

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

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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"> 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.
1	Music	<ul style="list-style-type: none"> 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.
2	Music	<ul style="list-style-type: none"> 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.
3	ELA, Music	<ul style="list-style-type: none"> Cultural folktales used to identify character traits and the moral - <u>Mufaro's Beautiful Daughters</u> and various folktales from Africa. 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. Students learn about the different instruments used in African drumming. Students then use djembes to play along with different folk songs.
4	Math, SS, Music	<ul style="list-style-type: none"> Lesson on symmetry using African masks - Students will create an African tribal mask using symmetrical images throughout. Plan to complete the SSCD/DOE model lesson " Ways of Thinking About People and Places in the Past" (4th grade) U2, L1 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. Students learn about the different instruments used in African drumming. Students then use djembes to play along with different folk songs.
5	Music	<ul style="list-style-type: none"> 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. Students learn about the different instruments used in African drumming. Students then use djembes to play along with different folk songs.
6	SS	<ul style="list-style-type: none"> SSCD/DOE model lesson: "Conflict in Sub-Saharan Africa"
8	STEM	<ul style="list-style-type: none"> Explore early scientific contributions made by Black people.
9	STEM	<ul style="list-style-type: none"> Scientific and Engineering contributions by Black Americans.
10	English	<ul style="list-style-type: none"> Students have the option to read "Things Fall Apart" by Chinua Achebe and analyze themes surrounding pre-colonial life in Nigeria.
12	AP World	<ul style="list-style-type: none"> Students read primary sources from Moroccan explorer Ibn Battuta

	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"> • 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. • 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.
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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"> • SSCD/DOE model lessons from Unit 4: Enslavement, Lessons 1-6
5	ELA, SS	<ul style="list-style-type: none"> • Read <u>Chains</u> by Laurie Halse Anderson. Will complete writing prompts and reflections. Students will also have literature circle discussions. • Examine the role of slavery during the American Revolution and formation of the United States.
7	SS	<ul style="list-style-type: none"> • 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?
8	SS	<ul style="list-style-type: none"> • 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. • 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).
9	Theatre	<ul style="list-style-type: none"> • 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.
11	Honors US History, AP US History, Theatre	<ul style="list-style-type: none"> • 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. • 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. • Students read several textbook chapters discussing slavery in early America and then take a quiz on the topic. • Treatment of Tituba in Arthur Miller's "The Crucible."

12	Theatre	<ul style="list-style-type: none"> 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.
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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"> 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.
4	ELA	<ul style="list-style-type: none"> 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.
5	ELA	<ul style="list-style-type: none"> Read <u>Chains</u> by Laurie Halse Anderson. Will complete writing prompts and reflections. Students will also have literature circle discussions.
6	ELA	<ul style="list-style-type: none"> Read <u>Fever</u> by Laurie Halse Anderson. Will complete writing prompts and reflections as well as have classroom discussions.
7	SS	<ul style="list-style-type: none"> 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.
11	Honors US History, AP US History	<ul style="list-style-type: none"> Students create a timeline of black civil rights progress using primary source documents. The timeline begins with Reconstruction up until the 1940s. Students read several textbook chapters discussing slavery in early America and then take a quiz on the topic.
12	Theatre, Honors World Literature	<ul style="list-style-type: none"> A study of the musical Showboat and its depiction of racial topics including slavery, miscegenation, and more. 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.

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"> 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.
5	SS	<ul style="list-style-type: none"> Implement unit on the Civil War, including causes, effects, and

		events that directly affected African Americans.
8	SS	<ul style="list-style-type: none"> Expansion of American Slavery in Antebellum America. <ul style="list-style-type: none"> - Growing political conflict over slavery leading to secession. - Slavery as the central cause of the Civil War. - Resistance of slavery nationally and within DE (analyze runaway ads from DE) Speaker Presentation - Speaker (Kathy Trusty) on African Americans in the Civil War.
11	Honors US History, AP US History	<ul style="list-style-type: none"> Students create a timeline of black civil rights progress using primary source documents. The timeline begins with Reconstruction up until the 1940s. Students read a textbook chapter discussing the role of slavery in causing the Civil War. They then take a quiz on the topic. Students engage in a lesson analyzing numerous primary source documents about the causes 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
2	ELA	<ul style="list-style-type: none"> 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.
3	ELA, SS	<ul style="list-style-type: none"> 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.
4	ELA, SS	<ul style="list-style-type: none"> Who where why Rosa Parks? DRC lesson Unit 1, Lesson 8 Martin Luther King, Jr. and his relationship to civil rights non-fiction reading and written response <u>Martin's Big Words</u> social studies activity
6	ELA	<ul style="list-style-type: none"> Read <u>Fever</u> by Laurie Halse Anderson. Will complete writing prompts and reflections as well as have classroom discussions.
7	SS	<ul style="list-style-type: none"> Restrictions on Minorities; Voting Restrictions (Literacy Test, Poll Tax); Jim Crow Laws (where, when, why).
8	SS	<ul style="list-style-type: none"> Changes that resulted in the early emergence of sectionalism and the role of African Americans in these changes. Appoquinimink Meeting House field trip and presentation - Delaware's role in the Underground Railroad and slave refuge.
9	Theatre	<ul style="list-style-type: none"> 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>.

