons created by the state, covers several topics relevant to the HB 198 standards. This curriculum also promotes cultural responsiveness in the classroom. Students see themselves represented within the curriculum as their workbooks consist of primary sources, pictures, and biographies celebrating the roles and contributions of African Americans and many different types of people. Lesson activities for partner and small group work also allow for frequent interaction among students which promotes openness and working together with respect. The theme of respect and inclusion is also focused on in a special series of storybooks, *Thinking Like a Citizen*, for grades K-2 in this curriculum.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.		X	X	X			X	X					
b. The significance of enslavement in the development of the American economy.	X	X		X						X			
c. The relationship between white supremacy, racism, and American slavery.	X		X	X	X				X	X			
d. The central role racism played in the Civil War.			X	X		X				X			
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.		X			X	X			X	X			
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X			
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	X	X	X	X	X					X	X		
h. Black figures in national history and in Delaware history.	X	X	X	X			X		X				

*Providence Creek Charter School does not serve students in grades 9 – 12.*

### Minimum Content Requirement

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the*



requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

**a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
1st	ELA	“The Water Princess” (Story of African Princess) by Susan Verde
2nd	ELA	African Folk Tales: <i>12 Dancing Princesses</i> by Rachel Isadora; <i>Mouse and Lion</i> by Rand Burkert
3rd	ELA	“Anansi the Spider: A Tale from the Ashanti” by Gerald McDermott; “Pretty Salma” by Francis Lincoln; “The Hunterman and the Crocodile” by Baba Wagué Diakité
6th	Social Studies	Topic 8: <i>Africa</i> (Savvas curriculum - myWorld Interactive World Geography); Grade 6 World Geography Model Lessons, Administration 2, Lesson 5: <i>Cultural Hearths in Southwest Asia/North Africa</i>
7th	ELA	“A Long Walk to Water” by Linda Sue Park; Washington D.C. field trip to National Museum of African American History and Culture

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
KN	ELA	“Last Stop on Market Street” by Matt de la Pena
1st	ELA	“Last Stop on Market Street” by Matt de la Pena
3rd	Social Studies	Chp. 3: <i>Communities Build a Nation</i> (Savvas curriculum)
8th	Social Studies	Grade 8 U.S. History Model Lessons - Administration 1, Lesson 2: <i>Enslavement and the Development of the American Economy</i> ; Lesson 7: <i>Slavery in the Constitution</i>

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
KN	ELA	“We Came to America” by Faith Ringgold
2nd	Social Studies	Chp. 5: <i>Making a Difference</i> (Savvas curriculum) – Rosa Parks as a primary source

3rd	Social Studies	Chp. 5: <i>Citizenship and Civic Engagement</i> (Savvas curriculum)
4th	Social Studies	Grade 4 U.S. History Model Lessons, Unit 4: <i>Enslavement</i>
7th	ELA	“The Narrative Biography of Frederick Douglass”
8th	ELA Social Studies	“One Crazy Summer” by Rita Williams Garcia Grade 8 U.S. History Model Lessons - Administration 2, Lesson 2: <i>In Pursuit of Freedom in Delaware</i>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
2nd	Social Studies	Chp. 5: <i>Making a Difference</i> (Savvas curriculum) – Lesson 2: Heroic Leaders
3rd	Social Studies	Chp. 5: <i>Citizenship and Civic Engagement</i> (Savvas curriculum)
5th	Social Studies	Chp. 2: <i>Americans and Their History</i> (Savvas curriculum - myWorld Interactive Grade 4) - Lesson 3: <i>Growth and Civil War</i>
8th	Social Studies	Grade 8 U.S. History Model Lessons - Administration 2, Lesson 5: <i>Manifest Destiny: Investigation Opposing Interpretations</i>

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
1st	Social Studies	Chp. 4: <i>Life Today and Long Ago</i> (Savvas curriculum) - Citizenship: <i>Ruby Bridges, A Brave Girl</i>
4th	ELA/writing	“Where’s Rodney” by Carmen Bogan, “Grace for President” by Kelly Dipucchio, and “Duke Ellington” by Andrea Davis Pinkey (Scholastic curriculum); Ruby Bridges writing reflection
5th	ELA	“March On! The Day My Brother Changed the World” by Christine King Farris (Scholastic curriculum)
7th	Social Studies	Grade 7 Civics Model Lessons: Unit 2 - Lesson 6: <i>The Constitution and Enslavement</i> ; Lesson 7: <i>Our Nation’s Report Card</i>
8th	ELA Social Studies	“Handbook for Boys” by Walter Dean Myers, “Bad Boy: A Memoir” by Walter Dean Myers Grade 8 U.S. History Model Lessons - Administration 3, Lesson 8: <i>Changes in African American Freedom</i>

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
KN	ELA Social Studies	“Mae Among the Stars” by Roda Ahmed Black History presentation highlighting the contributions of African Americans (February); Scholastic <i>Let’s Find Out</i> weekly reader: <i>Colorful Alma</i> (Feb. 2023)
1st	Social Studies Fine Arts (Art)	Chp. 3: <i>Symbols and Traditions of the United States</i> (Savvas curriculum) - Lesson 5: American Heroes; Winter Holidays Around the World - Kwanza celebration Alma Thomas & abstract art project
2nd	Social Studies	Chp. 5: <i>Making a Difference</i> (Savvas curriculum) – Lesson 3: Heroes Who Inspire Change; Holidays Around the World – Kwanza celebration
3rd	ELA Social Studies Fine Arts (Art)	“The Broken Bike Boy and the Queen of 33rd Street” by Sharon Flake, “Oh, Brother!” by Nikki Grimes, “My Brother Charlie” by Holly Peete, “Pretty Salma” by Francis Lincoln, “Long Shot: Never Too Small to Dream” by Chris Paul Chp. 7: <i>Celebrating Our Communities</i> (Savvas curriculum) Christian Robinson & “Last Stop on Market Street” collage project
4th	ELA Social Studies	“Mufaro’s Beautiful Daughters: African Tale” by John Steptoe, “The Secret Olivia Told Me” by N. Joy, “Wangari’s Trees of Peace” - A true African story by Jeannete Winter, “Duke Ellington” by Andrea Davis Pinkey, and “Faith Ringgold” by Mike Venezia (Scholastic curriculum); “Holes” by Louis Sachar Grade 4 U.S. History Model Lessons, Unit 5: <i>English Colonies</i> (Lesson 7: <i>Hidden History: Elizabeth Key Sues for Freedom</i> ; Lesson 12: <i>Onesimus and Smallpox</i> )
5th	ELA	Wax Museum (research paper & presentation); “March On! The Day My Brother Changed the World” by Christine King Farris (Scholastic curriculum)

	Social Studies	Roles within a Community: Philanthropists - Oprah; Alicia Keys; George Washington Carver (J.A. Biztown curriculum)
6th	ELA/writing	“42: The Jackie Robinson Story”; “Hidden Figures”; “Poetry for Young People: Langston Hughes”
	Science	Research & present Black scientists/inventors
	Fine Arts (Art)	Jacob Lawrence & Frederick Douglass - Dreams, Poetry, & Art
7th	ELA	“Poetry for Young People: Langston Hughes”
	Fine Arts (Art)	Jacob Lawrence & Frederick Douglass - Dreams, Poetry, & Art
8th	ELA	“Gifted Hands” by Ben Carson
	Writing/Social Studies	Cross-curricular research project & presentation on Inventions of Industrial Revolution (featuring African American inventors such as Alexander Miles, Garrett Morgan, George Washington Carver)

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
KN	Social Studies	Dr. Martin Luther King, Jr. and equal rights lesson; Scholastic <i>Let’s Find Out</i> weekly reader: <i>Do What is Right</i> (Jan. 2023);
	ELA	“All Are Welcome” by Alexandra Penfold, “I Love My Hair” by Natasha Anastasia Tarpley
1st	ELA	“Daddy Calls Me Man” by Angela Johnson, “Bigmamma’s” by Donald Crews
2nd	ELA	“Those Shoes” by Maribeth Boelts, “Looking Like Me” by Walter Dean Myers; Dr. Martin Luther King, Jr. flipbook

3rd	ELA	“Oh, Brother!” by Nikki Grimes, “Pretty Salma” by Francis Lincoln, “A Bike Like Sergio’s” by Maribeth Boelts, “Juneteenth for Mazie” by Floyd Cooper
4th	ELA	“Tar Beach” by Faith Ringgold, “Faith Ringgold” by Mike Venezia, and “Where’s Rodney” by Carmen Bogan (Scholastic curriculum)
	Fine Arts (Library)	“Memphis, Martin, and the Mountaintop: The Sanitation Strike of 1968” by Alice Faye Duncan
7th	Social Studies	Grade 7 Civics Model Lessons: Unit 3 - Lesson 1: <i>No Room at the Inn</i> ; Lesson 2: <i>Mendez and “the greatest civil rights issue of our time”</i> ; Lesson 3: <i>From Runaround to Remedy</i> ; Lesson 6: <i>At the Hands of Persons Unknown: The Case of George White</i> ; Lesson 7: <i>Jury Duty</i> ; Lesson 12: <i>Equity for the Taking</i> ; Lesson 13: <i>Not for Sale</i>
8th	ELA	“Handbook for Boys” by Walter Dean Myers

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
KN	Social Studies	Black History presentation in February highlighting Black figures in history (such as Barack Obama); Savvas curriculum, Chp. 6: <i>Learning About the Past</i> – Booker T. Washington and Dr. Martin Luther King, Jr.
	Fine Arts (Library)	“My Daddy, Dr. Martin Luther King Jr.” by Martin Luther King III
1st	ELA	Scholastic News, My Weekly Reader articles: <i>Home Run, Jackie!</i> ; <i>The Coolest Inventions</i> ; <i>Mae Reaches for the Stars</i> ; <i>Brave Ruby</i> ; “Bigmamma’s” by Donald Crews
	Social Studies	Chp. 3: <i>Symbols and Traditions of the United States</i> (Savvas curriculum) - Lesson 5: American Heroes
	Fine Arts (Library)	“My Daddy, Dr. Martin Luther King Jr.” by Martin Luther King III
2nd	Social Studies	Chp. 5: <i>Making a Difference</i> (Savvas curriculum) – Lesson 3: Heroes Who Inspire Change;
	Writing	Research paper on Black historical figures
3rd	ELA	“The Story of Misty Copeland” by Frank Berrios
	Social Studies	Chp. 5: <i>Citizenship and Civic Engagement</i> (Savvas curriculum)

6th	ELA	“The Story of Misty Copeland” by Frank Berrios
	Fine Arts (Library)	“Hand in Hand: Ten Black Men Who Changed America” by Andrea Davis Pinkney
8th	ELA	“Gifted Hands” by Ben Carson
	Social Studies	Grade 8 U.S. History Model Lessons - Administration 2, Lesson 3: <i>Nat Turner</i> ; Administration 2, Lesson 12: <i>John Brown</i>

### Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
8/18/2022	New Teacher Academy: Social Studies Curriculum & HB 198 overview
8/23/2022	Professional Development: HB 198 review for all staff
1/23/2023	Professional Development: HB 198 - existing connections in fine arts
on-going	Dawnavyn James recorded sessions - view & discuss during grade-level and content PLCs held throughout the year

### Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Holly Golder

**Position:** Supervisor of Social Studies

**Email:** [holly.golder@redclay.k12.de.us](mailto:holly.golder@redclay.k12.de.us)

### K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

In Red Clay, our philosophy is that Black history will be implemented across content areas in grades K-12. In an effort to achieve this, our Teaching and Learning Department, in conjunction with our Equity Office, continues to work together to complete a cross-walking diagnostic of our current curriculum with the minimum content requirements of HB 198, to determine entry points for a deeper exploration and accurate depiction of Black history overall.

The Red Clay Consolidated School District has adopted two new curricula for ELA. These curricula were selected due to the culturally relevant, social justice based themes and materials. Instructional materials, recommended strategies and routines in the HQIM were deliberately selected for their alignment with HB198. O'dell High school curriculum is a highly-rated, top-quality ELA program for Grades 9-12 designed around authentic texts to celebrate diverse voices, ideas, and perspectives. Students create a learning community that is grounded in questions such as, "who changes the world"? And "what does it mean to be an American?" For more information see:

<https://openupresources.org/ela-curriculum/odell-education-high-school-literacy-program/>

The American Reading Company is a curriculum that provides texts that serve as mirrors that celebrate culture and windows into the diversity of our world. For more information see: <https://new.americanreading.com/arc-core/>

Within the framework of our new Amplify Science curriculum for K-5, each unit includes a guide for eliciting and leveraging students' prior knowledge, personal experiences, and background knowledge. These guides provide entry points for teachers to draw out students' lived experiences and cultural funds of knowledge, often circling back to their family and cultural lives. Individual units in different grades contain articles or reading books, many of which focus on the contributions of Black people in science. Some specific examples of these articles and student books are listed in section F of this document. Our secondary science teachers leverage curated articles and other resources on DiscoveryEd.com and information shared on the website [www.lamascientist.info](http://www.lamascientist.info), which is an initiative for inclusive STEM education.

Last year, each elementary classroom received a grade specific diverse library set with the goal of increasing opportunities for students to learn about themselves and others. The selection of books went through a rigorous equity selection process and ensured each book set was age appropriate. Books were also placed in each elementary school's library. Ongoing work continues as we develop lesson plans that will be integrated into social studies pacing guides.

Delaware's civics standards provide a strong foundation for civic participation. Additionally, the Red Clay school district has partnered with Mikva Challenge to provide a robust civics curriculum that incorporates students' voices, which allows students to experience civics in action. Lastly, through professional learning, teachers have learned how to incorporate democratic classrooms to make sure classrooms are equitable.

Frameworks have been utilized to ensure that instructional resources are age appropriate and rely on primary sources. These include Learning for Justice's Teaching Hard History and Social Justice standards.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

## Implementation Summary Table



The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X		X	X		X				X		X
b. The significance of enslavement in the development of the American economy.	X		X		X				X		X		X
c. The relationship between white supremacy, racism, and American slavery.			X		X	X		X	X		X		X
d. The central role racism played in the Civil War.			X	X					X				X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	X		X	X	X	X		X	X	X		X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	X		X	X	X	X		X	X	X		X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X	X	X

**Minimum Content Requirement**

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	Students will learn about Africa prior to the Black diaspora by learning about the kingdom of Kush when establishing the setting in a book about Sudan.
1	Social Studies	Students will learn about the Nile Valley civilizations, specifically Egypt, with examples of math, art and literature.
3	Social Studies	Students will learn the ancient African kingdoms and Mansa Musa when discussing trade and the barter system.
4	Social Studies	Students will learn about Africa prior to the Black diaspora and understand that, before 1492, there was great diversity on different continents that included impressive levels of development.

6	ELA	<p>In English Language Arts students will about Africa &amp; (African) Ancient Civilizations</p> <p>Africa Unit: Readers will travel from the mouth of the Nile River to the Cape of Good Hope. This collection encompasses the history of the aAncient civilizations to present-day life on the African continent. Information about the diverse geography, the fascinating animals and plants, the history, cultures, and recent political changes is included.</p> <p>Ancient Civilizations Unit: Readers will explore the world before 250 CE. Regions included are Ancient Egypt, China, Greece, Mesopotamia, Rome, India, and the Maya.</p>
6	Social Studies	Grade six world regional geography, students will learn about North Africa and Sub-Saharan Africa. These include: diversity of Africa prior to the African and Black diaspora, current connections and contributions to science, art, literature and history by teaching the African Cultural Hearths, teaching the regions of West Africa before and after the African diaspora and how boundaries were influenced by the slave trade and the European colonization of Africa and comparing & contrasting the economic and human rights issues that African and Black Diaspora populations faced in different regions.
10	Social Studies	Students learn about world history and geography from 1450-present. Students will utilize geographic principles to learn about world history, including writing an argumentative outline on the regional characteristics of North African and sub-Saharan Africa, the Columbian Exchange and Atlantic Slavery.
12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	Students will learn about Harriet Tubman by applying chronology to her life. They will learn that enslaved people were not free and did not earn money for their work.
2	ELA	When reading about Harriet Tubman, students will learn about the plantation system, in which enslaved people were forced to work for no pay, long hours, and sustain the plantation.
4	Social Studies	Students will learn about the development of slavery in America. They will trace how enslavement was practiced around the world before Columbus arrived in America and how slavery practiced in the Old World would be considerably different from that which would eventually take root in the

