

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

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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.

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.

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"> 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. Read from writings of Fredrick Douglass Examine the dresses of Elizabeth Keckly 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	Constitution- Three-Fifths Compromise and Voting Rights, Debate over Slavery and the Civil War 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>AP class lessons only (Due to class covering 1200-present):</p> <ul style="list-style-type: none"> ● The development of State Building in Africa, with emphasis on : <ul style="list-style-type: none"> ○ Ghana ○ Great Zimbabwe ○ Ethiopia ○ Housa Kingdoms ○ Mali ● These state systems demonstrated continuity, innovation, and diversity. Case Study: Great Zimbabwe and Ethiopia ● The evolution of Slavery as a social and economic system. ● Comparison of African enslavement and European enslavement ● Role of Women in African society. ● The development of Networks of Exchange. The impact of the Trans-Saharan Trade Routes. ● The cultural diffusion of religion, architectural styles, technology such as guns and gunpowder. ● West Africa in the Global Medieval World. <p>Solely AP Class Resources(Due to class covering 1200-present):</p> <ul style="list-style-type: none"> ● College Board’s AP Classroom curricular digital videos and primary/secondary resources ● College Board lessons from Educator access (lesson plans, unit curricular resources) ● Various Ted Talk videos and lessons. ● Crash Course Videos (World History I, World History II, European History, Black American History seasons) ● Time-Life Ancient Civilizations Series ● Heimler’s History video series (World History Reviews: Units 1-4 and 7) ● Primary and Secondary source materials from AMSCO digital edition ● Various National Geographic Articles ● Selected readings from the journals of Ibn Battuta ● PBS Series: <i>Africa’s Great Civilization</i> ● Stanford History Education Group (SHEG) lessons ● Freemanpedia Unit Reviews ● <i>DBQ Project</i> ● Reading Selections from <i>The History of the World in Six Glasses</i>. <p><u>Textbooks:</u></p> <ul style="list-style-type: none"> ● (AP) <i>The Earth and Its Peoples</i> ● (AP) <i>World Civilizations: Sources, Images, and Interpretations...Compilation of both Primary and Secondary sources</i>

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"> ● The roles of African Americans during the evolution from thirteen colonies in America to independence as a nation ● Why enslaved Africans were brought to the English colonies in the South <p>CKLA Domain 10: A New Nation, American Independence CKHG Unit 7: Early Explorers and Settlers CKHG Unit 8: From Colonies to Independence</p>
2	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> ● US Civil War ● When Europeans began to settle in what became the United States, they soon brought Africans to work as slaves there ● There were disagreements about slavery between people living in the Northern states and people living in the Southern states ● Slaves were enslaved in areas where plantations with specific climates and landforms that allowed for successful farming ● The role of Harriet Beecher Stowe and her book in changing Americans' views about slavery ● Harriet Tubman was and her role in the Underground Railroad ● Emancipation Proclamation <p>CKLA Domain 9: US Civil War CKHG Unit 9: US Civil War CKHG Unit 11: Civil Rights Leaders</p> <p>Read Alouds:</p> <ul style="list-style-type: none"> ● Aunt Harriet's Underground Railroad in the Sky ● Henry's Freedom Box ● When Harriet Met Sojourner ● Show Way ● Words Set Me Free ● Sojourner Truth's Step-Stomp Stride ● Almost to Freedom ● My Rows and Piles of Coins ● Martin's Big Words ● The Power of Her Pen
3	Social Studies	<ul style="list-style-type: none"> ● Triangle Trade ● Enslaved Workers ● Middle Passage ● American Economy ● Cash Crops/ Plantations ● Greed of plantation owners ● Southern colonies economy ● North: could work off debt (indentured servants) ● South: enslaved workers throughout generations <p>Resources</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"> ● causation ● change over time ● evidence ● point of view ● Rosa Parks - analyze historical accounts of her famous life event ● Enslavement in Delaware ● The year 1619 and its importance ● Trans Sahara trade and its effect on the Kingdoms of Ghana, Mali, and Songhai <p>Resources:</p> <ul style="list-style-type: none"> ● Unit 1, Lesson 1: What is history and why is it important? ● Unit 1, Lesson 11: Why and where was Rosa Parks? ● Unit 4, Lesson 3: Servants on Trial - The Case of John Punch, et al. ● Unit 4, Lesson 2: Enslavement in History ● Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom
5	Social Studies	<ul style="list-style-type: none"> ● Falling prices of cotton between 1850 - 1862 ● Price of human enslavement ● Pizarro's enslaved humans and how they impacted the helped the Spainards. ● Using enslaved Africans to replace indigenous people as the work force ● Triangle Trade ● Slavery in the Trans-Atlantic slave trade ● Importance of enslaved Africans in the development of Spanish, Portuguese, English, Dutch exploration and conquest of the Americas ● Enslaved humans in the development of USA through westward expansion ● The importance of the Stono Rebellion ● Slavery as a catalyst of the Civil War
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"> ● Sharecropping & Black Codes
10	US History (including AP, Honors, and CP)	AP Class lessons only (due to class covering 1607-present): <ul style="list-style-type: none"> ● Development of the American Slave Trade prior to the Revolution ● Pueblo System and the encomienda system ● Evolution of the Slavery as a social and economic system