11	Honors US History, AP US History, Theatre	<ul style="list-style-type: none"> • 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. • Students create a timeline of black civil rights progress using primary source documents. The timeline begins with Reconstruction up until the 1940s. • 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. • 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. • Students engage in a DBQ about Michelle Alexander's New Jim Crow. • Students read several textbook chapters discussing Jim Crow throughout American history and then take quizzes on the subject. • Students analyze a primary source discussing the causes of Chicago's 1919 riot. Northern residential segregation is identified as a major underlying cause. • 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.
12	Honors World Literature	<ul style="list-style-type: none"> • 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.

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"> • 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. • Students learn about the quiltmaker Faith Ringgold and they listen to the read aloud <u>Tar Beach</u>. Students make an "about me" quilt.
1	ELA, Art	<ul style="list-style-type: none"> • 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. • Students learn about the quiltmaker Faith Ringgold and they listen to the read aloud <u>Tar Beach</u>. Students make an "about me" quilt.
2	ELA, Art	<ul style="list-style-type: none"> • African American Musician Unit - focusing on contributions to musical history - Jazz, Scat, Rhythm and Blues. <u>When Louis Armstrong Taught me to Scat</u>, <u>Little People Big Dreams</u>, <u>Readworks Nat King Cole</u>, <u>My Itty Bitty Bio Stevie Wonder</u>. • <u>Brave Bessie</u> - First African American pilot - Read and discuss the text. Write a written response and answer comprehension questions.

		<ul style="list-style-type: none"> ● <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. ● 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.
3	SS, ELA, Art	<ul style="list-style-type: none"> ● We read a chapter in Social Studies about the elements of different cultures - language, clothing, food, etc. Students present about their own cultures. ● 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. ● Introduce students to African American music during the Great Depression: Big Band/Jazz to compliment <u>Bud, Not Buddy</u>. ● 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.
4	ELA, SS, Math, Art	<ul style="list-style-type: none"> ● Students read short biographies about contributions of Black people in America and complete a short research project. Living History Museum. ● SSCD/DOE model lesson "What is History and Why Learn It?" U1, L1 ● SSCD/DOE model lesson "Using Timelines to Analyze Change Over Time" U1, L7 ● 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. ● 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.
5	Math, SEL, Art	<ul style="list-style-type: none"> ● Educate/inform students about John Urschel; Mathematician/NFL Football player/American Author, and his success. ● 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. ● 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.
6	ELA, Art, Music	<ul style="list-style-type: none"> ● Implement the "Unsung Heroes Project" where students research the influence of Black people to American life & history. ● 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.

		<ul style="list-style-type: none"> ● 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.
7	ELA, SS, STEM, Business Ed, Art, Music	<ul style="list-style-type: none"> ● Literature circle books (e.g. Kwame Alexander, Jason Reynolds) read in ELA. ● 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. ● 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. ● Watch a video on Coltrane Curtis who founded a marketing and branding agency and promotes diversity in his teams. ● Students research black engineers and their contributions. ● 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. ● 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.
8	STEM, Art, Music, Sci, SS	<ul style="list-style-type: none"> ● Students research Black engineers and their contributions. ● 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. ● 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. ● 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.