		New World and about the first Africans brought to America. Additionally, students will learn that enslavers viewed the people who they enslaved just like they did other property. The enslavers sold enslaved people for a number of reasons but primarily for profit but also out of fear, all while enslaved people dreamed of being free. But those dreams did not come true because enslavers valued profit and power over freedom and equality.
8	Social Studies	Students will learn about how westward expansion, cultivation of cotton and the spread of slavery helped lead to the eventual fracture of the United States and the outbreak of the Civil War, with slavery being the central cause of the Civil War and the successes and failures of Reconstruction. For example, students will explore diverse perspectives from the early United States to Reconstruction through primary documents to understand the role of racism, white supremacy, and slavery in the development of the U.S., evaluating the historical record for divergences in narratives related to the Civil War and Reconstruction, interpreting whether the hopes of freed people were achieved during the Reconstruction Era through a research project, analyze how the American slavery evolved politically, economically, and socially over the course of the early United States and connect examples of Black agency, resistance, and triumph during the era of American slavery.
10	Social Studies	Students learn about world history and geography from 1450-present. Students will utilize geographic principles to learn about world history, including writing an argumentative outline on the regional characteristics of North African and sub-Saharan Africa, the Columbian Exchange and Atlantic Slavery.
12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	When reading about Harriet Tubman students will learn about the great lengths enslaved people endured to secure their freedom and the lengths their enslavers went to retrieve them.
4	Social Studies	Students will learn how Colonial America shifted from a system of indentured servant system to permanent enslavement, the history of enslavement in Delaware and how enslavers viewed the people who they enslaved just like they did other property.
5	ELA	Students will read the Road to Freedom, a narrative realist fiction text about a girl and her mother escaping slavery through the Underground Railroad after the father was sold. The journey mirrors those of many individuals

		escaping slavery in the 1800's.
7	Social Studies	Students will be asked whether Luther Martin was correct when he argued that the original Constitution, including the Bill of Rights, was “inconsistent with the principles of the Revolution”?
8	Social Studies	Students will learn about how westward expansion, cultivation of cotton and the spread of slavery helped lead to the eventual fracture of the United States and the outbreak of the Civil War, with slavery being the central cause of the Civil War and the successes and failures of Reconstruction. For example, students will explore diverse perspectives from the early United States to Reconstruction through primary documents to understand the role of racism, white supremacy, and slavery in the development of the U.S., evaluating the historical record for divergences in narratives related to the Civil War and Reconstruction, interpreting whether the hopes of freed people were achieved during the Reconstruction Era through a research project, analyze how the American slavery evolved politically, economically, and socially over the course of the early United States and connect examples of Black agency, resistance, and triumph during the era of American slavery.
10	Social Studies	Students learn about world history and geography from 1450-present. Students will utilize geographic principles to learn about world history, including writing an argumentative outline on the regional characteristics of North African and sub-Saharan Africa, the Columbian Exchange and Atlantic Slavery.
12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	When reading about Harriet Tubman students will learn that the cause of the Civil War was over slavery.
3	ELA	Students will read about the Massachusetts 54th Regiment and their contributions and fighting in the Civil War.
8	Social Studies	Students will learn about how westward expansion, cultivation of cotton and the spread of slavery helped lead to the eventual fracture of the United States and the outbreak of the Civil War, with slavery being the central cause of the Civil War and the successes and failures of Reconstruction. For example, students will explore diverse perspectives from the early United States to Reconstruction through primary documents to understand the role of racism, white supremacy, and slavery in the development of the U.S., evaluating the historical record for divergences in narratives related to the Civil War and Reconstruction, interpreting whether the hopes of freed

		people were achieved during the Reconstruction Era through a research project, analyze how the American slavery evolved politically, economically, and socially over the course of the early United States and connect examples of Black agency, resistance, and triumph during the era of American slavery.
12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	Students will learn about Georgia Gilmore and segregation in the bus system in Montgomery, Alabama and how Black people worked together to make change.
2	Social Studies	Students will learn about the contributions of Black people to American history and politics by learning about Rosa Parks. Learning will focus on Ms. Parks growing up in the segregated South and how it impacted her life's work in advancing rights for Black people
3	Social Studies	Students will learn about rights and responsibilities and instances of segregation and voting restrictions in American history.
3	ELA	Students explore the book Back of the Bus. This story tells the point of view of a young boy riding with his mother as Rosa Parks is asked to move to the back of the bus. He questions the fairness of segregation, the Civil Rights Movement is discussed and its impact on history.
4	Social Studies	Students will learn that Mum Bett seized on the ideals of the American Revolution to sue successfully for her freedom and that of others on August 22, 1781. Cases like hers contributed to the abolition of enslavement in Massachusetts and other northern states.
5	ELA	Students will learn about the Great Migration and why Black people left the South, including: segregation, lack of justice in the courts and inequality.  Students will learn about segregation in education, the separate but equal doctrine, the NAACP and how people fought to desegregate schools across the country.
7	Social Studies	Students will learn about a variety of topics that address majority rule vs. minority rights, that civil rights secure political freedom and about civic responsibilities. Some examples include: 13th, 14th and 15th amendments, Shirley Bulah and Brown vs. Board, George White, and property rights.

		Students will learn about how redlining contributes to wealth inequalities that exist today, why does where you grow up affect how you live and why might one place have a higher unbanked rate than another.
8	Social Studies	Students will learn about how westward expansion, cultivation of cotton and the spread of slavery helped lead to the eventual fracture of the United States and the outbreak of the Civil War, with slavery being the central cause of the Civil War and the successes and failures of Reconstruction. For example, students will explore diverse perspectives from the early United States to Reconstruction through primary documents to understand the role of racism, white supremacy, and slavery in the development of the U.S., evaluating the historical record for divergences in narratives related to the Civil War and Reconstruction, interpreting whether the hopes of freed people were achieved during the Reconstruction Era through a research project, analyze how the American slavery evolved politically, economically, and socially over the course of the early United States and connect examples of Black agency, resistance, and triumph during the era of American slavery.
9	Social Studies	Students will continue to learn about segregation at the federal and state levels and how Black people have and continue working to achieve fair treatment in the United States by investigating Jim Crow and a Charleston Legend. Students will find connections between fair treatment and federalism and how the Constitution can be changed to support people and interpretations over time. Additionally, students will learn about how the passage of the 14th and 15th amendments allowed for the election of Black men like Hiram Revels. In economics, students will be continuing their learning about red lining and its impacts today.
11	Social Studies	Students learn US history from 1877-present. The following topics are discussed in this course: Jim Crow Laws, Plessy v. Ferguson, Ida B. Wells and the National Association of Colored Women, The Tulsa Race Massacre, NAACP, The Harlem Renaissance, Booker T. Washington differing ideologies W.E.B. Du Bois, 19th Amendment, The Great Migrations, Black people's contributions and involvement in WWI & WWII, The Double V Campaign, Civil Rights Acts of 1957, 1964.
11	ELA	<p>Students will read <i>The Warmth of Other Suns</i> examine the push-and-pull factors of the Great Migration caused by the social and political climate in the United States in the aftermath of slavery as well as the immediate and long-term impacts of the decision to migrate. Based on their learning, students will write an expository essay that examines the significance and impact of the author's approach to structure as she constructs and tells the story of the Great Migration in <i>The Warmth of Other Suns</i>.</p> <p>Students will study <i>The American Dream of Homeownership</i>, Section 2-A <i>Dream Deferred</i> and examine the history of discrimination and segregation in relation to homeownership in the United States. Based on their learning, students will analyze and evaluate arguments related to discriminatory housing practices and affordable housing debates.</p>

12	Social Studies	<p>A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.</p> <p>In psychology, social and cognition units discuss topics such as race, discrimination, stereotypes, creation of IQ tests and eugenics.</p>
----	----------------	---

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K-5	Art and Music	<p>Students are introduced to Black artists and musicians and learn about their contributions to American life and culture. Ongoing work will include the development of lessons and units to address specific artists and musicians. Equitable outcomes have been addressed by including opportunities for every student to have access to robust visual and performing art programs.</p> <p>Black Artists include: Robert Blackburn, Dox Thrash, Edward Loper, Jean Michel Basquait, Faith Ringgold, Alma Thomas, El Anatsui, Jacob Lawrence, Charles Park</p>
K-5	Library	<p>Students are introduced to relevant Black authors and learn about their literary contributions. With the purchase of diverse book sets, students will have access to diverse books and ongoing work will be the development of lessons to use during library unified arts.</p> <p>K - Trombone Shorty by Troy Andrews; One Love by Cedella Marley  1 - Tani’s New Home by Tanitolowa Adewumi  2 - Last Stop on Market Street (Illustrator - Christian Robinson); Uncle John’s City Cargen by Bernette Ford  3 - Song in the City by Daniel Bernstrom  4 - Why The Sky is Far Away, A Nigerian Folktale  5 - Black Wall Street by LaQuitta Barnes</p>
K	Social Studies	<p>Students will learn about the contributions of Black people to history and American culture by highlighting their agency and resistance. These people include Harriet Tubman and Georgia Gilmore.</p>
K	Science	<p>Within the Weather unit, students engage with a nonfiction book titled, “Tornado! Predicting Severe Weather.” This book tells the story of Lynn Burse, a forecaster for the National Weather Service, who helped predict a tornado, sending a warning that saved lives.</p>
1	Social Studies	<p>Students will learn about the contributions of Black people to American history by learning about Carter G. Woodson. Students will learn about his life and how his life events led to the establishment Black History Month.</p>

2	Social Studies	Students will learn about the contributions of Black people to American history and politics by learning about Rosa Parks. Learning will focus on Ms. Parks growing up in the segregated South and how it impacted her life's work in advancing rights for Black people. In the history unit, students will learn about primary sources by examining examples of primary sources that are related to Harriet Tubman and Rosa Parks.
2	ELA	<p>When reading about Harriet Tubman students will learn that she helped thousands of enslaved people escape to freedom, she was an abolitionist and was a spy during the Civil War.</p> <p>Students will learn about the Harlem Renaissance and how it contributed to a vibrant culture in the arts.</p> <p>Students will learn about national change makers in the United States, with national Black figures included.</p>
3	ELA	<p>Students explore the book Back of the Bus. This story tells the point of view of a young boy riding with his mother as Rosa Parks is asked to move to the back of the bus. He questions the fairness of segregation, the Civil Rights Movement is discussed and its impact on history.</p> <p>Students will read about the Massachusetts 54th Regiment and their contributions and fighting in the Civil War.</p>
4	ELA	<p>Students are introduced to the American folktale John Henry. This story is based in the South during the Reconstruction Era after the Civil War. Students explore tall tales that include the adventures of a folk hero in a realistic setting. Folk tales from various cultures are explored.</p> <p>Students will learn about the Civil Rights movement and their contributions to American life, such as: Dr. Martin Luther King, Jr., Rosa Parks, Supreme Court Justice Peggy Quince, Colin Powell, Condolezza Rice.</p>
4	Social Studies	Students will learn about John Punch, Elizabeth Key, Mum Bett, Carter G. Woodson and the hundreds of enslaved Africans who helped build the White House and their contributions to American life.
5	ELA	<p>Students will read the Road to Freedom, a narrative realist fiction text about a girl and her mother escaping slavery through the Underground Railroad. The journey mirrors those of many individuals escaping slavery in the 1800's. Paired with this text, students will read and learn about Harriet Tubman and her role on the Underground Railroad.</p> <p>Students will read about Rosa Parks and her work with the NAACP and resistance to desegregate the bus system in Montgomery, Alabama.</p> <p>Students will learn about the Harlem Renaissance and the birth of Jazz.</p>



		Specific people addressed are: Louis Armstrong, Duke Ellington, Ella Fitzgerald and Fletcher Henderson. Students will trace the development of blues to more contemporary times including the study of: Ma Rainey, Bessie Smith, Ray Charles, Arthea Franklin
5	Social Studies	Students learn how banks have discriminated against various groups of people. They first learn the definition of discrimination. Then, they watch a video with Sheila Johnson, the first Black female billionaire, talking about how she was denied a loan despite having hundreds of millions of dollars. Next, students read two texts. With each example of discrimination, students answer questions about the discrimination and what can be done to stand up to discrimination.
5	ELA	Students will read the Road to Freedom, a narrative realist fiction text about a girl and her mother escaping slavery through the Underground Railroad. The journey mirrors those of many individuals escaping slavery in the 1800's.
5	Science	During the Ecosystem Restoration unit, students read a nonfiction book titled, "Walk in the Woods," which profiles an African-born scientist, Asmeret Asefaw Berhe. She studies soil to better understand this complex system that underlies many of Earth's ecosystems. During the Patterns of Earth and Sky unit, students read about astrophysicist, Gibor Basri in "Star Scientist."
6-12	Art and Music	Students are introduced to Black artists and musicians and learn about their contributions to American life and culture.
7	Social Studies	Students will learn about important Civil Rights leaders, including the Bulahs, Louis Redding, Dr. Martin Luther King, Jr..
8	Social Studies	Students will learn about how westward expansion, cultivation of cotton and the spread of slavery helped lead to the eventual fracture of the United States and the outbreak of the Civil War, with slavery being the central cause of the Civil War and the successes and failures of Reconstruction. For example, students will explore diverse perspectives from the early United States to Reconstruction through primary documents to understand the role of racism, white supremacy, and slavery in the development of the U.S., evaluating the historical record for divergences in narratives related to the Civil War and Reconstruction, interpreting whether the hopes of freed people were achieved during the Reconstruction Era through a research project, analyze how the American slavery evolved politically, economically, and socially over the course of the early United States and connect examples of Black agency, resistance, and triumph during the era of American slavery. Important people who are included are: Harriet Tubman, Dred Scott and Frederick Douglass.
8	ELA	Readers will gain an appreciation for what the earth has to offer as they learn about pioneers in the Wild West. Students will come to understand that our history is the result of both the strengths and shortcomings of peoples from all over the world whose lives converged during the Westward Expansion era. This includes the history of African enslavement and resistance in the United States.

		Readers will read classic and flashy titles that will invite them into the rich world of African American literature. These titles reflect the experiences and issues of American middle school students.
9	Social Studies	Students will continue to learn about segregation at the federal and state levels and how Black people have and continue working to achieve fair treatment in the United States by investigating Jim Crow and a Charleston Legend.
10	ELA	Students will examine how a contemporary figure, former President Barack Obama, reflects on personal and cultural experiences in the memoir genre. Based on their learning, students will write personal narratives, memoir, or essays based on their own experiences or observations of the world.
11	Social Studies	Students learn US history from 1877-present. The following contributions are discussed in this course: Ida B. Wells and the National Association of Colored Women, NAACP, The Harlem Renaissance, Booker T. Washington, W.E.B. Du Bois, Black people’s contributions and involvement in WWI & WWII, The Double V Campaign, Civil Rights Acts of 1957, 1964
11	ELA	Students will read <i>The Warmth of Other Suns</i> examine the push-and-pull factors of the Great Migration caused by the social and political climate in the United States in the aftermath of slavery as well as the immediate and long-term impacts of the decision to migrate. Based on their learning, students will write an expository essay that examines the significance and impact of the author’s approach to structure as she constructs and tells the story of the Great Migration in <i>The Warmth of Other Suns</i> .
12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	<p>Students will learn about Georgia Gilmore and segregation in the bus system in Montgomery, Alabama and how Black people worked together to make change.</p> <p>Students will learn about the many ways Harriet Tubman enacted change, these include: being a suffragist, spy and nurse during the Civil War and a conductor on the Underground Railroad.</p>
2	Social Studies	Students will learn about the contributions of Black people to American history and politics by learning about Rosa Parks. Learning will focus on Ms. Parks growing up in the segregated South and how it impacted her life’s

		work in advancing rights for Black people
3	Social Studies	Students will learn about rights and responsibilities and instances of segregation and voting restrictions in American history and how Black people worked to achieve fair treatment.
4	Social Studies	Students will learn about John Punch, Mum Bett and Elizabeth Key in early American history and how they worked to achieve fair treatment and the agency they used to achieve equal treatment. For example, students will learn that Mum Bett used the ideals of the American Revolution to sue successfully for her freedom and that of others on August 22, 1781. Cases like hers contributed to the abolition of enslavement in Massachusetts and other northern states.
4	ELA	Students will learn about the Civil Rights movement and how Black people worked to achieve fair treatment in the United States. Some examples include: sit-ins, freedom rides, March on Washington, affirmative action.
5	Social Studies	Students learn how banks have discriminated against various groups of people. They first learn the definition of discrimination. Then, they watch a video with Sheila Johnson, the first Black female billionaire, talking about how she was denied a loan despite having hundreds of millions of dollars. Next, students read two texts. With each example of discrimination, students answer questions about the discrimination and what can be done to stand up to discrimination.
5	ELA	Students will learn about segregation in education, the separate but equal doctrine, the NAACP and how people fought to desegregate schools across the country.
7	ELA	English Language Arts: American Reading Company: Civil Rights Era: Readers will engage with text and think about the constitutional rights guaranteed to American citizens. They will consider the historical precedent and ongoing struggles as Americans attempt to define exactly what those civil rights are and who is entitled to them.
7	Social Studies	Students will learn about a variety of topics that address majority rule vs. minority rights, that civil rights secure political freedom and about civic responsibilities. Some examples include: 13th, 14th and 15th amendments, the Civil Rights Act and Shirley Bulah the Bulah's role in Brown vs. Board of Education.
8	Social Studies	Students will learn about how westward expansion, cultivation of cotton and the spread of slavery helped lead to the eventual fracture of the United States and the outbreak of the Civil War, with slavery being the central cause of the Civil War and the successes and failures of Reconstruction. For example, students will explore diverse perspectives from the early United States to Reconstruction through primary documents to understand the role of racism, white supremacy, and slavery in the development of the U.S., evaluating the historical record for divergences in narratives related to the

		Civil War and Reconstruction, interpreting whether the hopes of freed people were achieved during the Reconstruction Era through a research project, analyze how the American slavery evolved politically, economically, and socially over the course of the early United States and connect examples of Black agency, resistance, and triumph during the era of American slavery.
9	Social Studies	Students will continue to learn about segregation at the federal and state levels and how Black people have and continue working to achieve fair treatment in the United States by investigating Jim Crow and a Charleston Legend. Students will find connections between fair treatment and federalism and how the Constitution can be changed to support people and interpretations over time. Additionally, students will learn about how the passage of the 14th and 15th amendments allowed for the election of Black men like Hiram Revels. In economics, students will be continuing their learning about red lining and its impacts today.
11	Social Studies	Students learn US history from 1877-present. The following topics are discussed in this course: Jim Crow Laws, Plessy v. Ferguson, Ida B. Wells and the National Association of Colored Women, The Tulsa Race Massacre, NAACP, The Harlem Renaissance, Booker T. Washington, W.E.B. Du Bois, 19th Amendment, The Great Migrations, Civil Rights Acts of 1957, 1964.
11	ELA	<p>Students will read <i>The Warmth of Other Suns</i> examine the push-and-pull factors of the Great Migration caused by the social and political climate in the United States in the aftermath of slavery as well as the immediate and long-term impacts of the decision to migrate. Based on their learning, students will write an expository essay that examines the significance and impact of the author’s approach to structure as she constructs and tells the story of the Great Migration in <i>The Warmth of Other Suns</i>.</p> <p>Students will study <i>The American Dream of Homeownership</i>, Section 2-A <i>Dream Deferred</i> and examine the history of discrimination and segregation in relation to homeownership in the United States. Based on their learning, students will analyze and evaluate arguments related to discriminatory housing practices and affordable housing debates.</p>
12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	Math	Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Benjamin Banneker, Elbert Frank Cox, and James Musse Jama. Through lessons and books, students will

		learn about their contributions to the math community.
K	Social Studies	Students will learn about a variety of past and current inventors. These include: Lonnie Johnson, Garrett Morgan and George Washington Carver.
1	Math	Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Benjamin Banneker, James Musse Jama, Annie Easley, and David Blackwell. Through lessons and books students will learn about their contributions to the math community.
2	Math	Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Annie Easley, David Blackwell, Valerie Thomas, and John Urschel. Through lessons and books students will learn about their contributions to the math community.
3	Math	Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Benjamin Banneker, Elbert Frank Cox, James Musse Jama, and David Blackwell. Through lessons and books students will learn about their contributions to the math community.
3	ELA	Students will learn about Ralph Bunche, who was a US diplomat who helped plan and organize the United Nations and was awarded the Nobel Peace Prize in 1950.
4	Math	Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as David Blackwell, Mark Dean, and Euphemia Lofton Hayes. Through lessons and books students will learn about their contributions to the math community.
4	Social Studies	As a part of the grade 4 US history course, students will learn about many Black figures in national and Delaware history. Some include: Garrett Morgan, Carter G. Woodson, John Punch, Elizabeth Key, Ona Judge, Mum Bett.
5	Math	Math: Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Benjamin Banneker, James Musse Jama, and David Blackwell. Through lessons and books students will learn about their contributions to the math community.