- 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, 9981, 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"> ● 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 6-10) 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 ● Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level) ● Resources from UD’s Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s ● 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 ● Digital Resources and secondary sources from JSTOR and EBSCOhost ● Textbook: <i>American Pageant</i> (AP), <i>The Americans</i> (H / CP) ● 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> ● 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>)
11	World History (including AP, Honors, and CP)	<p>Lessons used in All World History Courses:</p> <ul style="list-style-type: none"> ● The impact of the Columbian Exchange on Africa and its environment. (the exchange of peoples, plants, animals, diseases, and technologies) ● The Development of Maritime Empires. ● The expansion fostered the growth of states in Africa such as Asante and the Kingdom of the Congo. ● Demographic changes to Africa that resulted from the trade of enslaved persons. <p>Resources used in All World History Classes:</p> <ul style="list-style-type: none"> ● Various Ted Talk videos and lessons. ● Crash Course Videos (World History I, World History II, ● Heimler’s History video series (World History Reviews: Units 1-4 and 7) ● Primary and Secondary source materials from AMSCO digital edition ● Various National Geographic Articles ● Selected readings from the journals of Ibn Battuta ● PBS Series: <i>Africa’s Great Civilization</i> ● Stanford History Education Group (SHEG) lessons ● Freemanpedia Unit Reviews ● <i>DBQ Project</i> ● Reading Selections from <i>The History of the World in Six Glasses</i>.

		<ul style="list-style-type: none"> Lessons in World History organized chronologically <p>AP Textbook:</p> <ul style="list-style-type: none"> <i>World Civilizations: Sources, Images, and Interpretations...Compilation of both Primary and Secondary sources</i> <i>The Earth and Its Peoples</i> <p>Honors/CP Textbook: <i>Modern World History: Patterns of Interaction</i></p>
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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"> The roles of African Americans during the evolution from thirteen colonies in America to independence as a nation Why enslaved Africans were brought to the English colonies in the South <p>CKLA Domain 10: A New Nation, American Independence CKHG Unit 7: Early Explorers and Settlers CKHG Unit 8: From Colonies to Independence</p>
2	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> US Civil War When Europeans began to settle in what became the United States, they soon brought Africans to work as slaves there There were disagreements about slavery between people living in the Northern states and people living in the Southern states Slaves were enslaved in areas where plantations with specific climates and landforms that allowed for successful farming The role of Harriet Beecher Stowe and her book in changing Americans' views about slavery Harriet Tubman was and her role in the Underground Railroad Emancipation Proclamation <p>CKLA Domain 9: US Civil War CKHG Unit 9: US Civil War CKHG Unit 11: Civil Rights Leaders</p>
4	Social Studies	<ul style="list-style-type: none"> cause/effect change over time resistance different accounts of the same event timelines analyzing historical conclusions slavery/indentured servants slaves resisting enslavement
5	Social Studies	<p>Economics 2a: Researching formerly enslaved, African Americans journey after slavery.</p> <ul style="list-style-type: none"> Paul Cuffee Anthony Johnson