		<ul style="list-style-type: none"> • 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.).
9	Sci, Theatre, Engineering, Civics, Dance	<ul style="list-style-type: none"> • Students watch videos discussing science that show representation from all backgrounds (e.g. Neil Degrasse Tyson). • Students watch and discuss the Whitney Houston produced and led production of Cinderella. Students discuss the changes in traditional casting, costuming, etc. • 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. • Students do research and presentations on the history of technology that include African American inventors of technology. • 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. • Students learn dance moves and choreography from the 90's and the influence of Black culture.
10	Biology, Theatre, AP Computer Sci	<ul style="list-style-type: none"> • Students watch videos discussing science that show representation from all backgrounds (E.g. Neil Degrasse Tyson). • 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. • Students watch videos discussing computer science that show representation from all backgrounds (Code.org).
11	Sci, Honors US History, English, AP US History, Theatre, Visual Art, AP Computer Science	<ul style="list-style-type: none"> • 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. • Students produce a final unit podcast on a topic of their choice, including contributions of Black people to American life. • 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. • 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. • 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. • Students research and present on BIPOC playwrights including August Wilson, Lorraine Hansberry, Dominique Morisseau, Lynn Nottage, and more.

		<ul style="list-style-type: none"> • 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. • Students watch videos discussing computer science that show representation from all backgrounds (Code.org).
12	Physics, Theatre	<ul style="list-style-type: none"> • Students watch videos discussing science that show representation from all backgrounds. • Study of major performers and shows in American musical theatre, from Bojangles Robinson and Moms Mabley to Tina Turner and MJ musicals.

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"> • 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. • We read a historical fiction story called <u>Uncle Jed's Barbershop</u> about an entrepreneur during the Great Depression.
5	SEL	<ul style="list-style-type: none"> • 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.
6	ELA	<ul style="list-style-type: none"> • Read <u>Fever</u> by Laurie Halse Anderson. Will complete writing prompts and reflections as well as have classroom discussions. • Pre-Reading Activity for Fever 1793 - "Philadelphia - The Great Experiment" - ABC News https://youtu.be/P7L5ollfYcl
7	SS	<ul style="list-style-type: none"> • Restrictions on Minorities; Voting Restrictions (Literacy Test, Poll Tax); Jim Crow Laws (where, when, why). • Civil Rights Movement figures and impacts (Ruby Bridges, Martin Luther King Jr.).
8	SS	<ul style="list-style-type: none"> • Growth of reform movements such as Abolition. • Emancipation Proclamation and its effects. • Changes that resulted from the passage of the 13th, 14th and 15th amendments. • Emergence of Jim Crow and its effects.
9	English	<ul style="list-style-type: none"> • 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. • 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.
10	Economics	<ul style="list-style-type: none"> • Students will be able to explain through an essay how housing

		discrimination has directly impacted the Black community through intentional discrimination.
11	Honors US History, Theatre	<ul style="list-style-type: none"> • 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. • 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. • Done through a study of plays and playwrights depicting the shared experience of Black people in America.
12	Theatre, Honors World Literature	<ul style="list-style-type: none"> • 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. • 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.

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"> • Students listen to read alouds and research Dr. Martin Luther King, Jr. and discuss. Students complete writings and crafts identifying Dr. King's contributions.
1	ELA	<ul style="list-style-type: none"> • 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.
2	ELA	<ul style="list-style-type: none"> • African American Unit - I am Harriet Tubman - Discuss the stops of the Underground Railroad located in Delaware.
3	ELA, SS	<ul style="list-style-type: none"> • 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.
4	SS	<ul style="list-style-type: none"> • SSCD/DOE model lesson "What is History and Why Learn It?" U1, L7 • SSCD/DOE model lesson "Why and Where Rosa Parks" U1, L11
5	SCI, ELA	<ul style="list-style-type: none"> • Examine notable African American scientists, and if possible, observe/recreate their contributions. • 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.
6	ELA	<ul style="list-style-type: none"> • Students develop a slideshow and give an oral presentation on famous Black Americans.

7	SS	<ul style="list-style-type: none"> ● Civil Rights Movement figures and impacts (Ruby Bridges, Martin Luther King Jr.). ● 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.
8	SS	<ul style="list-style-type: none"> ● Resistance of slavery nationally and within DE (analyze runaway ads from DE). ● Speaker Presentation - Speaker (Kathy Trusty) on African Americans in the Civil War including Delaware's role. ● Appoquinimink Meeting House field trip and presentation - Delaware's role in the Underground Railroad and slave refuge.
11	Honors US History	<ul style="list-style-type: none"> ● Students engage in a Socratic Seminar comparing/contrasting the ideas of Malcolm X with Martin Luther King. ● 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). ● Students produce a final unit podcast on a topic of their choice, including Delaware Black American History.
12	Theatre	<ul style="list-style-type: none"> ● 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.

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