5	Social Studies	Students learn how banks have discriminated against various groups of people. They first learn the definition of discrimination. Then, they watch a video with Sheila Johnson, the first Black female billionaire, talking about how she was denied a loan despite having hundreds of millions of dollars. Next, students read two texts. With each example of discrimination, students answer questions about the discrimination and what can be done to stand up to discrimination.
5	ELA	Students learn about Bessie Coleman and her life in the segregated South and how she was able to achieve her dream of becoming a pilot and earning her aviation license.
6-12	Science	Science teachers will highlight Black individuals, both from Delaware and those that are not, who have made contributions within their field of study. They will utilize Discovery Education as their resource.
6-12	CTE	CTE teachers will highlight Black individuals that have made contributions within their field of study. They will utilize Discovery Education as their resource.
7	Social Studies	Students will learn about important Civil Rights leaders, including the Bulahs, Louis Redding, Dr. Martin Luther King, Jr..
8	Social Studies	Throughout the course, students will learn about important Black people, some examples include: Nat Turner, Henry Brown and Frederick Douglass.
9	Science	In 9th grade science when discussing influential scientists contributing to the model of the atom - students discuss the lack of accessibility for minority populations to be involved in this area of study. Also, discuss James Harris who helped discover 2 elements on the periodic table.
10	Science	Science teachers will highlight Black individuals, both from Delaware and those that are not, who have made contributions within their field of study.  More specifically in the topic of Life Science: Discuss Charles Drew impact on specialized cells and plasma transfusion/incompatibility
10	ELA	Students will examine how a contemporary figure, former President Barack Obama, reflects on personal and cultural experiences in the memoir genre. Based on their learning, students will write personal narratives, memoir, or essays based on their own experiences or observations of the world.
12	Social Studies	A variety of social studies electives are offered in high schools, including: African American History, AP African American Studies and Comparative Cultural Studies. These courses center the history of the Black experience in the United States, starting first with Africa prior to the Black diaspora and ending at current day.

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
2022-2023	<p>Courageous Conversations About Race : Beyond Diversity</p> <p>Discussing Identity and Bias with Students Professional Learning</p> <p>Intercepting Bias in Our Classrooms : Two day workshop</p> <p>“History UnErased Professional Learning”: The Intersections of HB 198 and LGBTQ History</p> <p>Reimagining Professional Grant - All secondary mathematics teachers will engage in a professional reading cohort that is designed to strengthen our teacher community culture and provide strategies for building classroom communities and lifting student voice.</p> <p>Summer Retreat Administrative Book Study - “Choosing to See: A Framework for Equity In The Math Classroom”</p> <p>Diversity Champion Trainings (Professional Learnings embedded during School Faculty Meetings) in partnership with Equity &amp; Beyond :</p> <p>Anti - Racism, Inclusion, Diversity and Equity Professional Learning Sessions</p> <ul style="list-style-type: none"> <li>○ Quarterly 2 hour sessions</li> <li>○ Topics Include: <ul style="list-style-type: none"> <li>■ Why Race?</li> <li>■ The Impact of Bias</li> <li>■ The Realities of Power and Authority</li> <li>■ Gender Expressions and Identity</li> </ul> </li> <li>● “Building My Lens for Equity” : Using Data to Advance Educational Equity on our Campuses</li> </ul> <p>“Teaching Light By Fire” : How to Lead Meaningful Race Conversations in the Classroom</p> <p>Taking a Culturally Responsive Lens to Social Studies Instruction</p> <p>Expanding the Narrative in Social Studies Classrooms: How to Meet HB198 with an Inclusive Lens Virtual Conference</p> <p>Secondary Mathematics Teachers engaged in a year long book study with “Choosing to See: A Framework for Equity In The Math Classroom”.</p> <p>PK-12 Paraprofessionals: Engaged in in-depth training on Trauma Informed Practices which included a focus on identifying and understanding the impact of Adverse Childhood Experiences (ACEs) on students in the school environment.</p> <p>PK-12 School Based MTSS Tier 2/3 Teams: Engaged in training focusing on providing Social Emotional Learning supports to students in all schools utilizing curricula such as Second Step, PATHS, and Leader in Me to embed SEL instruction and student supports into school based MTSS framework.</p>

	<p>Targeted school teams engaged in introductory professional learning focusing on Restorative Practices to adjust school based approach to disciplinary practices in high needs school communities.</p> <p>K-3 educators received professional training on the science of reading that centered around ensuring high quality structured literacy instruction reached all learners.</p>
August, 2023	Secondary social studies teachers strengthen how to engage in conversations about race by presenter Matthew Kay, author of <i>Not Light, But Fire, How to Lead Meaningful Race Conversations in the Classroom</i>
August, 2023	Elementary teachers learned how to support conversations about HB 198 in their classroom by Dawnavyn James.
August, 2023 - May, 2024	<p>Secondary mathematics teachers engage in the following Personalized Professional Learning Pathway focused on Community, Culture, and Equity</p> <p>To what extent does the classroom environment support all students to learn?</p> <p>Participants in this pathway will focus on developing a community of learners through the establishment of structures for learning, a positive culture and climate, and equitable access for all students. “Effective management of the learning environment is based on the belief that learning is a priority. Learning cannot happen without systems and structures to maintain efficient routines and procedures, or without establishing a respectful and supportive culture that encourages risk-taking. Successful classrooms create a community of learners, and the expectation is that students take initiative in learning through individual accountability and supporting one another.” Topics will include but are not limited to routines and procedures, classroom interactions, and high expectations for learning and achievement.</p> <p>DVCEE offers Professional Learning series - Systemically Trauma-Informed Practice Series: Understanding Systemically Trauma-Informed Practice (3 Session)</p>
September 2023	Diversity Champion Meeting - Kick-Off provided the opportunity to recap and reset focus areas for the upcoming school year.
October, 2023	<p>Secondary social studies teachers attended the state in-service professional learning day that offered several sessions about topics aligned to HB 198.</p> <p>Diversity Champion Meeting</p>
October, 2023	Arts staff attended “Teaching Anti-Racism and Equity Through the Arts” - National Arts School Network Conference.
November, 2023	AP African American Studies teachers attended professional learning at the Equal Justice Initiative.
November, 2023	<p>Affinity group leaders attended the National Courageous Conversations Summit.</p> <p>Affinity group leaders attended the Black Male Educator Convening Connections and collaboration with the Video Project</p>
December,	K-3 elementary teachers will learn how to incorporate Black history everyday with a professional



2023	<p>learning centered on the book, <i>Beyond February, Teaching Black History, Any Day, Every Day, and All Year Long, K-3</i>.</p> <p>Secondary social studies teachers will unpack HB 198's clarification documents and have time to identify resources to meet the MCRs.</p> <p>Diversity Champion Meeting making connections to the 220 Diversity Regulation</p>
------	--

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Nikki Miller

**Position:** Supervisor of Instruction

**Email:** [nikki.miller@seaford.k12.de.us](mailto:nikki.miller@seaford.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

The Seaford School District instructional team in collaboration with building administrators, teachers, statewide contributors and curriculum developers have worked diligently to meet the instructional framework requirements established by HB 198. Aligning the requirements of HB 198 with high quality instructional materials has been a priority.

Our K-8 ELA curriculum Bookworms enables us to meet many of the requirements found in HB 198. After identifying texts in the curriculum that meet the criteria, we ensured that they would be included in the student experience. In addition, other curriculums K-12 have been reviewed. As a part of this process, we have inventoried our student experience K-12 to determine where our curriculum meets the specific criteria established by HB 198.

Our team has determined that each criteria is covered multiple times K-12. Throughout the school year, other departments within the district are developing and implementing new units in the areas where we either have less opportunities for students or where the topics fit naturally within the grade level and content. The mathematics curriculum used in grades K-8, Imagine Learning Illustrative Mathematics (IM) provides a balance of images or information about people, representing various demographics and physical characteristics. As stated in the IM

curriculum, “The characters in the student materials represent different races and portray people from many ethnicities in a positive, respectful manner, with no demographic bias for who achieve success in the context of problems. Characters in the program are illustrations of children or adults with representation of different races and populations of students.”

Over the past year we have added a curricular focus within our visual and performing arts. Finding opportunities for them to implement lessons for students to engage in the content in a more artistic format.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X		X	X		X	X						X
b. The significance of enslavement in the development of the American economy.		X		X	X				X	X			
c. The relationship between white supremacy, racism, and American slavery.		X	X	X		X	X		X	X		X	X
d. The central role racism played in the Civil War.		X		X	X				X			X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	X	X	X	X	X	X	X	X	X	X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	

g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	X	X	X	X	X	X	X	X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X		X	

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

Grade-level	Content Area(s)	Lessons/Resources
K-2	Visual Arts	Composers
2	ELA	<u>My Brother Martin: A Sister Remembers: Growing Up with the Rev. Dr. Martin Luther King, Jr</u>
2	Math	Mancala
3	ELA	<u>The Boy Who Harnessed the Wind</u>
5	ELA	<u>Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole</u>
6	SS	Geography of Sub-Saharan Africa Micro-entrepreneurs: Women's Role in the Development of Africa Nigeria: A Country of Many Cultures South Africa
8	ELA	<u>Sugar Changed the World, A Story of Magic, Spice, Freedom, Slavery, and Science</u>
12	SS	Pre Slavery Africa Imperialism Apartheid

- b. The significance of enslavement in the development of the American economy.

Grade-level	Content Area(s)	Lessons/Resources
1	ELA	<u>President's Day</u>
3	ELA	<u>When Marian Sang</u>
4	ELA	<i>Freedom on the Menu: The Greensboro Sit Ins</i>

4	SS	Early colonization of America
7	SS	Macroeconomics Lesson 14: Not All Unemployment is Created Equal Macroeconomics Lesson 20: How Does Where You Live Influence How You Live? (Redlining)
8	ELA	<u>Sugar Changed the World, A Story of Magic, Spice, Freedom, Slavery, and Science</u>
9	SS	Regional Planning
10	SS	Redlining

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
1	ELA	<u>Long, Tall Lincoln</u>
2	ELA	<u>Dad, Jackie, and Me</u> <u>The Story of Ruby Bridges</u>
3	ELA	<u>Frederick Douglass</u> <u>Rosa</u>
5	ELA	<u>The Watsons go to Birmingham</u>
6	ELA	<u>Lizzy Bright and the Buckminster Boy</u>
7	SS	Plessy v Ferguson Jim Crow Shirley Bulah Brown v Board of Education Milord 11 Civil Right & voting acts
8	ELA	"Should I Sacrifice to Live 'Half-American?'" "Retired Engineer Remembers Segregated Langley"
9	ELA	<u>I Know Why the Caged Bird Sings</u> <u>To Kill a Mockingbird</u>
11	ELA	<u>Their Eyes were Watching God</u> <u>How it Feels to be Colored Me</u> <u>A Raisin in the Sun and The Negro Speaks of Rivers</u>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
1	ELA	<u>Harriet Tubman Freedom Fighter</u>

3	ELA	<u>Frederick Douglass</u>
5	ELA	<u>The Mostly True Adventures of Homer P. Figg</u>
8	SS	A Nation Divided: The Civil War (Massachusetts 54th Regiment) Sectionalism (Compromise of 1850 & Dred Scott Court Case)
9	ELA	Analysis of primary sources
11	SS	Civil War

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	<u>Happy Birthday, Martin Luther King</u> <u>Harriet Tubman: Follow the North Star</u>
1	ELA	<u>Martin Luther King Jr.: A Peaceful Leader</u>
2	ELA	<u>The Story of Ruby Bridges</u> <u>My Brother Martin: A Sister Remembers: Growing Up with the Rev. Dr. Martin Luther King, Jr</u>
3	ELA	<u>Frederick Douglass</u>
3	SS	The constitution and roles of congress
4	ELA	<u>A Strong Right Arm</u>
5	ELA	<u>Aunt Harriet's Underground Railroad in the Sky</u>
6	ELA	<u>Lizzy Bright and the Buckminster Boy</u> <u>Brown Girl Dreaming</u>
7	SS	Plessy v Ferguson Jim Crow Brown v Board of Education Civil Right & voting acts
8	ELA	<u>Just Mercy (Adapted for Young Adults): A True Story of the Fight for Justice</u>
9	ELA	<u>I Know Why the Caged Bird Sings</u>
10	SS	Redlining Income disparity Stock Market
11	SS	Civil War
12	ELA	Plessy v Ferguson U.S. v The Amistad

f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	<u>Rap a Tap Tap</u> <u>Harriet Tubman: Follow the North Star</u> <u>Amazing Grace</u>
1	ELA	<u>Duke Ellington</u>
2	ELA	<u>Jackie Robinson</u>
3	ELA	<u>Frederick Douglass</u>
4	ELA	<u>Shaking Things Up</u>
5	ELA	<u>Aunt Harriet’s Underground Railroad in the Sky</u>
6	ELA	<u>Brown Girl Dreaming</u>
7	ELA	<u>Hidden Figures</u>
8	ELA	<u>Just Mercy (Adapted for Young Adults): A True Story of the Fight for Justice</u>
8	SS	Westward Expansion: Abolitionist Movement (Harriet Tubman, Frederick Douglass, Sojourner Truth, Nat Turner, Olaudah Equiano, Crispus Attacks)
9	ELA	Primary sources on Bessie Coleman, Martin Luther King Jr, and Leon Bridges
10	SS	Redlining Income disparity Stock Market
11	SS	Harlem Renaissance art, music, & literary significance

g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	<u>In of Thee I Sing: A Letter to My Daughters by Former President Obama</u>
1	ELA	<u>Long, Tall Lincoln</u>
3	ELA	<u>Frederick Douglass</u> <u>Rosa</u> <u>When Marian Sang</u> <u>Snowflake Bentley</u>
4	ELA	<u>Shaking Things Up</u>
5	ELA/SS	Civil Rights research paper
6	ELA	<u>Brown Girl Dreaming</u>

7	ELA	<u>Hidden Figures</u>
8	ELA	<u>Just Mercy (Adapted for Young Adults): A True Story of the Fight for Justice</u>
9	SS	Regional Planning
10	SS	Redlining Income disparity Stock Market
11	ELA	<u>Their Eyes were Watching God</u> <u>How it Feels to be Colored Me</u>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	<u>Happy Birthday, Martin Luther King</u> <u>In of Thee I Sing: A Letter to My Daughters by Former President Obama</u>
K-2	Performing Arts	History of Jazz
1	ELA	<u>Harriet Tubman Freedom Fighter</u>
2	ELA	<u>Jackie Robinson</u>
3	ELA	<u>Frederick Douglass</u> <u>Rosa</u> <u>When Marian Sang</u> <u>Snowflake Bentley</u>
4	ELA	<u>Shaking Things Up</u>
5	ELA/SS	Civil Rights research paper
6	ELA	<u>Brown Girl Dreaming</u>
7	ELA	<u>Hidden Figures</u>
8	SS	Westward Expansion: Abolitionist Movement (Harriet Tubman, Frederick Douglass, Sojourner Truth, Nat Turner, Olaudah Equiano, Crispus Attacks)
9	ELA	Primary sources on Bessie Coleman, Martin Luther King Jr, and Leon Bridges
11	SS	Analyze primary sources from Frederick Douglas & Martin Luther King Jr

**Professional Learning**

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.



List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
10/17/23	Board presentation - sharing HB 198 & implementation
10/19/2022	Statewide sharing event & PD for district leads <b>Elementary: ELA Publisher work to align HQIM with Cultural Responsiveness</b> <i>Facilitators: Kathy Kelly and Dr. Paige Morgan</i> <b>Secondary: Resources to Leverage the Diverse Texts from the ELA HQIM</b> <i>Facilitator: Amy Baker-Sheridan</i> <b>All: Supporting Culturally Competent Pedagogy within K-12 Related Arts</b> <i>Facilitators: Dr. Lauren Conrad and Sabra Collins</i>
2/2/23	Principal PLC - Equity Focus & HB 198 alignment
2/3/23	Professional Development Day -HB 198 curriculum review
2/15/23	Curriculum Council meeting - share HB 198 and alignment progress
2/17/23	Professional Development Day - Lauren Conrad provided PD to our visual and performing arts staff and reviewed model lessons to implement HB 198 within their curriculum
3/3/23	HB 198 K-3 Professional Development Core Text: Pies from Nowhere by Dee Romito
3/17/23	Professional Development Day -HB 198 curriculum review within content
5/4/23	HB 198 virtual Sharing Session
5/5/23	HB 198 K-3 Dawnavyn James
8/24/23	Visual/Performing Arts PD
10/5/23	Principal PLC - Equity Focus & HB 198 alignment
10/13/23	Statewide Professional Development Equity Conference - all staff
10/26/23	DE Equity Leaders Cohort
10/10/23, 10/24/23, 1/17/24, 5/14/24	DE Pipeline for Racial Equity in CTE/STEM

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Kelly Holt

**Position:** Director of Curriculum

**Email:** [kelly.holt@smyrna.k12.de.us](mailto:kelly.holt@smyrna.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

In looking at HB 198 our district has looked at our resources, met as a team to determine areas of focus and participated in state level meetings to ensure we developed a plan to look at our materials, determine areas of need for new resources and education for our staff to change practice.