		<ul style="list-style-type: none"> ● William Ellison Jr. ● Antoine Dubuclet ● Robert Gordon ● Samuel T. Wilcox ● Mary Ellen Pleasant ● Hannah Elias ● Mary Church Terrell <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"> ● Freedman's Savings and Trust Company <p>Economics 3a</p> <ul style="list-style-type: none"> ● Examination of how the Renaissance was built upon the labor of enslaved Africans, the native Americans, and the riches of the New World. ● Understanding how the flow of goods moved through the Triangle trade. ● The production of sugar, cotton and tobacco by enslaved Africans
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 st Century
8	Social Studies	Reconstruction & Segregation <ul style="list-style-type: none"> ● Sharecropping & Black Codes
10	US History (including AP, Honors, and CP)	<p>AP Class lessons only (due to class covering 1607-present):</p> <ul style="list-style-type: none"> ● Development of the American Slave Trade prior to the Revolution ● Pueblo System and the encomienda system ● Evolution of the Slavery as a social and economic system ● Discussions about slavery by the Founding Fathers @ the Second Continental Congress and the Constitutional Convention ● 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) ● Second Great Awakening (Abolitionist movement) ● Case study on Garrison's and Douglass's views about how to end slavery <hr/> <p>Lessons used in All US History Courses:</p> <ul style="list-style-type: none"> ● Reconstruction and rise of segregation (results of the 13th, 14th, 15th amendment; life during Reconstruction; redeemer policies; <i>Plessy</i> Decision; Jim Crow laws) ● Debates within the African-American community about segregation and reactions to lynchings in the Progressive Era (duBois, Washington, Wells) ● The Great Migration and the consequences of movement within the South and urban areas <ul style="list-style-type: none"> ○ Positive consequences: Harlem Renaissance (writings, art, music)

		<ul style="list-style-type: none"> ○ 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, 9981, 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 <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) ● 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) ● Conservative Revolution era (focus on policing and results of “hard on crime” politics; cultural evolution and wider cultural acceptance in music, television, and film) <p>Solely AP Class Resources (due to class covering 1607-present):</p> <ul style="list-style-type: none"> ● 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: <i>American Pageant</i> <p style="text-align: center;">-----</p> <p>Resources used in All US History Classes:</p> <ul style="list-style-type: none"> ● 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 6-10) 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 ● Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level) ● Resources from the ● Resources from UD’s Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s
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		<ul style="list-style-type: none"> ● 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 ● Digital Resources and secondary sources from JSTOR and EBSCOhost ● Textbook: <i>American Pageant</i> (AP), <i>The Americans</i> (H / CP) ● 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> ● 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>)
12	Psychology (AP and Honors)	<p>Topics:</p> <ul style="list-style-type: none"> ● Learned helplessness and systemic racism (AP) ● Drapetomania during the Civil War (AP) ● Stereotype threat (AP) ● There are positive and negative stereotypes, but there are no "good" stereotypes (AP) ● Superordinate goals ● Prejudice, discrimination, ingroup/outgroup bias, racism. <p>Resources:</p> <ul style="list-style-type: none"> ● College Board's AP Classroom curricular digital videos and primary/secondary resources ● College Board lessons from Educator access (lesson plans, unit curricular resources for Psychology) ● AP textbook: <i>Myers Psychology for AP</i> (2nd Edition) ● Textbooks for Psych elective classes: <i>Understanding Psychology</i> and <i>Sociology and You</i> ● Case studies/surveys (i.e. the Doll Study by Kenneth and Mamie Clark, Martin Seligmann, Sir Francis Galton, Claude Steele) <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"> ● US Civil War ● There were disagreements about slavery between people living in the Northern states and people living in the Southern states ● The role of Harriet Beecher Stowe and her book in changing Americans' views about slavery <p>CKLA Domain 9: US Civil War CKHG Unit 9: US Civil War</p>
5	Social Studies	<ul style="list-style-type: none"> ● Black Codes and Jim Crow era laws ● Denial of education for enslaved people ● Laws keeping freedmen and enslaved people apart

		<ul style="list-style-type: none"> Physical and emotional abuse USA refusal to allow enslaved humans directly from Africa to enter the USA to reduce uprising Stono Rebellion The North's delay in allowing freedmen the right to fight <p>Resources</p> <ul style="list-style-type: none"> Core Knowledge TedEd Discovery Education <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 & Segregation</p> <ul style="list-style-type: none"> Sharecropping & Black Codes
10	US History (including AP, Honors, and CP)	<p>AP Class lessons only (due to class covering 1607-present):</p> <ul style="list-style-type: none"> Evolution of the Slavery as a social and economic system Discussions about slavery by the Founding Fathers @ the Second Continental Congress and the Constitutional Convention 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) Missouri Compromise Second Great Awakening (Abolitionist movement) 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, <i>Dred Scott</i> decision, Bleeding Kansas, John Brown's Raid <hr/> <p>Lessons used in All US History Courses (limited due to taking place outside the time period of the course):</p> <ul style="list-style-type: none"> Reconstruction and rise of segregation (results of the 13th, 14th, 15th amendment; life during Reconstruction; redeemer policies; <i>Plessy</i> Decision; Jim Crow laws) Debates within the African-American community about segregation and reactions to lynchings in the Progressive Era (duBois, Washington, Wells) <p>Solely AP Class Resources (due to class covering 1607-present):</p> <ul style="list-style-type: none"> 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)