- a. All DOE Model Lessons include Primary (artifacts, photographs - Library of Congress, documents) and secondary sources (HMH/Savaas digital textbooks, , biographies, folktales, newspaper accounts, children's literature) to learn more about the Black the challenges, contributions, and triumphs.
- b. Working with Team to incorporate children's literature with primary sources in K-5 while incorporating primary sources text for secondary so that all materials are age and grade-level appropriate, standards-based lessons.
- c. District employees have had trauma informed training that includes restorative and responsive practices and District will continue to have training on the impact of racial and historical trauma. District level Diversity, Equity, and Inclusion Culturally Responsive Education professional development for multiple cohorts K-12, Implicit Bias Training from United Way 9-12 Grades.
- d. Students have civics lessons K-5 that include demonstrating skills on being a good citizen, what makes a good leader, respect in a civil society, rights, responsibilities, and privilege of citizens, Due Process when taking actions against citizens, and the civil rights movement as well as history units on enslavement, slavery in the

Constitution, resistance to oppression lessons, the impact of the Civil War, and emancipation in standards-based lessons that now include elements of inequality, discrimination, and racism.

- e. Historical to contemporary events and people have been included in K-12 lessons of Black History with lessons on 1619 through the Children’s March and Bus Boycott to Juneteenth.
- f. Additional lessons and/or additions to lessons include multicultural perspectives of different races/ethnicities through read alouds in K-5 with stories of William Still, Opal Lee, Georgia Gilmore, Mary Fields, and Tuskegee Airman.
- g. Lessons will enable students to better understand prejudice, racism, and stereotyping.
- h. Students will have opportunities within lessons and units to discuss and uplift the Black experience.
- i. Continue to develop lessons that include enslavement, segregation, and civil rights in Delaware and throughout our nation.
- j. While eliciting student feedback through the use of restorative circles and classroom discussion students focus on problem solving various viewpoints while learning the perspective of others.

### K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

#### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X	X		X		X	X
b. The significance of enslavement in the development of the American economy.					X	X		X	X		X	X	

c. The relationship between white supremacy, racism, and American slavery.										X			X	
d. The central role racism played in the Civil War.						X				X			X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	X	X	X	X	X	X			X	X	X	X	X	
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	X	X	X	X	X	X			X	X	X	X	X	
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X	X	X	X

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
K-5	ELA	-African folk tales and Traditional Tales through ARC Curriculum Core Text and materials
4	Social Studies	-Onesimus and Small Pox – How an enslaved African helped human race, - Ways of Thinking About People and places – West Africa Before Columbus
6	Social Studies	- <u>Discovery Ed Techbook</u> - North Africa and Sub Saharan Africa, Early Civilizations of Africa <u>Primary Source Readers</u> - What was Africa like prior to the Diaspora? - <u>Mansa Musa Leader of Mali</u> -the largest empire that encouraged arts, literature, and architecture, the Kingdom of Kush and Egyptian culture <u>Sub-Saharan Africa</u> , Christianity in Ethiopia, Swahili People trade of gold, ivory, and slaves, and Zimbabwe and the great stone city.
7	ELA	-The People Could Fly – Black Folktales
9	Social Studies	-World Stones and Bones African Unit
11	ELA	-Narrative Olaudah Equiano, Barracoon – Story of the Last Black Cargo
12	Social Studies	-The Rise of Islam, Mansa Musa, Islamic Malian African King who became the richest man in the world through trade -Indian Ocean and Sub-Saharan Trade Networks – Review of trade networks that connect regions and cultures - East Africa and Ming Dynasty Trade Exchange – Interactions of East coast

		of Africa with trade to gold, exotic animals, ivory, and pelts -Ibn Battuta – Journey Map of Western Africa of Muslim traveler to East Africa, Mali, Sahara
--	--	--

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	-Enslavement in History – How enslavement was different in America -Olaudah Equiano Experiences of enslaved -Enslavement in Delaware – How and when did it begin in Delaware -Creating a Nation - Freedom Over Me: How enslavers viewed the enslaved -Banneker/Jefferson – How did Enslavement Impact Achievements of African Americans, Building a Nation – Brick by Brick
5		Banks Don't Serve Everyone Equally, Discrimination in the Memphis Bank Case
7		-Red Lining – Examining historical documents that contributed to household wealth inequalities between racial demographics, Economic Spotlights
8		-Share cropping, Reconstruction, Changes in African American Freedom, Expansion of slavery as the underpinning of South's Cotton economy
10		-Red Linking After New Deal – Federal Government color coded areas for bank loans, Economics and the Great Migration
11		-Reconstruction, The South and Industrialization, Sharecropping, Compromise of 1877, Voter Suppression

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	-Slavery in the Constitution, Pursuit of Freedom- Laws that empowered the enslavers, Memphis Riot – 1866-Sparking the Beginning of Reconstruction
11		-Confronting Racism – On the Backs of People Enslaved: Building the Nation, Free but NOT Equal: Life After Emancipation, Black Progress: Against All Odds, Separate but NOT Equal: Fighting Segregation

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
5	Social Studies	-Core Knowledge – Historical events in American history with a focus on the reasons for the Civil War and the Tragedy of Enslavement
8		-African Americans in the Civil War – Black Codes from Opelousas
11		-Confronting Racism – On the Backs of People Enslaved: Building the Nation, Free but NOT Equal: Life After Emancipation, Reconstruction – The South and Industrialization

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources

KN	Social Studies	-Let Freedom Sing (Civil Rights and Segregation)
1		-Equality's Call – Struggle for Equal Rights including Voting through laws
2		-Learning About Long Ago–Segregation/Desegregation Laws Ruby Bridges
3		-Rights, Responsibilities and Privilege –Timeline of African American's Rights
4		-Freedom Over Me and Benjamin Banneker–Enslavement impacting achievements of African Americans
5		-Banks Don't Serve Everyone Equally and Twenty-Two Cents – Ways in which banks treat people differently based on law
7		-The Constitution and Enslavement – Luther Martin's argument, No Room at the Inn-Majority rule and civil rights to protect American Citizens, Mendez and the Greatest Civil Rights Issue, From Runaround to Remedy – Civil Rights protections for American Citizens.
8		-Red Lining – Examining historical documents that contributed to household wealth inequalities between racial demographics, Economic Spotlights
9		-African Americans in the Civil War – Black Codes from Opelousas
		-Reconstruction – The South and Industrialization
		-Landmark Court Cases – Dred Scott 1857 and the Missouri Compromise, 14 <sup>th</sup> Amendment – Loving vs. Virginia, Plessy vs. Ferguson, Brown vs. Board of Education
11		-Civil Rights Movement – Concept of Equal Protection" past Reconstruction
		-Civil War and Reconstruction, Sharecropping, Compromise of 1877
		WWI& 1920s – Fight for Equality, Chicago Race Riots, Red Summer of 1919
		Cold War Society – Civil Rights 1950s and 1960s – Civil Rights Movement, Civil Rights Act of 1964, Voting Rights Act of 1965, Freedom Rides
		Confronting Racism – On the Backs of People Enslaved: Building the Nation, Free but NOT Equal: Life After Emancipation, Black Progress: Against All Odds, Separate but NOT Equal: Fighting Segregation

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
KN	ELA	-Story of Lonnie Johnson NASA Engineer, The Secret Garden of George Washington Carver, Look UP with Me – Neil DeGrasse Tyson, Astrophysicist, Dover with an Eye for Eyes Dr. Patricia Bath.
	Social Studies	-Biographies on Harriet Tubman, Rosa Parks, Martin Luther King Jr., Jackie Robinson, John Lewis, Muhammad Ali, and Oprah Winfrey. Harlem Grown Story of How One Big Idea Transformed a Neighborhood.
1	ELA	-Diverse stories and black authors in ARC Curriculum Core Text and materials
	Social Studies	Thinking Chronologically – with Sojourner Truth, Frederick Douglas, Rosa Parks, Martin Luther King Jr. to Barack Obama and Kamala Harris.
2	ELA	Diverse stories and black authors in ARC Curriculum Core Text and materials
	Social Studies	-Long Ago - Analyzing Artifacts and Primary Sources - Ruby Bridges Goes to School and Lois Redding Delaware's First African American Attorney
3	Social Studies	-Black Entrepreneurs – Madam CJ Walker and Oprah Winfrey
4	Social Studies	-Hidden History of Olaudah Equiano, Hidden History of Elizabeth Keys, Hidden History of Ona Judge, Onesimus and Smallpox, Benjamin Banneker – Enslavement Impacts Achievements of African Americans
5	ELA	- Diverse stories and black authors in ARC Curriculum Core Text and

6	ELA	materials - Civil War with Historical Figures and Slave Narratives “Spirits of Resistance- Heroes in the Fight Against Enslavement”, “Heroes of the Civil War” - Uncover the underrepresented history of enslavement and resistance in the U.S. - Mathilda Taylor Beasley, Harriet Tubman, Sojourner Truth, Frederick Douglass, Henry Brown, William Still, and more. - Unit 1-The Mighty Miss Malone - Story of Deza Malone who moved from Flint to Gary Indiana and was treated unfairly because of her race. Unit 3 - Langston Hughes’s works.
7	ELA	-Unit 1 - “In the Skin I’m In” story of Maleeka Madison with teacher Miss Sanders written by Sharon G. Flake “Thank You, M’am” written by Langston Hughes. Unit 2 - Simone Biles, Unit 3- “We Beat the Street, autobiography of Dr. George Jenkins. “Conductor of the Underground Railroad” and “The People Could Fly: American Black Folktales” comparing and contrasting a fictional portrayal with a historical account of the same time period.
8	ELA	-Unit 2 - “Slam, Dunk, & Hook” poem by Yusef Komunyakaa - Basketball player with racial tension that defined the 1950s Deep South and “Magic Bus, poems from Komunyakaa in the 1950s in Louisiana. Unit 3 - “Learning to Read” by Ellen Watkins Harper, and “Narrative of the Life of Frederick Douglass, An American Slave,” and “Mother to Son” by Langston Hughes comparing and contrasting the risks taken by African Americans. Unit 4 - Gettysburg Address, “Theories of Time and Space,” by Natasha Trethewey, daughter of interracial parents when it was illegal in Mississippi.
9	ELA	-“I Have a Dream” Speech by Martin Luther King, Jr. Primary and Secondary Sources Paired Reads using argumentative and claims. Paired Reading with Bessie Coleman, first African American pilot
10		-“Letter from Birmingham Jail” by Martin Luther King that described the struggle black people endured. “Claudette Colvin” - Explains her role in the Civil Rights movement.
11		1920s Culture Wars, Harlem Renaissance – Arts and Letters and the Political Thought

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
KN	Social Studies	-Let Freedom Sing – Picture book and primary sources of civil rights w/Martin Luther King, Rosa Parks, Montgomery, Little Rock 9, Greensboro 4
1		-Equality’s Call – Learn the struggle of equal rights addressing lack of justice, freedom, equality and equity of Black people including voting.
2		-How do we Learn About Long Ago – Analyzing photographs of segregation in schools.
3		-Rights, Responsibilities and Privilege – Learn important events in history, added amendments to extend rights, struggle after enslavement, segregation. Civil Rights: Let the Children March and The Youngest Marcher.
4		-Benjamin Banneker – How enslavement impacted the achievements of African Americans and perceptions of their abilities.
5		- <u>Core Knowledge</u> - Historical events in American History with focus on the reasons for the Civil War and the tragedy of enslavement. Economics - Banks Don’t Serve Everyone Equally - Discrimination in the Memphis Bank Case - Learning ways to stand up against discrimination.

7		-Red Lining- Students examine historical documents, analyze graphs, watch a video and listen to an interview to determine how the practice of redlining contributed to the household wealth inequalities that exist today between various racial demographics. (Redlining, segregation, wealth, inequality, homeownership)
8		- <u>Economic Spotlights</u> - Focusing on minorities who have made contributions to economics. - Dr. Sadie Alexander, Dr. Raphael William Bostic, <u>19 Black Economists to Celebrate and Know</u> , <u>“The Relevance of Juneteenth”</u>
9		-Emancipation in the North – race based laws and the gradual emancipation with invention of Cotton Gin and expansion of slavery in South’s cotton economy, Slavery in the Constitution, Pursuit of Freedom in Delaware, Rebellions – Nat Turner, Emancipation Proclamation Memphis Riot of 1866, Sharecropping and Reconstruction. Changes in Lincoln’s View and African American Freedom
10		-Landmark Court Cases – Dred Scott 1857 and the Missouri Compromise, 14 <sup>th</sup> Amendment – Loving vs. Virginia, Plessy vs. Ferguson, Brown vs. Board of Education
11		-Red Lining After New Deal - Use of primary source analysis - Federal Government color coded areas for bank loans as a damaging tool for promoting racial residential segregation and used by realtors, urban planners, and bankers. -Econ and the Great Migration The uses the art of Jacob Lawrence to teach the history and economics behind the early years of the Great Migration. The Harlem Renaissance, as well as the economic and societal challenges Harlem faced over the years. - Topic 5 - Discrimination in the Labor - How is government policy impacted the labor market through structural racism? Topic 7- Poverty and Income - How does U.S. policy impact the goal of equity? -Civil War and Reconstruction, Sharecropping, Compromise of 1877 WWI& 1920s – Fight for Equality, Chicago Race Riots, Red Summer of 1919 Cold War Society – Civil Rights 1950s and 1960s – Civil Rights Movement, Civil Rights Act of 1964, Voting Rights Act of 1965, Freedom Rides

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K-5 KN	ELA Social Studies	Diverse stories and black authors in ARC Curriculum Core Text and materials -Biographies on Harriet Tubman, Rosa Parks, Martin Luther King Jr., Jackie Robinson, John Lewis, Muhammad Ali, and Oprah Winfrey
1	Social Studies	--Let Freedom Sing – Picture book and primary sources of civil rights w/Martin Luther King, Rosa Parks, Montgomery, Little Rock 9, Greensboro 4
2	Social Studies	-Analyzing Artifacts and Primary Sources – Lois Redding, First African American Delaware Lawyer – Civil Rights and Segregation and Ruby Bridges
3	Social Studies	-Rights and Responsibilities- Sheyann Webb – Freedom Fighter, Let the Children March – Children of Birmingham, Audrey Faye Hendricks – The Youngest Marker
4	Social Studies	-Hidden History of Olaudah Equiano, Hidden History of Elizabeth Keys, Hidden History of Ona Judge, Onesimus and Smallpox, Benjamin Banneker – Enslavement Impacts Achievements of African Americans
5	ELA	-Civil War with Historical Figures and Slave Narratives “Spirits of Resistance-Heroes in the Fight Against Enslavement”” Heroes of the Civil War” - Uncover the underrepresented history of enslavement and resistance in the U.S. - Mathilda Taylor Beasley, Harriet Tubman, Sojourner Truth, Frederick



	Social Studies	Douglass, Henry Brown, William Still, and more.
6	ELA	-The Underground Railroad – Harriet Tubman Mapping/Geography Sheila Johnson – Banks Don’t Serve Everyone Equally
8	ELA	-The Mighty Miss Malone - Story of Deza Malone who moved from Flint to Gary Indiana and was treated unfairly because of her race.
	Social Studies	-Narrative of the Life of Frederick Douglass, An American Slave” Theories of Time and Space by Natasha Trethway – daughter of interracial parents in Mississippi,
9	Social Studies	-Narrative of the Life of Frederick Douglass An American Slave, Nat Turner – Enslaved who led a rebellion, Henry Brown’s Manuscript– Enslaved who escaped – Nailed and Mailed
	Social Studies	-Landmark Court Cases – Dred Scott 1857 and the Missouri Compromise, 14 <sup>th</sup> Amendment – Loving vs. Virginia, Plessy vs. Ferguson, Brown vs. Board of Education
10	ELA	-“Letter from Birmingham Jail” by Martin Luther King that described the struggle black people endured. Claudette Colvin - Explains her role in the Civil Rights movement.
11	ELA	-“On Being Brought from Africa to America” and “An Address to Miss Phillis Wheatley”, “The Interesting Narrative of the Life of Olaudah Equiano or Gustavus, The Africa,” “What to the Slave is the 4th of July,” by Frederick Douglas. “Barracoon, The Story of the Last Black Cargo” by Zora Neale Hurston. Interviews in 1927 with Oluale Kossola who, at that time, was presumed to be the last survivor of the Middle Passage.

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
Cohort 1	NY Metro Center – Culturally Responsive Sustaining Education – Cohort 1
8/21/2023	Perspectives on Race and Culture – Understanding the Effects of Disproportionality
8/22/2023	Talking About Race and Learning About Racism and Exploring our Own Racial Identity
10/9/2023	Unpacking Intersectionality and Implicit Bias to Deficit Thinking
11/3/2023	Understanding White Fragility and Microaggressions
11/21/2023	Equality vs. Equity, Racism vs. Prejudice – Eliminating Disparities in School
12/4/2023	Examining Curricular Tools of Whiteness
Cohort 2	NY Metro Center – Culturally Responsive Sustaining Education – Cohort 1
1/22/2024	Perspectives on Race and Culture – Understanding the Effects of Disproportionality
2/12/2024	Talking About Race and Learning About Racism and Exploring our Own Racial Identity
2/22/2024	Unpacking Intersectionality and Implicit Bias to Deficit Thinking
3/8/2024	Understanding White Fragility and Microaggressions
5/6/2024	Equality vs. Equity, Racism vs. Prejudice – Eliminating Disparities in School
6/10/2024	Examining Curricular Tools of Whiteness
10/13/2023	United Way of Delaware – Recognizing Organizational Culture
11/3/2024	Implicit/Explicit Bias

12/8/2024	Equity Challenge
-----------	------------------

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Janet Owens  
Position: Assistant Head of School  
Email: [janet.owens@saas.k12.de.us](mailto:janet.owens@saas.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Members of the social studies department have invested time improving lessons and gathering more robust resources to address the requirements of HB 198. Our K-2 teachers continue to use picture books to share the contributions of Black people to American and Delaware history. Teachers of grades 3-5 are delving into the history of slavery and its impact on our country's modern day culture. Students at this level begin to look at the impact racism and white supremacy have had on our country as a whole.

Students use primary documents to learn how enslavement was endorsed by state, local, and federal laws. In grades 6-8, students gain a deeper understanding of enslavement in this country by using introductory lessons from Stanford History Group's "Reading Like a Historian." Students read slave narratives and learn some of the harsh realities of enslavement. The book "To Be a Slave", by Julius Lester, is a prominent resource in grade 8 as they gain a deeper understanding of the injustices that Black people endured during the enslavement period. In high school, students begin to take this knowledge a step further, and begin to look at the ramifications of prejudices and racism by taking a closer look at the civil rights movement and local, state and federal laws that have contributed to those

ramifications. Students also begin to look at their responsibilities as citizens in creating a society that helps correct the tragedies of the past. We will hope to add an African-American studies course and are researching the feasibility of offering an AP African-American Studies course to give students an opportunity to advance this knowledge even further.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.					X		X				X	X	
b. The significance of enslavement in the development of the American economy.					X	X		X	X				
c. The relationship between white supremacy, racism, and American slavery.					X					X	X	X	
d. The central role racism played in the Civil War.	X	X	X	X		X			X	X			
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	X	X	X	X	X	X	X	X	X	X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X		X	X	X		X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	X	X	X	X	X	X		X	X		X	X	X

h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X				X		
---	---	---	---	---	---	---	---	--	--	--	---	--	--

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	Unit 2 Lesson 1 Ways of Thinking about People and the Past- 4th grade U.S History and Civics Model Lessons
6	Social Studies	African culture, historic figures, Primary Document Research: March on Selma, MLK/Civil Rights Speeches
10/11	U.S. History	Primary Sources: Harlem Renaissance, Jacob Lawrence’s and Horace Pippin’s paintings - Read short bios on each and examine a piece of artwork for each.  Primary source letters of Black Americans wiring to home during the Great Migration in the 1920s. Study of related advertisements in “The Crisis” as well as descriptions in the textbook.

- b. **The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	Unit 4 Lesson 2 Enslavement in History -4th grade U.S. History and Civics Model Lessons
		Unit 4 Lesson 3 Servants on Trial- 4th grade U.S. History and Civics Model Lessons
		Unit 4 Lesson 5 Hidden History-Olaudah Equiano- 4th grade U.S. History and Civics Model Lessons
		Unit 4 Lesson 6 Resistance to Enslavement- 4th grade U.S. History and Civics Model Lessons
		Unit 4 Lesson 7 Enslavement in Delaware: Origins and Growth- 4th grade U.S. History and Civics Model Lessons
		Unit 5 Lesson 6 1619: A Particularly Important Year in American History- 4th grade U.S. History and Civics Model Lessons
		Unit 5 Lesson 7 Hidden History Elizabeth Key Sues for Freedom- 4th grade U.S. History and Civics Model Lessons

5	Social Studies	Unit 8 Lesson 3 A “Bett” on Freedom- 4th grade U.S. History and Civics Model Lessons
		Unit 8 Lesson 4 Benjamin Banneker to Thomas Jefferson-4th grade U.S. History and Civics Model Lessons
		Savvas My World Interactive 5 p. 342-345 Slavery Spreads
		Savvas My World Interactive 4 p. 51 Enslavement in the European Colonies
		Savvas My World Interactive 4 p. 246 Plantations
7	Social Studies	Project Citizen and Redlining, “unbankable”, disaggregation of inflation

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	Unit 4 Lesson 7 Enslavement in Delaware: Origins and Growth- 4th grade U.S. History and Civics Model Lessons  Unit 5 Lesson 7 Hidden History Elizabeth Key Sues for Freedom- 4th grade U.S. History and Civics Model Lessons  Unit 8 Lesson 5 History Mystery Ona Judge- 4th grade U.S. History and Civics Model Lessons  Savvas My World Interactive 5 (note the grade 5 book is used for 4th grade due to the reorganization of 4-5th social studies standards) p. 92 Class Structure in New Spain (talks about enslaved people being below the class system) p.152 Class system in the English colonies
9	Integrated Social Studies	iCivics: Dynamic and Changing Constitution  We the People: Growth of Voting Rights with emphasis on Jim Crow Laws and Fifteenth Amendment
10/11	US History	Rise of the KKK and the relationship to post-war era. Readings/videos/primary source readings

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
-------------	-----------------	-------------------

1	Social Studies	Savvas My World Interactive p.96-99-Harriet Tubman, Martin Luther King Jr.
2	Social Studies	Savvas My World Interactive p. 146-147- Harriet Tubman, Martin Luther King, Jr. , Wilma Rudolph
3	Social Studies	Savvas My World Interactive p.212-215 -Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.
5	Social Studies	Savvas My World Interactive 4 p. 66-67 The North and the South/The Civil War
		Savvas My World Interactive 4 p. 248-249 Slavery and the Civil War/ The Southeast After Slavery
8	Social Studies	Secession, anti-slavery politics, expansion of slavery into western territory Resource: <a href="https://www.essentialcivilwarcurriculum.com/popular-sovereignty.html#:~:text=The%20idea%20of%20popular%20sovereignty,to%20permit%20or%20prohibit%20slavery.">https://www.essentialcivilwarcurriculum.com/popular-sovereignty.html#:~:text=The%20idea%20of%20popular%20sovereignty,to%20permit%20or%20prohibit%20slavery.</a>
9	Integrated Social Studies	iCivics: Dynamic and Changing Constitution  We the People: Growth of Voting Rights with emphasis on Jim Crow Laws and Fifteenth Amendment

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA/Social Studies	Savvas My World Interactive p. 10-Martin Luther King Jr.
		Savvas My World Interactive p. 152-153-Booker T. Washington
		Savvas My World Interactive p. 157-Martin Luther King Jr.
		Savvas My World Interactive p. 160- Martin Luther King Jr.
1	ELA/Social Studies	Savvas My World Interactive p.96-99-Harriet Tubman, Martin Luther King Jr.
		Savvas My World Interactive p. 138-Ruby Bridges
2	Social Studies	Savvas My World Interactive p. 146-147- Harriet Tubman, Martin Luther King, Jr. , Wilma Rudolph
		Savvas My World Interactive p. 152-153- Rosa Parks
3	Social Studies	Savvas My World Interactive p.204-205-Thurgood Marshall, segregations

		Savvas My World Interactive p.212-215 -Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.
		Savvas My World Interactive p.260-Mary McLeod Bethune
4	Social Studies	Unit 1 Lesson 11 Why and Where was Rosa Parks-4th grade U.S. History and Civics Model Lessons
5	Social Studies	Savvas My World Interactive 4 p. 248-249 Slavery and the Civil War/ The Southeast After Slavery
6	Social Studies	African culture, historic figures, Primary Document Research: March on Selma, MLK/Civil Rights Speeches
7	Social Studies	Project Citizen and iCivics: redlining, “unbankable”, disaggregation of inflation
8	Social Studies	The civil rights movement- court cases, roles of federal, state, and local governments, boycotts  Resources: Choices curriculum, Think Like a Historian
9	Integrated Social Studies	Civic Online Reasoning: Dynamic and Changing Constitution  Stanford History Group - Reading Like a Historian: Growth of Voting Rights with emphasis on Jim Crow Laws and Fifteenth Amendment
10/11	US History	Stanford History Group - Reading Like a Historian: Jim Crow and Black Codes  Post-Reconstruction voting restrictions, Plessy v. Ferguson, race riots in Chicago and St. Louis at the turn of the century, military segregation during the World Wars.

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA/Social Studies	Savvas My World Activity Guide Adapt p.35 Who Is Your Hero to discuss Black people who have made contributions to American life, history, literature, economy, politics, and culture
		Savvas My World Interactive p. 10-Martin Luther King Jr.
		Savvas My World Interactive p. 152-153-Booker T. Washington
		Savvas My World Interactive p. 157-Martin Luther King Jr.
		Savvas My World Interactive p. 160- Martin Luther King Jr.



1	ELA/Social Studies	Savvas My World Interactive p.96-99-Harriet Tubman, Martin Luther King Jr.
2	ELA/Social Studies	Savvas My World Interactive p. 66-George Washington Carver
		Savvas My World Interactive p.206- Jackie Robinson
3	ELA/Social Studies	Savvas My World Interactive p.204-205-Thurgood Marshall, segregations
		Savvas My World Interactive p.212-215 -Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.
		Savvas My World Interactive p. 256-257-Jacob Lawrence, Louis Armstrong
		Savvas My World Interactive p.260-Mary McLeod Bethune
		Savvas My World Interactive p.291-Phillis Wheatley
		Savvas My World Interactive p.293-Kadir Nelson
		Savvas My World Interactive p.299-300- Juneteenth/ Kwanzaa
		Savvas My World Interactive p.312-Marian Anderson
4	Social Studies	Savvas My World Interactive 5 p.158-167 Slavery in the Colonies
		Savvas My World Interactive 5 p. 201-Crispus Attucks
		Savvas My World Interactive 5 p.228-African Americans During the War (Revolutionary War)
		Savvas My World Interactive 5 p.308-Benjamin Banneker
		Savvas My World Interactive 5 p. 350 Frederick Douglass
6	Social Studies	African culture, historic figures, Primary Document Research: March on Selma, MLK/Civil Rights Speeches
8	Social Studies	Secession, anti-slavery politics, expansion of slavery into western territory Resource: <a href="https://www.essentialcivilwarcurriculum.com/popular-sovereignty.html#:~:text=The%20idea%20of%20popular%20sovereignty,to%20permit%20or%20prohibit%20slavery.">https://www.essentialcivilwarcurriculum.com/popular-sovereignty.html#:~:text=The%20idea%20of%20popular%20sovereignty,to%20permit%20or%20prohibit%20slavery.</a>
10/11	US History	Bios on Marcus Garvey, Ida B. Wells, the Harlem Hellfighters, Henry Flipper and the Buffalo soldiers, The "First 15" Black members of Congress, Eugene Bullard, Little Richard and Rock and Roll, Muhammed Ali, A. Phillip Randolph. These bios extracted from Congress.gov, and history.com

- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

Grade-level	Content Area(s)	Lessons/Resources
K	ELA/Social Studies	Savvas My World Interactive p. 10-Martin Luther King Jr.
		Savvas My World Interactive p. 157-Martin Luther King Jr.
		Savvas My World Interactive p. 160- Martin Luther King Jr.
1	ELA/Social Studies	Savvas My World Interactive p.96-99-Harriet Tubman, Martin Luther King Jr.
		Savvas My World Interactive p. 138-Ruby Bridges
2	ELA/Social Studies	Savvas My World Interactive p. 146-147- Harriet Tubman, Martin Luther King, Jr. , Wilma Rudolph
		Savvas My World Interactive p. 152-153- Rosa Parks
		Savvas My World Interactive p. 201- Martin Luther King Jr.
		Savvas My World Interactive p.206- Jackie Robinson
3	ELA/Social Studies	Savvas My World Interactive p.204-205-Thurgood Marshall, segregations
		Savvas My World Interactive p.212-215 -Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.
		Savvas My World Interactive p.297-Martin Luther King, Jr.
		Savvas My World Interactive p.312-Marian Anderson
4	Social Studies	Unit 1 Lesson 11 Why and Where was Rosa Parks-4th grade U.S. History and Civics Model Lessons
		Savvas My World Interactive 5 p.286-African Americans Get the Right to Vote
5	Social Studies	Savvas My World Interactive 4 p.68 Reconstruction/Segregation
		Savvas My World Interactive 4 p. 80 The Civil Rights Era
		Savvas My World Interactive 4 p.258 Rosa Parks
8	Social Studies	The civil rights movement- court cases, roles of federal, state, and local

		governments, boycotts  Resources: Choices curriculum, Think Like a Historian
10/11	US History	The Green Book- resources focus on the automobile, industrialization, consumer culture, the Jim Crow Era, and African American history.  The New Deal and African Americans-Using Evidence: Did the New Deal provide relief and recovery for all Americans?  Early civil rights; The “First 15” Black members of Congress, Truman, integration of the military, Eisenhower and 101st Airborne in Ark., Little Rock Nine, LBJ and the Great Society and the Civil Rights Act of 1968, MLK compared to Malcom X, March on Washington. The Civil Rights act of 1875, Compare and Contrast Booker T. Washington and W.E.B. DuBios tactics’  Pullman Porters and the creation of the first Black union. Several links from history.com, primary source from “Puck” political satire from the early 1900s.

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA/Social Studies	Savvas My World Activity Guide Adapt p.35 Who Is Your Hero to discuss Black people who have made contributions to American life, history, literature, economy, politics, and culture
		Savvas My World Interactive p. 10-Martin Luther King Jr.
		Savvas My World Interactive p. 152-153-Booker T. Washington
		Savvas My World Interactive p. 157-Martin Luther King Jr.
		Savvas My World Interactive p. 160- Martin Luther King Jr.
1	ELA/Social Studies	Savvas My World Interactive p.96-99-Harriet Tubman, Martin Luther King Jr.
2	ELA/Social Studies	Savvas My World Interactive p. 138-Ruby Bridges
		Savvas My World Interactive p. 66-George Washington Carver
		Savvas My World Interactive p. 146-147- Harriet Tubman, Martin Luther King, Jr. , Wilma Rudolph
		Savvas My World Interactive p. 152-153- Rosa Parks

		Savvas My World Interactive p. 201- Martin Luther King Jr.
		Savvas My World Interactive p.206- Jackie Robinson
3	ELA/Social Studies	Savvas My World Interactive p.204-205-Thurgood Marshall, segregations
3	ELA/Social Studies	Savvas My World Interactive p.212-215 -Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.
4	Social Studies	Savvas My World Interactive 5 p. 201-Crispus Attucks
		Savvas My World Interactive 5 p.308-Benjamin Banneker
		Savvas My World Interactive 5 p. 350 Frederick Douglass
5	Social Studies/Performing Arts	Savvas My World Interactive 4 p. 188-190-Crispus Attucks, Phillis Wheatley, Frederick Douglass, Sojourner Truth
		Savvas My World Interactive 4 p. 80 The Civil Rights Era
		Savvas My World Interactive 4 p. 252-254 The Culture of the Southeast/Music in the Southeast/Cultural Traditions: Gullah culture, jazz, Aretha Franklin, Zora Neal Hurston
		Savvas My World Interactive 4 p.258 Rosa Parks
		Savvas My World Interactive 4 p. 300 Jean Baptiste Point DuSable
		Savvas My World Interactive 4 p.334-Nat Love
6	Social Studies	African culture, historic figures, Primary Document Research: March on Selma, MLK/Civil Rights Speeches

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
8/2023	Social Studies teachers in Grades 3-12 participated in PLC work which included researching SORA's book collections for HB198 for all levels, investigating resources available through the UDLibSearch list entitled: House Bill 198: UDLib/SEARCH Teaching and Learning Resources.

10/14/2022	The entire social studies department participated in the social studies coalition's conference: Expanding the Narrative in Social Studies Classroom: How to meet HB 198 with an Inclusive Lens held on October 14.
------------	--

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Jori Martinez-Woods

**Position:** Director of Teaching and Learning

**Email:** [jori.martinez-woods@sussexms.k12.de.us](mailto:jori.martinez-woods@sussexms.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Children experience read-alouds that feature Black figures in national history. They are introduced to poetry, music, art, dance and inventions made by African Americans that they can relate to, such as those given to us by Washington Carver's research and ingenuity. The curriculum is based on Understanding by Design Thematic Units and a variety of activities spin off from these lessons and approach to learning.

As we have multi-age groupings in Montessori classrooms our Kindergarteners are mixed with first graders. The content is the same but the depth of knowledge is greater and there are more extensions.

Our 2nd and 3rd graders are together in a mixed age grouping. The following goes for both grade levels. Harriet Tubman, Rosa Parks, Ruby Bridges, Jesse Owens, Jackie Robinson and Dr. Martin Luther King are taught through biographies, read-alouds, timelines designed by the learners, learners interview family and community members, watch videos, discuss desegregation and federal and state laws related to segregation and Jim Crow laws. The children also make timelines that show Olympic athletes across time as well as the timeline of the civil rights movement. Learners are introduced to acts of resistance, allies and protests.

Our 4-5 graders are also in a mixed age grouping. Their explorations are built across the two years. As a part of the history of inventors, students research an inventor and their inventions by putting on a wax museum type exhibit for their classmates and families. This highlights the impact that black inventors have had on American life. Students read books about enslavement, the underground railroad, and segregation. They visit the areas in Delaware that have historical connections to these events. They discuss their learning and write journal reflections. They are introduced to the art, music and authors of these times.

These works below are also part of our K-3 Montessori Curriculum:

- K-3a: Students will use clocks, calendars, schedules, and written records to record or locate events in time.
- K-3a: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.
- K-3a: Students will understand that American citizens have distinct rights, responsibilities, and privileges.

For 4-6 Grades:

- We follow the Social Studies Model Lesson Blueprint Units and Lesson Plans as outlined in the Units for each grade, 4-6.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.		X	X	X	X	X	X							

*Sussex Montessori Charter School does not serve students in grades 7 – 12.*

b. The significance of enslavement in the development of the American economy.					X	X	X
c. The relationship between white supremacy, racism, and American slavery.					X	X	X
d. The central role racism played in the Civil War.						X	X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.							X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.							X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X

**Minimum Content Requirement**

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
1-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> <li>• What is history and why learn it?</li> <li>• History Bags: How do we learn about the past?</li> <li>• How can we learn about the past?</li> <li>• Using timelines to analyze change over time.</li> <li>• Contributions of Black people prior to African and Black Diaspora?</li> <li>• Use of primary evidence to research African Culture, Science, Art and Literature.</li> </ul> Montessori TimeLines and Migration Charts Montessori Globes and Geography Puzzles of Africa Waseca Biomes Materials Research/Interviews/Literature/Storytelling/Music of Black people

- b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4-6	Cultural Studies	All lessons outlined in 4th -6th Model Lesson Blueprints:



	Language Geography History	<ul style="list-style-type: none"> <li>● Seeking solutions to the labor problem?</li> <li>● Enslavement in History-Why were they enslaved?</li> <li>● How was enslavement in America different from enslavement in the “Old World?”</li> </ul> <p>Social Studies, 4th Grade Model Lesson: <i>The Middle Passage</i></p> <ul style="list-style-type: none"> <li>● What might have changed from indentured servitude to permanent slavery?</li> </ul> <p>Social Studies, 4th Grade Model Lesson: <i>Servants on Trial: The Case of John Punch</i></p> <ul style="list-style-type: none"> <li>● What has changed over time?</li> <li>● How did life change for those enslaved?</li> </ul> <p>Social Studies, 4th Grade Model Lesson: <i>Enslavement in History</i></p> <p>Social Studies, 4th Grade Model Lesson: <i>Seeking Solutions to the Labor Problem in the Colonies</i></p>
--	----------------------------------	--

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
4-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> <li>● Understanding Evidence and why it is needed?</li> <li>● Ways of thinking about people and places in the past</li> <li>● What are some misconceptions about other places and people who live in them?</li> </ul>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
5-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> <li>● Distinguishing Primary and Secondary Sources and their importance</li> </ul> <p><a href="#">This Is How Racist America Was During the Civil War   History News Network</a></p>

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
6	Cultural Studies Language	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> <li>● <a href="#">United States Slavery Laws and Restrictions   PureHistory</a></li> </ul>

	Geography History	
--	----------------------	--

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> <li>• How can I arrange things chronologically and why should I do it?</li> <li>• Hidden History: What were some of the experiences of enslaved people and how did they respond?</li> </ul> <p>Social Studies, 4th Grade Model Lesson: <i>Hidden History: Olaudah Equiano</i></p>

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> <li>• What was Black Wall Street?</li> <li>• What role did ‘progress’ of city planning and how did it impact the Black communities across the country?</li> <li>• What does ‘Why the Caged Bird Sings’ represent?</li> <li>• Who are the voices of Black Americans that shaped how people saw and viewed Black Americans?</li> </ul> <p>Social Studies, 4th Grade Model Lesson: <i>Resistance to Enslavement</i></p>

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> <li>• Enslavement in Delaware: How and when did Black enslavement begin in what is now the state of Delaware.</li> </ul> <p>Social Studies, 4th Grade Model Lesson: <i>Enslavement in Delaware</i></p>

**Professional Learning**

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
<p>8/28-29/23</p> <p>12/8/23</p> <p>1/26/23</p>	<p>All SMS Guides receive UbD training several times a year. This is the framework that guides our cultural studies curriculum and content. The Guides plan out the fall and spring semesters all at once under the instructional leadership of Melissa Sugzdinis. The Guides use the Delaware Model Lessons Blueprint that addresses the HB198 standards.</p> <p>During the school year, Curriculum &amp; Instruction PLCs occur monthly. The HB198 lessons and resources are discussed at these monthly meetings.</p>

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Matthew Donovan

**Position:** Director of Curriculum and Instruction

**Email:** [matthew.donovan@sussexvt.k12.de.us](mailto:matthew.donovan@sussexvt.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

Sussex Vocational Technical High School is a comprehensive vocational technical high school serving students in grades 9 – 12 from seven Sussex County school districts. In our determination to meet the requirements of HB 198, we convened a meeting of our Social Studies and English teachers. During our meetings, we first looked at the established framework provided in the House Bill. The departments completed a chart with nineteen specific topics (corresponding to Subsection 4143, 3a-5a of HB 198) to document where we meet the requirements of the legislation. We determined our study of Black history is strong in the following areas: primary sourcing; age appropriateness; roles and responsibilities of citizens in democratic societies to combat racism inequality and discrimination; contemporary events and tools of resistance; respect for cultural diversity; opportunities to uplift the Black experience; ramifications of prejudice, racism, and stereotypes. Next, we met with both departments and department leaders to discuss how we could continue to document our work and how we could incorporate additional instructional material.

We will carry out our plan for this school year. Meanwhile teachers will continue to revise curriculum maps for their respective courses. Throughout the year teachers will continue to meet in Professional Learning Communities (PLCs) where they discuss curriculum, formulate lesson plans, and ensure congruence of formative and summative assessments. Inherent in these activities is the continued review of the framework and topics from HB 198 to ensure

compliance and teaching to meet the standards required by the state.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.										X		X	
b. The significance of enslavement in the development of the American economy.										X	X	X	
c. The relationship between white supremacy, racism, and American slavery.										X	X	X	X
d. The central role racism played in the Civil War.											X	X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.											X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.										X	X	X	
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.										X	X	X	X
h. Black figures in national history and in Delaware history.											X	X	X

*Sussex Technical School District does not serve students in grades K – 8.*

### Minimum Content Requirement

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
9	World History	Students study the history and culture of the Great African civilizations as part of the Unit on “Civilizations Prior to European Contact” Songhai, Mali and Ghana are studied to learn about the trading of gold, salt, and other products. Timbuktu is taught as a center of culture, religion, history, and science. Primary sources about Mansa Musa, the city of Timbuktu, and the Trans-Atlantic slave trade are used in this unit. Film clips from <i>Roots</i> , and <i>Amistad</i> are used to document the Middle Passage.
11	APUSH/American History	In APUSH, students learn about the African civilizations prior to European contact through a study of the great empires. Students learn of the intricate trade relations among the African civilizations and the coastal tribes. Students learn of the Iberian origins of the slave trade, and the complicity of African kingdoms in the practice. This adds a global perspective to the development of the practice rather than limiting the study to regions or nations.

- b. **The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
9	World History	As part of the Explorations Unit, students consider the impact of slavery on the colonial empires of Spain and Portugal and the rise of the <i>encomienda</i> system. Students consider the way that the Triangle Trade affected the native indigenous peoples and the massive, forced human migration to the Americas.
10	Civics/Economics	One theme throughout the Civics Constitution Unit is the central role that slavery played in the development of the American economy. From its founding, the US has relied on slave labor to give rise to the concept of the “slave society” where racial hierarchies, labor systems, segregation, and protection of slave-owners rights were interlinked. Students also learn of the efforts to abolish the cruel practice through the efforts of the Quakers, the Mennonites, and the Abolitionists.



11	APUSH	<p>this is the study of the 3/5ths Compromise and the protection of slaves as “property” under the 5<sup>th</sup> Amendment. Students learn of the “Slave Society” that existed, primarily in the South, to advance white interests.</p> <p>In APUSH, students study the relationship between law, property, and power through primary sources such as Thomas Jefferson’s <i>“On Race and Slavery”</i> and St. George Tasker’s <i>“Gabriel’s Rebellion”</i>. Students read primary sources depicting accounts of slave revolts, concluding that while these horrible conditions existed, slaves did not accept their condition easily, William Bull’s <i>(Stono Rebellion)</i> exemplifies this narrative. Students read of the “Black Codes” prohibiting slaves from assembling, moving from plantation to plantation, and receiving an education. In the Slave Webquest, students listen to oral history and read slave transcripts recorded in the 1930s by Alan Lomax and the Federal Writers Project. They reveal not only the interrelation between racism and American slavery, but the unique culture that emerged within this oppression.</p> <p>As the course turns to the Constitutional Convention, in 1787, students analyze the 3/5ths Compromise and the “5th Amendment” which protect slave -owners and their property., and the accommodations made to the slave traders by not banning the importation of slaves until 1808. Lincoln’s <i>Second Inaugural Address</i> receives attention for its importance and eloquence in binding the nation after the terrible events of the Civil War.</p>
	American History	<p>In American History, students will analyze how advocates and practitioners of slavery attempted to rationalize their reasons for supporting the evil institution of slavery. Students will read primary source accounts of slaves and their treatment on Southern plantations. Students will examine the Slave Codes that imposed strict restrictions on the daily lives of slaves and perpetuated the idea that slaves are to be regarded as property, and not as people. Students will also analyze the U.S. Supreme Court decision in the <i>Dred Scott v. Sanford</i> case and the majority opinion written by Chief Justice Roger B. Taney.</p>
12	ELA	<p><i>Beloved</i> by Toni Morrison</p>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
10	Civics/Economics	<p>Relative to the events leading to the Civil War, students study major Supreme Court Cases, including the <i>Dred Scott</i> decision, the efforts of John Brown and radical abolitionists to stop slavery. Students study the Missouri Compromise and the Compromise of 1850 to analyze whether a political solution could have been found to the growing issue of the expansion of Slavery.</p>
11	APUSH	<p>In the APUSH program, students are exposed to a variety of sources illustrating the central role that racism had in the causes and progress of the Civil War. Students read Frederick Douglass’ <i>“What is July 4<sup>th</sup> to the</i></p>



	American History	<p><i>Negro?</i>” as well as <i>“Resistance to the Fugitive Slave Law”</i> (1850). Students will read the account of Samuel Lok <i>“Condemnation of the Emancipation Proclamation”</i> (1862) and the debate over the use of freed blacks to fight for the Union. Students will study the <i>“Contraband Slave Act”</i> to assess the role that the concept of “property” skewed the work of people who supported the use of troops in the War. Students are also exposed to the denial of property rights and <i>“Petition of Blacks in Edesto County”</i> towards land reform in the Deep South. In addition, students will read the sources of black leadership demanding equal pay for black troops.</p> <p>Students will explore the role of racism as it relates to the American Civil War by examining both, the Missouri Compromise of 1820 and the Compromise of 1850. Excerpts from, <i>Uncle Tom’s Cabin</i>, by Harriet Beecher Stowe as well as the implementation of Black Codes and Jim Crow Laws in the South during Reconstruction. Students will learn about the struggles and discrimination experienced by Black soldiers in the Union Army by reviewing a series of primary sources from the Library of Congress, including a letter from Abraham Lincoln to Charles Sumner (1864) and several images of enlisted Black troops serving in a variety of roles. Students will also read an account written on the 54<sup>th</sup> MA regiment.</p>
--	------------------	---

e. **How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
10	Civics/Economics	<p>Students study the perpetuation of slavery and the continuation of inequality in various Civil Rights cases (<i>Dred Scott</i>, <i>Plessy v Ferguson</i>, and <i>Brown v Board of Education</i>). (<a href="http://www.landmarkcases.org">www.landmarkcases.org</a>) The phrase, “all deliberate speed” led Southern states to refuse to integrate, close schools, or submit integration proposals that would fail). Students study the efforts of the KKK to prevent freed blacks from exercising their rights) terror, Grandfather clauses, Poll taxes, and literacy tests among others. Later in the Civics course, students will read about “redlining” in housing developments, and “gerrymandering” to restrict voting in certain districts. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 are studied to show the government’s role in securing “liberty for all.”</p>
11	APUSH	<p>Students continue their study of the tragedy of enslavement being perpetuated through federal, state, and local laws with primary sources from Phyllis Wheatly, <i>“Letter of Phyllis Wheatly,”</i> and the <i>“Petition of Slaves to the MA Legislature”</i> (1774). The disenfranchisement of black voters, even as Northern states were abolishing slavery is treated in the course. Students study the development of “race-based” slavery through a study of Maryland and Virginia slave codes. Students study the “Black Codes” that were passed in the antebellum period to suppress movement for slaves, prohibited the teaching of slaves, and restricted assembly in the wake of slave uprisings in the 1830s. As the country moved and expanded Westward, the political dimensions about the issue of slavery are treated. Students study the Missouri Compromise, The Compromise of 1850, and</p>

	American History	<p>the devastating role that the <i>Dred Scott</i> decision played in fomenting antagonisms on each side. Students also study the antagonisms in Kansas which foreshadowed the Civil War. Included are the “Lecompton Constitution” which was rushed to vote by pro-slavery forces. This struggle led to the violent “Pottawatomie Creek” massacre and “Bleeding Kansas” a year later. The legacy of slavery and the link of segregation, race, and denial of rights is treated in a thorough study of the Jim Crow laws and the <i>Plessy v Ferguson</i> Supreme Court case (1896)</p> <p>Students study the perpetuation of slavery and the continuation of inequality in various Civil Rights cases (<i>Dred Scott, Plessy v Ferguson, and Brown v Board of Education</i>). (<a href="http://www.landmarkcases.org">www.landmarkcases.org</a>)</p> <p>Students will be able to describe how Black Codes emerged and restricted the lives of Black Americans by reading an excerpt from “What a Black Man Wants”, written by Frederick Douglas; along with examples of Black Codes from Louisiana, Mississippi, and Florida. Students will complete an activity in which they are presented with various scenarios and how Black Codes impacted “free” Blacks in the South. The Compromise of 1850 and its emphasis on reinforcing the Fugitive Slave Act as well as the <i>Dred Scott</i> decision are other major events that students will examine to further enrich their understanding of the many illegal and immoral obstacles implemented to impede the rights and guarantees of citizenship.</p>
10	ELA	A Raisin in the Sun by Lorraine Hansbury
12	ELA	Beloved by Toni Morrison
11	ELA	“A Dream Deferred” & “I Dream a World” by Langston Hughes
12	ELA	“How it Feels to Be Colored Me” & “Spunk” by Zora Neale Hurston
12	ELA	Fences by August Wilson

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
10	Civics/Economics	In the Participation and Citizenship Units, students learn about the contributions of black leaders to work for change (both within the system and outside the system) in the status of African Americans. The Reconstruction efforts of Hiram Revels and Blanche K. Bruce are studied. W.E.B. DuBois and Booker T. Washington primary sources are studied to understand the struggles of blacks to work into the larger white society. The efforts of Rosa Parks, Jackie Robinson, and the Little Rock Nine are highlighted to exemplify the extraordinary courage necessary to confront inequality.
11	APUSH	The contributions of Black people to American life, history, literature, economy, politics, and culture in the APUSH program are numerous. Equiano emerges as a voice describing the inhumane treatment of slaves and the contributions of Phyllis Wheatley are noted. Frederick Douglass figures prominently in the contributions as an actor dedicated to equality,

		<p>liberty and freedom. These are seen in his numerous writings, <i>“The Desire for Freedom”</i> (1845) to his <i>“Autobiography”</i> and <i>“The Fourth of July”</i> (1852), <i>“Black Soldiers”</i> (1862) and the <i>“Composite Nation”</i> (1869) Nat Turner’s slave revolt is examined in <i>“Confessions,”</i> and the important contributions to the intellectual and economic history of the US by Booker T Washington and WEB DuBois <i>“The Souls of Black Folks”</i> studied. The efforts of the Freedman’s Bureau, Hiram Revels, and Blanche K Bruce bring the unflagging courage and vision of blacks following the Civil War into focus. As the course enters the 20<sup>th</sup> century, Ida Wells <i>“the Lynch Law in All its Phases”</i> (1893), <i>“The Harlem Hellfighters,”</i> provide courageous narratives, and the Harlem Renaissance and the Great Migration cap the 1920s and 1930s with the extraordinary contributions of Louis Armstrong, Marcus Garvey <i>“UNIA”</i>, Langston Hughes, <i>“I, Too.”</i> A Phillip Randolph’s, the <i>Pittsburgh Courier’s “Double V Campaign”</i> and the <i>“Tuskegee Airmen,”</i> contributions to civil rights in the 1940s provide the foundation for the future civil rights movement. Jackie Robinson’s integration of MLB features predominantly in this arc towards civil rights and equality for blacks. MLK, Rosa Parks, SRPC, John L. Lewis, and the efforts of the black church are featured in the study of the 1950s and 1960s civil rights era. Students read <i>“Letter from A Birmingham Jail,”</i> and <i>“the Montgomery Bus Boycott.”</i> Students reflect on the unique history of jazz and spirituals (<i>Jumpin’ Judy</i>) and (<i>Hoe, Emma, Hoe</i>) in shaping American culture.</p>
	American History	<p>The contributions of Black people to American life, history, literature, economy, politics, and culture in the American History curriculum are numerous. Beginning with such figures during the pre and Civil War era as Harriet Tubman, Frederick Douglas, and Nat Turner; students will explore their efforts to achieve inclusion and equality. Students participate in a Harlem Renaissance activity in which they examine and evaluate the big ideas and racial and economic philosophies of Marcus Garvey as well as the music of Louis Armstrong and Duke Ellington. Students will also learn of the Great Migration and examine the push/pull factors for African Americans to vacate the South and move North as outlined by articles in the <i>Chicago Defender</i>. Jackie Robinson’s integration of MLB features predominantly in this arc towards civil rights and equality for blacks. MLK, Rosa Parks, SRPC, John L. Lewis, and the efforts of the black church are featured in the study of the 1950s and 1960s civil rights era. Students read <i>“Letter from A Birmingham Jail,”</i> and <i>“the Montgomery Bus Boycott.”</i></p>
9	ELA	“Eraser Tattoo” by Jason Reynolds
10	ELA	A Raisin in the Sun by Lorraine Hansbury
11	ELA	“The Danger of the Single Story” by Chimamanda Ngozi Adichie
11	ELA	“How it Feels to Be Colored Me” & “Spunk” by Zora Neale Hurston
11	ELA	Harlem Renaissance Webquest <a href="https://www.bcit.cc/cms/lib04/NJ03000372/Centricity/Domain/144/Harlem%20Renaissance%20Webquest%20Actual.pdf">https://www.bcit.cc/cms/lib04/NJ03000372/Centricity/Domain/144/Harlem%20Renaissance%20Webquest%20Actual.pdf</a> “What a Wonderful World” by Louis Armstrong

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair**



ELECTIVE	SOCIOLOGY	<p>employ is explored in depth in American History. Students will explore several pieces of Civil Rights legislation that was passed in the 1960's including, The Civil Rights Act of 1964, the 24<sup>th</sup> Amendment, the Voting Rights Act of 1965, and the Fair Housing Act of 1968. Students will also explore the tactics used by both Malcolm X and Martin Luther King Jr in their efforts to secure equal rights. The impact of figures such as John Lewis and Rosa Parks and the emergence of groups such as The Black Panthers, SNCC, SCLC, CORE, The Nation of Islam, and the NAACP. Students will analyze the impact of the Supreme Court's decision in <i>Brown v. Board of Education (1954)</i>.</p> <p>Sociology themes relevant to the topic include race relations in the US and racist issues in sport. This is examined through the PBS film "A Class Divided" and the subject is further studies in the ESPN clip: "Commentary on NFL Hiring Practices"</p>
9	ELA	"Eraser Tattoo" by Jason Reynolds –the effects of gentrification
10	ELA	A Raisin in the Sun by Lorraine Hansbury—financial and social struggles of 1950s Black family
11	ELA	"The Danger of the Single Story" by Chimamanda Ngozi Adichie
11	ELA	"How it Feels to Be Colored Me" by Zora Neale Hurston
11	ELA	"A Dream Deferred" & "I Dream a World" by Langston Hughes
12	ELA	"Hair" & "My Mother Never Worked" by Malcolm X
12	ELA	"Ships on the Horizon" by Zora Neale Hurston
12	ELA	Fences by August Wilson

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
10	Civics/Economics	Students learn about the contributions of individuals to Delaware history including Robert Moses, Malcolm X, Martin Luther King, John L. Lewis, Louis Redding, and Lisa Blount Rochester. Black entrepreneurs such as Madam C.J. Walker help to celebrate the Black experience.
11	APUSH/  American History	<p>The APUSH curriculum includes a full study of Black contributions to National and Delaware history, politics, culture, and economics. Students study the work of WEB DuBois in providing a revisionist view of the Reconstruction period, Booker T. Washington's "Up from Slavery." Students learn of Louis Redding and his efforts to desegregate Delaware School systems.</p> <p>In American History, the curriculum also includes a full study of Black contributions to National and Delaware history, politics, culture, and economics. Students will examine the complexities of being an African American within Delaware and its status as a border state. Students will examine information in an article by Peter Dalleo "The Growth of Delaware's Antebellum Free African American Community". Students learn about the dangers of the slave trade supported by Patty Cannon.</p>

ELECTIVE	Sociology	WEB DuBois’ efforts to secure black rights and the Pan-Africanism Movement are given attention.
11	ELA	Harlem Renaissance Webquest <a href="https://www.bcit.cc/cms/lib04/NJ03000372/Centricity/Domain/144/Harlem%20Renaissance%20Webquest%20Actual.pdf">https://www.bcit.cc/cms/lib04/NJ03000372/Centricity/Domain/144/Harlem%20Renaissance%20Webquest%20Actual.pdf</a>
12	ELA	“Hair” & “My Mother Never Worked” Malcolm X
12	ELA	“I Have a Dream” Dr. Martin Luthor King, Jr.

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
10/13/2023	Equity Summit PD Day—several PD offerings to decrease bias and increase educational access to all
10/16/2023	Sussex Tech equity team meeting—group meeting to strategize increasing awareness and equity among staff and student population in our school Formatting new document and identifying specific lessons, materials, and adopted or developed resources for 2023 to support content by grade level. The District has allowed PLCs to plan the content sequence, lessons, and assessments relating to compliance with HB 198. We continue to build course materials, primary sources, and writing activities across Social Studies courses. We will examine trade productions and other relevant materials as the year progresses.

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Liz Yates

Position: Assistant Principal

Email: [liz.yates@tecs.k12.de.us](mailto:liz.yates@tecs.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. Rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. Ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.

- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

**Implementation Summary Table**

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X	X	X				
b. The significance of enslavement in the development of the American economy.					X	X	X	X	X				
c. The relationship between white supremacy, racism, and American slavery.					X	X	X	X	X				
d. The central role racism played in the Civil War.						X	X	X	X				
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.					X	X	X	X	X				
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X				
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.					X	X	X	X	X				
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X				

*Thomas Edison Charter School does not serve students in grades 9 – 12.*

**Minimum Content Requirement**

*Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.*

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**



Grade-level	Content Area(s)	Lessons/Resources
k-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
4-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
5-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
4-8		The requirements were implemented in ELA, Science, Social Studies, Music

		and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.
--	--	---

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
k-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
4-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
k-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

**Professional Learning**

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
October 13, 2023	Education for Transformation and Honoring our Ancestral Obligations

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Brandon Snyder

**Position:** Director of Curriculum and Instruction

**Email:** [brandon.snyder@wsd.k12.de.us](mailto:brandon.snyder@wsd.k12.de.us)

## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

The Woodbridge School District is committed to providing a well-rounded understanding of the importance of black history that is truly inclusive of the triumphs, setbacks, and contributions of Black persons.

In May 2022, a HB 198 committee composed of school administrators, teachers, and instructional coaches convened and began to establish a process and plan to address the instructional framework and requirements established by HB 198. It was determined that the best path forward was for each school to create their own school committee that would work to determine which HB 198 indicators would be addressed in each grade level.

Each school team met to determine if these indicators were already addressed in our curricula and if so, how. The HB 198 indicators will currently be addressed via numerous lessons, texts, projects, and activities in ELA, Social Studies, World History, and Civics curricula. Our school committees worked collaboratively to create a K-12 WSD Grade Level Integration document that would be shared with all district teachers.

The contents of the implementation plan are included in the summary table below and more information can be found under each indicator. School administrators and instructional coaches will review this information with their

staff and provide time for the teachers to analyze the document and discuss effective strategies to incorporate the indicators selected into their daily instruction.

Additional meetings and professional development will be provided throughout the school year to begin looking into additional ways that HB 198 requirements can be met in other curricular areas such as math, science, and related arts.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.										X			
b. The significance of enslavement in the development of the American economy.		X	X									X	
c. The relationship between white supremacy, racism, and American slavery.			X			X		X	X			X	
d. The central role racism played in the Civil War.		X				X			X				
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.		X			X	X					X	X	
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X		X	X		X	X			X	X	
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the	X	X	X	X		X		X	X	X		X	

United States; as well as the agency they employ in this work for equal treatment.														
h. Black figures in national history and in Delaware history.	X		X		X	X		X			X	X	X	

**Minimum Content Requirement**

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
9	World History & Geography	History Alive! World Connection Unit 2: Ghana a West African Trading Empire
9	World History & Geography	History Alive! World Connection Unit 1: Age of Discovery

- b. **The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
1	Social Studies	“Eli Whitney”
2	Social Studies	“Cesar Chavez”
8	Social Studies	Delaware Model Lessons Administration 3 Module Lesson 3 “Changes in African American Freedom”
11	U.S. History	Stanford Education Group/Teacher’s Curriculum Institute Unit 1: Reconstruction Era and Industrialization

- c. **The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	Bookworms ELA/Module 3/Unit 3 “Dad, Jackie, and Me”
2	ELA	Bookworms ELA/Module 3/Unit 3 “The Story of Ruby Bridges”
2	ELA	Bookworms ELA/Module 3/Unit 3

		“My Brother Martin”
5	ELA	Bookworms ELA/Module 2/Unit 2 “The Watsons Go to Birmingham”
5	ELA	Bookworms ELA/Module 3/Unit 2 “Aunt Harriet’s Underground Railroad in the Sky”
7	ELA	English Language Arts 7: Module 7.3 Resources: “The Great Migration”, “The Spingarn Medal” (illustration), “Under Jim Crow’s Thumb”, “The Harlem Renaissance: A Cultural Rebirth”, “A Call to Move”, “Great Scot! What Have I Done?” (cartoon), “The South will soon be Demanding Restrictions of Migration of its Labor” (cartoon)
8	Social Studies	Delaware Model Lessons Administration 1 Module Lesson 4 “Slavery in the Constitution”
8	Social Studies	Delaware Model Lessons Administration 2 Module Lesson 2 “Nat Turner”
8	Social Studies	Delaware Model Lessons Administration 3 Module Lesson 2 “Sharecropping”
11	U.S. History	Stanford Education Group/Teacher’s Curriculum Institute Unit 1: Reconstruction Era and Industrialization

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
1	Social Studies	“Pink and Say” by Patricia Polacco
5	ELA	Bookworms Shared/Module 4/Unit 1 “Homer P. Figg” Civil War Novel
8	Social Studies	Delaware Model Lessons Administration 1 Module Lesson 1 “Emancipation in the North”
8	Social Studies	Delaware Model Lessons Administration 3 Module Lesson 1 “Emancipation Proclamation”

**e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
1	Social Studies	“Henry’s Freedom Box” by Ellen Levine
4	ELA	Bookworms ELA/Module 4/Unit2 “Freedom on the Menu”

5	ELA	Bookworms Shared/Module 3/Unit 1 “Bud, Not Buddy”
10	Civics & Economics	Unit 3: Rights and Responsibilities of American Citizens
11	U.S. History	Stanford Education Group/Teacher’s Curriculum Institute Unit 1: Reconstruction Era and Industrialization
11	U.S. History	Stanford Education Group/Teacher’s Curriculum Institute Unit 3: Progressive Era

**f. The contributions of Black people to American life, history, literature, economy, politics, and culture.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	Bookworms Shared/ Module 2/Unit 3 “Rap a Tap Tap” Describes the life of African-American tap dancer Bill “Bojangles” Robinson.
K	ELA	Bookworms ELA/Module 2/Unit 2 “Of Thee I Sing”
1	ELA	Bookworms ELA/Module 2/Unit 1 “Duke Ellington”
1	Social Studies	“Alma Thomas-Ablaze with Color” by Jeanne Walker Harvey
3	ELA	Bookworms Shared/Module 3/Unit 1 “A Picture Book of Frederick Douglass”
3	ELA	Bookworms ELA/Module 3/Unit 1 “When Marian Sang”
4	ELA	Bookworms ELA/Module 2/Unit 2 “Shaking Things Up”
6	ELA	Expeditionary Learning Hidden Figures Module 8.4 Remarkable Achievements in Space Science “The True Story of Four Black Women and the Space Race”
6	ELA	Expeditionary Learning Hidden Figures Module 8.4 “Remarkable Achievements in Space Science”
7	ELA	Expeditionary Learning Module 7.3 Harlem Renaissance Resources: “Lift Every Voice and Sing”, “The Harp Sculpture”, Meta Vaux



		Fuller Ethiopia Sculpture, “Calling Dreams From One Last Word”, “I Shall Return”, Map of New York (Harlem)
7	ELA	Expeditionary Learning Module 7.3 Harlem Renaissance “Shuffle Along: The Harlem Renaissance Musical Sensation”
7	ELA	Expeditionary Learning Module 7.3 “Augusta Savage Biography”
7	ELA	Expeditionary Learning Module 7.3 “The Negro Speaks of Rivers”
7	ELA	Expeditionary Learning Module 7.3 “Calling Dreams” and “Hope” by Georgia Douglas Johnson
10	ELA	Engage NY Module 10.2/Unit 1/Lessons 1-20 “Letter from Birmingham Jail”
11	ELA	Engage NY Module 11.2/Unit 1/Lessons 1-17;26 “Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i>
11	ELA	Engage NY Module 11.2/Unit 2 “Fences”
11	ELA	Engage NY Module 10.3 (Repurposed for grade 11) Unit 3/Lessons 1-15 “The Immortal Life of Henrietta Lacks”
11	U.S. History	Stanford Education Group/Teacher’s Curriculum Institute Unit 3: Progressive Era
11	U.S. History	Stanford Education Group/Teacher’s Curriculum Institute Unit 5: The Roaring Twenties & Great Depression
11	U.S. History	Stanford Education Group/Teacher’s Curriculum Institute Unit 8: Social Movements
12	ELA	Engage NY Module 12.1/Unit 1/Lessons 1-28 “The Autobiography of Malcolm X”

- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	Bookworms ELA/Module 2/Unit 4 "Happy Birthday, Martin Luther King"
1	ELA	Bookworms Shared/Module 3/Unit 2 "Martin Luther King Jr."
1	Social Studies	"I am Harriet Tubman"
2	ELA	Bookworms Shared/Module 3/Unit 2 "Jackie Robinson"
2	ELA	Bookworms ELA/Module 3/Unit 3 "The Story of Ruby Bridges"
3	ELA	Bookworms ELA/Module 3/Unit 1 "Rosa"
5	ELA	Bookworms Research Project ELA/Module 2/Unit 2 In this Culminating Task, students will research the civil rights movement using multiple sources to plan and write an informative research paper in the form of a newspaper article that includes explanations of civil rights, race discrimination, and segregation, along with descriptions of both an influential individual as well as an event that occurred during the civil rights movement.
7	ELA	Expeditionary Learning Module 7.3 Harlem Renaissance "Shuffle Along: The Harlem Renaissance Musical Sensation"
7	ELA	Expeditionary Learning Module 7.3 "The Negro Speaks of Rivers"
7	ELA	Expeditionary Learning Module 7.3 "The Boy and the Bayonet" by Paul Lawrence Dunbar
8	Social Studies	Delaware Model Lessons Administration 3 Module Lesson 2 "Reconstruction"
9	ELA	Project Based Performance Task: "A Long Way Gone" by Ishmael Beah
10	ELA	Engage NY Module 1/Unit 1 <i>The Other Wes Moore</i>
11	ELA	Engage NY Module 11.2/Unit 1/Lessons 1-17;26 "Of Our Spiritual Strivings" from <i>The Souls of Black Folk</i>

11	ELA	Engage NY Module 11.2/Unit 2 "Fences"
11	ELA	Engage NY Module 10.3 (Repurposed for grade 11) Unit 3/Lessons 1-15 "The Immortal Life of Henrietta Lacks"
11	U.S. History	Stanford Education Group/Teacher's Curriculum Institute Unit 3: Progressive Era
11	U.S. History	Stanford Education Group/Teacher's Curriculum Institute Unit 4: Imperialism
11	U.S. History	Stanford Education Group/Teacher's Curriculum Institute Unit 8: Social Movements

**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	Bookworms Module 2/Unit 4 "Happy Birthday, Martin Luther King"
K	ELA	Bookworms Shared/Module 4/Unit 1 "Harriet Tubman"
K	ELA	Bookworms ELA/Module 3/Lesson 23 "Wind Flyers"
2	ELA	Bookworms Module 3/Unit 2 "Jackie Robinson"
4	ELA	Bookworms Shared/Module 1/Unit 1 "A Strong Right Arm" The story of Mamie "Peanut" Johnson.
5	ELA	Bookworms ELA/Module 1/Unit 1 "Matthew Heneson"
7	Social Studies	Civil Rights and Political Union (DRC) "From RunaRound to Remedy"
7	ELA	Expeditionary Learning Module 7.3 Harlem Renaissance Resources: "Lift Every Voice and Sing", "The Harp Sculpture", Meta Vaux Fuller Ethiopia Sculpture, "Calling Dreams From One Last Word", "I Shall Return", Map of New York (Harlem)
7	ELA	Expeditionary Learning Module 7.3

		"I Shall Return" by Claude McKay and "Ethiopia Awakening" by Meta Warrick Fuller
9	World History & Geography	History Alive! Unit 4: The Industrial Revolution
10	ELA	Engage NY Module 10.2/Unit 1/Lessons 1-20 "Letter from Birmingham Jail"
11	ELA	Engage NY Module 11.2/Unit 1/Lessons 1-17;26 "Of Our Spiritual Strivings" from <i>The Souls of Black Folk</i>
11	ELA	Engage NY Module 10.3 (Repurposed for grade 11) Unit 3/Lessons 1-15 "The Immortal Life of Henrietta Lacks"
11	U.S. History	Stanford Education Group/Teacher's Curriculum Institute Unit 3: Progressive Era
11	U.S. History	Stanford Education Group/Teacher's Curriculum Institute Unit 8: Social Movements

## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
Ongoing	The Woodbridge School district convened a HB 198 committee in the spring of 2022. The team consisted of administrators, instructional specialists, and teachers from each building. This team began to meet and develop a plan for each school to not only determine how the indicators in the bill would be addressed but how the staff would be trained to provide instruction covering the indicators. The district team met and decided that each school would then create a team that would collaborate to determine which indicators would be addressed in each grade and how/when they would do so. These teams worked together to create the district document/plan for HB 198. Once completed, each school team will share this document with their respective staff, discuss the bill, and how the indicators will be addressed in each grade level. This will take place during weekly/bi-weekly PLC meetings, staff meetings, and will also be addressed during district wide professional development days scheduled for 10/13, 11/3, 1/22, and 3/28. In addition to reviewing this document and providing professional learning, the district is also looking for additional ways to address indicators "A" and "B" as these are identified areas in which our teachers could use more resources.

# Appendix E

## Appendix E

### HB 198 Minimum Content Requirement Summary Tables: Reported by Charter Schools 2023-2024

#### TABLE OF CONTENTS

The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	694
The significance of enslavement in the development of the American economy.	695
The relationship between white supremacy, racism, and American slavery.	696
The central role racism played in the Civil War.	697
How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	698
The contributions of Black people to American life, history, literature, economy, politics, and culture.	699
The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	700
Black figures in national history and in Delaware history.	701

**Minimum Content Requirement: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS	X	X	X	X	X	X	X						
Academy of Dover CS		X	X	X	X	X	X	X	X				
Campus Community School				X	X				X				
Charter School of New Castle							X						
Charter School of Wilmington											X	X	
Delaware Military Academy												X	X
Early College School @ DSU								X	X	X	X	X	X
East Side CS	X	X	X	X	X	X	X	X	X				
First State Military Academy										X	X	X	X
First State Montessori Academy	X	X	X	X	X	X	X	X	X				
Freire CS									X	X		X	
Gateway CS				X	X	X	X	X	X				
Great Oaks CS											X		
Kuumba Academy CS	X	X			X	X	X	X	X				
Las Americas Aspira Academy		X	X		X	X			X	X			
MOT CS	X	X	X	X	X	X	X		X	X	X	X	X
Newark CS					X	X	X	X	X			X	
Odyssey CS			X	X	X		X			X	X		X
Positive Outcomes CS											X		X
Providence Creek CS		X	X	X			X	X					
Sussex Academy of Arts & Sciences					X		X				X	X	
Sussex Montessori CS		X	X	X	X	X	X						
Thomas Edison CS	X	X	X	X	X	X	X	X	X				

**Minimum Content Requirement: The significance of enslavement in the development of the American economy.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS					X	X							
Academy of Dover CS				X	X	X	X	X	X				
Campus Community School					X	X		X					
Charter School of New Castle	X	X	X	X	X			X	X				
Charter School of Wilmington										X	X	X	
Delaware Military Academy											X		X
Early College School @ DSU								X	X			X	
East Side CS	X	X	X	X	X	X	X	X	X				
First State Military Academy										X	X	X	X
First State Montessori Academy					X	X	X	X	X				
Freire CS									X			X	
Gateway CS							X	X	X				
Great Oaks CS													
Kuumba Academy CS		X			X								
Las Americas Aspira Academy				X					X		X		
MOT CS					X	X		X	X	X		X	X
Newark CS		X	X	X	X	X	X	X	X	X	X	X	
Odyssey CS					X				X	X		X	X
Positive Outcomes CS									X	X	X		X
Providence Creek CS	X	X		X					X				
Sussex Academy of Arts & Sciences					X	X		X	X				
Sussex Montessori CS					X	X	X						
Thomas Edison CS					X	X	X	X	X				



**Minimum Content Requirement: The relationship between white supremacy, racism, and American slavery.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS					X	X	X						
Academy of Dover CS		X	X	X	X	X	X	X	X				
Campus Community School					X	X	X		X				
Charter School of New Castle				X	X			X	X				
Charter School of Wilmington										X	X	X	
Delaware Military Academy											X	X	
Early College School @ DSU								X	X	X	X	X	
East Side CS	X	X	X	X	X	X	X	X	X				
First State Military Academy										X	X	X	X
First State Montessori Academy								X	X				
Freire CS										X			X
Gateway CS													
Great Oaks CS													
Kuumba Academy CS			X	X	X	X	X	X	X				
Las Americas Aspira Academy							X	X	X	X	X	X	X
MOT CS				X	X	X	X	X				X	X
Newark CS		X	X		X	X	X	X	X	X			X
Odyssey CS			X	X	X	X	X	X	X	X	X	X	X
Positive Outcomes CS								X	X				
Providence Creek CS	X		X	X	X			X	X				
Sussex Academy of Arts & Sciences					X					X	X	X	
Sussex Montessori CS					X	X	X						
Thomas Edison CS					X	X	X	X	X				

**Minimum Content Requirement: The central role racism played in the Civil War.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS	X			X	X	X	X						
Academy of Dover CS				X	X	X	X	X	X				
Campus Community School			X		X		X	X	X				
Charter School of New Castle								X	X				
Charter School of Wilmington										X		X	
Delaware Military Academy											X	X	
Early College School @ DSU									X	X	X	X	X
East Side CS	X	X	X	X	X	X	X	X	X				
First State Military Academy										X	X	X	X
First State Montessori Academy			X	X	X	X	X	X	X				
Freire CS										X		X	
Gateway CS													
Great Oaks CS													
Kuumba Academy CS			X	X		X	X	X					
Las Americas Aspira Academy							X	X	X		X	X	X
MOT CS			X	X	X		X	X	X	X		X	X
Newark CS			X		X	X	X	X	X	X	X		
Odyssey CS							X	X		X		X	X
Positive Outcomes CS								X	X	X	X	X	X
Providence Creek CS		X			X	X		X	X				
Sussex Academy of Arts & Sciences	X	X	X	X	X	X	X	X	X	X	X	X	X
Sussex Montessori CS							X						
Thomas Edison CS					X	X	X	X	X				

**Minimum Content Requirement: How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS	X	X	X	X	X	X	X						
Academy of Dover CS	X	X	X	X	X	X	X	X	X				
Campus Community School	X	X	X		X	X	X	X					
Charter School of New Castle	X	X	X	X	X	X	X	X	X				
Charter School of Wilmington												X	
Delaware Military Academy										X	X	X	X
Early College School @ DSU								X	X	X	X	X	
East Side CS	X	X	X	X	X	X	X	X	X				
First State Military Academy										X	X	X	X
First State Montessori Academy			X	X	X	X	X	X	X				
Freire CS										X	X	X	X
Gateway CS	X	X											
Great Oaks CS												X	
Kuumba Academy CS			X	X		X	X	X	X				
Las Americas Aspira Academy	X	X	X	X	X	X	X	X	X	X	X	X	X
MOT CS	X	X	X	X	X	X	X	X	X	X	X	X	X
Newark CS	X	X	X	X	X	X	X		X	X	X	X	X
Odyssey CS	X	X	X	X	X	X	X	X	X	X	X	X	X
Positive Outcomes CS								X	X		X	X	
Providence Creek CS	X	X	X	X	X	X	X	X	X				
Sussex Academy of Arts & Sciences	X	X	X	X	X		X	X	X		X	X	X
Sussex Montessori CS	X	X	X	X	X	X	X	X					
Thomas Edison CS	X	X	X	X	X	X	X	X	X				

**Minimum Content Requirement: The contributions of Black people to American life, history, literature, economy, politics, and culture.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS	X	X	X	X	X	X	X						
Academy of Dover CS	X	X	X	X	X	X	X	X	X				
Campus Community School	X	X	X		X	X	X	X					
Charter School of New Castle	X	X	X	X	X	X	X	X	X				
Charter School of Wilmington										X	X	X	X
Delaware Military Academy										X	X	X	X
Early College School @ DSU								X	X	X	X	X	
East Side CS	X	X	X	X	X	X	X	X	X				
First State Military Academy										X	X	X	X
First State Montessori Academy	X	X	X	X	X	X	X	X	X				
Freire CS									X	X	X	X	X
Gateway CS	X			X	X	X	X	X	X				
Great Oaks CS									X	X	X	X	X
Kuumba Academy CS	X	X	X	X	X	X	X	X	X				
Las Americas Aspira Academy	X	X	X	X	X	X	X	X	X	X	X		
MOT CS	X	X	X	X	X	X	X	X	X	X	X	X	X
Newark CS	X		X	X	X	X	X		X	X	X	X	X
Odyssey CS	X	X	X	X	X	X	X	X	X	X	X	X	X
Positive Outcomes CS								X	X		X	X	
Providence Creek CS	X		X	X	X	X	X	X	X				
Sussex Academy of Arts & Sciences	X	X	X		X	X		X			X	X	X
Sussex Montessori CS	X	X	X	X	X	X							
Thomas Edison CS	X	X	X	X	X	X	X	X	X				

**Minimum Content Requirement: The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS	X	X	X	X	X	X	X						
Academy of Dover CS	X	X	X	X	X	X	X	X	X				
Campus Community School					X	X	X	X					
Charter School of New Castle								X	X				
Charter School of Wilmington												X	
Delaware Military Academy										X		X	
Early College School @ DSU								X	X	X		X	
East Side CS	X	X	X	X	X	X	X	X	X				
First State Military Academy										X	X	X	X
First State Montessori Academy					X	X	X	X	X				
Freire CS										X		X	
Gateway CS													
Great Oaks CS													X
Kuumba Academy CS			X	X		X	X	X	X				
Las Americas Aspira Academy							X	X	X	X	X	X	X
MOT CS				X		X	X	X	X	X	X	X	X
Newark CS			X	X	X	X	X	X	X	X	X		X
Odyssey CS			X	X	X	X	X	X	X	X	X	X	X
Positive Outcomes CS								X	X	X	X	X	
Providence Creek CS	X	X	X	X	X			X	X				
Sussex Academy of Arts & Sciences	X	X	X	X	X	X		X	X		X	X	X
Sussex Montessori CS							X						
Thomas Edison CS					X	X	X	X	X				

**Minimum Content Requirement: Black figures in national history and in Delaware history.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS		X	X	X	X	X	X						
Academy of Dover CS	X	X	X	X	X	X	X	X	X				
Campus Community School	X	X	X	X	X	X	X	X					
Charter School of New Castle	X	X	X	X	X	X	X	X	X				
Charter School of Wilmington										X		X	
Delaware Military Academy										X	X	X	
Early College School @ DSU								X	X	X	X	X	X
East Side CS	X	X	X	X	X	X	X	X	X				
First State Military Academy										X	X	X	X
First State Montessori Academy	X	X	X	X	X	X	X	X	X				
Freire CS									X				X
Gateway CS	X	X		X	X	X	X	X	X				
Great Oaks CS													
Kuumba Academy CS		X	X	X		X	X	X	X				
Las Americas Aspira Academy	X	X	X	X	X	X	X	X	X	X	X	X	X
MOT CS	X	X	X	X	X	X	X	X	X			X	X
Newark CS	X		X	X	X	X	X	X	X	X	X		X
Odyssey CS	X	X	X	X	X	X	X	X	X	X	X	X	X
Positive Outcomes CS								X	X				
Providence Creek CS	X	X	X	X			X		X				
Sussex Academy of Arts & Sciences	X	X	X		X	X	X				X		
Sussex Montessori CS	X	X	X	X	X	X	X						
Thomas Edison CS	X	X	X	X	X	X	X	X	X				

# Appendix F

## Appendix F

### HB 198 Minimum Content Requirement Summary Tables: Reported by Districts 2023-2024

#### TABLE OF CONTENTS

The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	704
The significance of enslavement in the development of the American economy.	705
The relationship between white supremacy, racism, and American slavery.	706
The central role racism played in the Civil War.	707
How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	708
The contributions of Black people to American life, history, literature, economy, politics, and culture.	709
The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	710
Black figures in national history and in Delaware history.	711



**Minimum Content Requirement: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Levels												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD	X	X	X	X	X	X	X	X		X	X	X	X
Brandywine SD				X	X		X				X		X
Caesar Rodney SD	X				X		X			X	X	X	X
Cape Henlopen SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Capital SD		X	X	X	X	X	X				X		X
Christina SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Colonial SD	X	X	X	X	X	X	X	X	X	X			
Delmar SD						X	X	X	X			X	X
Indian River SD					X			X					
Lake Forest SD		X		X	X	X	X	X	X	X			
Laurel SD	X	X		X	X		X			X	X	X	
Milford SD					X		X			X			
NCC Vo-tech SD										X	X		X
Polytech SD										X	X	X	X
Red Clay SD	X	X		X	X		X				X		X
Seaford SD	X		X	X		X	X						X
Smyrna SD	X	X	X	X	X	X	X	X		X		X	X
Sussex Tech SD										X		X	
Woodbridge SD										X			

**Minimum Content Requirement: The significance of enslavement in the development of the American economy.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Levels												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD					X				X	X	X	X	X
Brandywine SD					X				X		X		X
Caesar Rodney SD				X	X		X			X	X	X	X
Cape Henlopen SD					X			X	X		X	X	X
Capital SD					X	X			X	X	X	X	X
Christina SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Colonial SD					X				X			X	
Delmar SD						X		X	X	X	X	X	
Indian River SD					X	X			X				
Lake Forest SD					X	X	X	X	X	X		X	
Laurel SD				X	X		X	X	X	X	X	X	X
Milford SD									X	X		X	
NCC Vo-tech SD										X		X	X
Polytech SD												X	X
Red Clay SD	X		X		X				X		X		X
Seaford SD		X		X	X				X	X			
Smyrna SD					X	X		X	X		X	X	
Sussex Tech SD										X	X	X	
Woodbridge SD		X	X									X	

**Minimum Content Requirement: The relationship between white supremacy, racism, and American slavery.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD					X			X			X	X	X
Brandywine SD					X				X		X		X
Caesar Rodney SD					X	X		X		X	X	X	X
Cape Henlopen SD								X	X	X	X	X	X
Capital SD				X	X	X	X		X		X	X	X
Christina SD	X					X		X	X	X	X	X	X
Colonial SD				X	X		X		X		X	X	X
Delmar SD							X		X			X	
Indian River SD					X				X	X		X	
Lake Forest SD									X	X		X	
Laurel SD	X	X	X		X	X	X		X	X		X	
Milford SD			X					X	X	X	X	X	
NCC Vo-tech SD										X	X	X	X
Polytech SD										X		X	
Red Clay SD			X		X	X		X	X		X		X
Seaford SD		X	X	X		X	X		X	X		X	X
Smyrna SD									X			X	
Sussex Tech SD										X	X	X	
Woodbridge SD			X			X		X	X			X	

**Minimum Content Requirement: The central role racism played in the Civil War.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD								X	X	X	X	X	X
Brandywine SD									X			X	X
Caesar Rodney SD						X			X	X		X	
Cape Henlopen SD								X	X	X	X	X	X
Capital SD						X			X	X	X	X	X
Christina SD	X							X	X	X	X	X	X
Colonial SD			X						X				
Delmar SD									X			X	
Indian River SD									X				
Lake Forest SD					X	X			X			X	
Laurel SD	X						X	X		X		X	
Milford SD						X		X	X	X		X	
NCC Vo-tech SD												X	
Polytech SD												X	X
Red Clay SD			X	X					X				X
Seaford SD		X		X	X				X			X	
Smyrna SD						X			X			X	
Sussex Tech SD											X	X	
Woodbridge SD		X					X		X				

**Minimum Content Requirement: How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD				X				X	X	X	X	X	X
Brandywine SD					X	X		X	X	X		X	X
Caesar Rodney SD			X			X	X	X	X	X	X	X	X
Cape Henlopen SD					X	X		X	X	X	X	X	X
Capital SD	X	X		X	X	X	X	X	X	X	X	X	X
Christina SD	X		X	X	X			X	X	X	X	X	X
Colonial SD					X			X	X	X		X	
Delmar SD							X	X	X	X		X	X
Indian River SD					X			X	X	X		X	
Lake Forest SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Laurel SD	X				X	X	X	X	X	X	X	X	X
Milford SD					X	X		X		X	X	X	X
NCC Vo-tech SD										X	X	X	X
Polytech SD										X	X	X	X
Red Clay SD	X		X	X	X	X		X	X	X		X	X
Seaford SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Smyrna SD	X	X	X	X	X	X		X	X	X	X	X	
Sussex Tech SD											X	X	X
Woodbridge SD		X			X	X					X	X	

**Minimum Content Requirement: The contributions of Black people to American life, history, literature, economy, politics, and culture.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Level Implementations													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Appoquinimink SD	X	X	X	X	X	X		X	X	X	X	X	X	
Brandywine SD	X	X	X	X	X	X		X	X	X		X	X	
Caesar Rodney SD	X	X	X	X	X		X			X	X	X	X	
Cape Henlopen SD	X	X	X	X	X	X	X	X	X	X	X	X	X	
Capital SD	X	X	X	X	X	X	X	X	X	X	X	X	X	
Christina SD	X	X	X	X	X	X	X	X	X	X	X	X	X	
Colonial SD	X	X	X	X	X	X	X	X	X	X	X	X	X	
Delmar SD							X	X	X	X			X	X
Indian River SD	X			X	X	X	X	X	X	X	X	X	X	
Lake Forest SD	X	X	X	X	X	X	X	X	X	X	X	X	X	
Laurel SD	X	X	X	X	X	X	X	X	X	X	X	X	X	
Milford SD	X	X	X	X	X	X	X	X	X		X	X	X	
NCC Vo-tech SD										X	X	X	X	
Polytech SD										X	X	X	X	
Red Clay SD	X	X	X	X	X	X	X	X	X	X	X	X	X	
Seaford SD	X	X	X	X	X	X	X	X	X	X	X	X		
Smyrna SD	X	X	X	X	X	X	X	X	X	X	X	X	X	
Sussex Tech SD										X	X	X		
Woodbridge SD	X	X		X	X		X	X			X	X		

**Minimum Content Requirement: The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD			X	X	X	X		X	X	X	X	X	X
Brandywine SD			X	X	X	X		X	X	X		X	X
Caesar Rodney SD	X	X		X		X		X	X	X	X	X	X
Cape Henlopen SD					X	X		X	X	X	X	X	X
Capital SD			X	X		X	X	X	X	X	X	X	X
Christina SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Colonial SD		X	X	X	X	X	X	X	X	X	X	X	X
Delmar SD						X	X		X	X	X	X	
Indian River SD		X	X	X		X		X	X	X		X	
Lake Forest SD			X		X	X	X	X	X	X	X	X	X
Laurel SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Milford SD		X	X	X	X			X	X	X	X	X	X
NCC Vo-tech SD										X		X	X
Polytech SD										X	X	X	X
Red Clay SD	X		X	X	X	X		X	X	X		X	X
Seaford SD	X	X	X	X	X	X	X	X	X	X	X	X	
Smyrna SD	X	X	X	X	X	X		X	X	X	X	X	
Sussex Tech SD										X	X	X	X
Woodbridge SD	X	X	X	X		X		X	X	X		X	

**Minimum Content Requirement: Black figures in national history and in Delaware history.**



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD	X	X	X	X	X	X		X	X	X	X	X	X
Brandywine SD	X	X	X	X	X	X		X	X	X		X	X
Caesar Rodney SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Cape Henlopen SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Capital SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Christina SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Colonial SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Delmar SD						X	X	X	X	X	X	X	
Indian River SD	X	X	X	X	X			X	X			X	
Lake Forest SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Laurel SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Milford SD	X	X	X	X	X	X	X		X		X	X	
NCC Vo-tech SD										X		X	
Polytech SD										X	X	X	X
Red Clay SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Seaford SD	X	X	X	X	X	X	X	X	X	X		X	
Smyrna SD	X	X	X	X	X	X		X	X	X	X	X	X
Sussex Tech SD											X	X	X
Woodbridge SD	X		X		X	X		X			X	X	X