		<ul style="list-style-type: none"> ● 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: <i>American Pageant</i> <p style="text-align: center;">-----</p> <p>Resources used in All US History Classes:</p> <ul style="list-style-type: none"> ● 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 6-10) 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 ● Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level) ● Resources from the ● Resources from UD’s Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s ● 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 ● Digital Resources and secondary sources from JSTOR and EBSCOhost ● Textbook: <i>American Pageant</i> (AP), <i>The Americans</i> (H / CP) ● 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> ● 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>)
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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"> ● Civil Rights activists who fought to change the local, state and federal laws that perpetuated processes like segregation and discrimination <p>CKHG Unit 11: Civil Rights Leaders</p>
4	Social Studies	<ul style="list-style-type: none"> ● Explaining why there may be different accounts of the same event

		<ul style="list-style-type: none"> ● creating timelines ● drawing historical conclusions from source materials ● change over time ● cause/effect ● arranging events chronologically ● analyzing evidence and accounts of events ● slavery/indentured servants ● enslavement in history <p>Resources:</p> <ul style="list-style-type: none"> ● Unit 1, Lesson 1: What is history and why is it important? ● Unit 1, Lesson 11: Why and where was Rosa Parks? ● Unit 4, Lesson 3: Servants on Trial - The Case of John Punch, et al. ● Unit 4, Lesson 2: Enslavement in History ● Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom
5	Social Studies	<ul style="list-style-type: none"> ● Post Civil War Black Code ● Jim Crow Era Laws ● Violence against successful Black businesses ● Greenbook travel ● Poll taxes and voter intimidation ● Examples of African Americans fighting and winning against oppression ● Core knowledge ● NPR ● Discovery Education ● TedED
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>Federal vs State Powers (Constitution) Introduction of slavery to The colonies Civil Rights Movement</p> <p>Constitution- Three-Fifths Compromise and Voting Rights, Debate over Slavery and the Civil War Original draft of Declaration of Independence and slavery 13th-15th Amendments Civil Rights Movement Reconstruction</p>
8	Social Studies	<p>Reconstruction & segregation</p> <ul style="list-style-type: none"> ● Sharecropping & Black codes <p>Progressive Era</p>

		<ul style="list-style-type: none"> ● WWI ● Great Migration begins <p>1920's</p> <ul style="list-style-type: none"> ● A Philip Randolph ● Harlem Renaissance ● Tulsa Massacre ● Resurgence of the KKK <p>Great Depression</p> <ul style="list-style-type: none"> ● New Deal Programs <p>WWII</p> <ul style="list-style-type: none"> ● Tuskegee Airmen, Dorie Miller ● Great Migration - mobilization <p>Civil Rights Movement</p> <ul style="list-style-type: none"> ● Jackie Robinson ● Emmet Till ● Linda Brown, Thurgood Marshall, Louis Redding ● Rosa Parks, MLK, Malcolm X, Medgar Evers ● Little Rock Nine ● SNCC, SCLC, CORE, Black Panther Party, Freedom Riders ● GI Bill denial of services ● Redlining <p>Resources & Lessons</p> <ul style="list-style-type: none"> ● Radical Reconstruction ● Reconstruction SAC ● Booker T Washington & W.E.B DuBois ● Great Migration ● Langston Hughes sources ● Tulsa Massacre ● Chicago Race Riots ● Dorie Miller article ● portions of Lt. Col. George Hardy Interview ● Montgomery Bus Boycott ● Brown case didn't start how you think ● Little Rock Nine ● Great Society ● Crash Course videos ● EdPuzzle video sources ● The Century video series ● Selma, Lord, Selma
9	Civics and World Geography/AP	Civics lessons Include:

	<p>Geography</p>	<ul style="list-style-type: none"> ● Influence of Humanism on the Enlightenment and how the concept of the ‘Individual matters’ influenced later Abolitionists movements and Civil Rights. ● The absence of slavery in the Declaration of Independence and Constitution. ● Geography of the Constitution activity that discusses 3/5ths Compromise and the issue of Slavery in ratifying the Constitution. ● 13th-15th Amendments when discussing Voting Rights. ● Case Study: Nigeria (time permitting) Defend a recommendation for newly independent Nigeria ● 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... ● Voting Rights and Expansion of Voting Rights, Landmark Supreme Court Cases (Brown vs Board, Loving, etc.) ● Influence of Gerrymandering, redlining; segregation on Minorities ● 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) <p>Geography lessons Include: <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"> ● Discussion of Genocide/Ethnic Cleansing; ● Nigeria’s different ethnolinguistic groups ● Comparing South African apartheid and American segregation; ● Refugees (e.g. Eritrean Refugees and their adaptation to the US); ● Southwest Asia and Istanbul; ● Cultural Diffusion; ● China, Japan, India... ● Ethnicity vs Race vs. nationality; ● Effects of the slave trade ● Effects of Urbanization, “White Flight,” redlining, food deserts and food swamps esp. effects on Minorities; ● Spatial Inequality in Mexico City compared to US; ● Site and Situation using Delaware ● Land usage in the Amazon vs. the US (Brown fields etc.. effects on minorities); ● The Great Migration, Voluntary vs involuntary migration <p>Civics Resources Used for CP/Honors: 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>Geography Resources Used for CP/Honors: 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>
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		<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>Resources Used for AP GEO: 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>AP Class lessons only (due to class covering 1607-present):</p> <ul style="list-style-type: none"> ● Development of the American Slave Trade prior to the Revolution ● Pueblo System and the encomienda system ● Evolution of the Slavery as a social and economic system ● Haitian Revolution and impacts in the US (stricter slave codes) ● Second Great Awakening (Abolitionist movement) ● 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 <p>-----</p> <p>Lessons used in All US History Courses:</p> <ul style="list-style-type: none"> ● Reconstruction and rise of segregation (results of the 13th, 14th, 15th amendment; life during Reconstruction; redeemer policies; <i>Plessy</i> Decision; Jim Crow laws) ● 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, 9981, redlining in cities, access issues with GI Bill) ● 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) ● Conservative Revolution era (focus on policing and results of "hard on crime" politics; cultural evolution and wider cultural acceptance in music, television, and film) <p>Solely AP Class Resources (due to class covering 1607-present):</p> <ul style="list-style-type: none"> ● 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: <i>American Pageant</i> <p>-----</p>

		<p>Resources used in All US History Classes:</p> <ul style="list-style-type: none"> ● 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 6-10) 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 ● Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level) ● Resources from the ● Resources from UD’s Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s ● 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 ● Digital Resources and secondary sources from JSTOR and EBSCOhost ● Textbook: <i>American Pageant</i> (AP), <i>The Americans</i> (H / CP) ● 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> ● 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>)
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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"> ● Ruby Bridges ● Barack Obama ● Kamala Harris <p>CKHG Unit 4: Mount Rushmore Presidents</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"> ● Dr. Mae Jemison <p>Read Alouds: Mae Among the Stars</p>

2	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> ● Mary McLeod Bethune ● Jackie Robinson ● Rosa Parks ● Martin Luther King, Jr. ● Ethel L. Payne <p>CKLA Domain 9: US Civil War CKHG Unit 9: US Civil War CKHG Unit 11: Civil Rights Leaders</p> <p>Read Alouds:</p> <ul style="list-style-type: none"> ● Aunt Harriet's Underground Railroad in the Sky ● Henry's Freedom Box ● When Harriet Met Sojourner ● Show Way ● Words Set Me Free ● Sojourner Truth's Step-Stomp Stride ● Almost to Freedom ● My Rows and Piles of Coins ● Martin's Big Words ● The Power of Her Pen
3	Social Studies	<ul style="list-style-type: none"> ● Location of 13 colonies ● Exchange of goods in Triangle Trade ● North vs South geography and climate ● Enslaved workers were used to farm crops from their home countries (sweet potatoes, rice, etc.) <p><u>Resources</u></p> <ul style="list-style-type: none"> ● Core Knowledge curriculum ● Core Knowledge reader The Thirteen Colonies ● Mae Jemison Core Knowledge Biography ● CRE Read Alouds embedded throughout the year.
4	Social Studies	<ul style="list-style-type: none"> ● Using chronologies to explain change ● Carter Woodson, Sonia Sotomeyer ● Population of races living in Delaware ● African American migration <p>Resources:</p> <ul style="list-style-type: none"> ● Unit 1, Lesson 7: Using Chronologies to Explain Change Over Time ● Unit 1, L4: How and Why Should I Organize Things Chronologically? ● Unit 1, Lesson 7: Using Chronologies to Explain Change Over Time ● Unit 4, Lesson 4: The Middle Passage ● Unit 4, Lesson 5: Hidden History - Olaudah Equiano ● Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom ● Unit 5, Lesson 12: Onesimus and Smallpox ● ● Unit 1, Lesson 1: What is history and why is it important? ● Unit 1, Lesson 11: Why and where was Rosa Parks? ● Unit 4, Lesson 3: Servants on Trial - The Case of John Punch, et al.

		<ul style="list-style-type: none"> ● Unit 4, Lesson 2: Enslavement in History ● Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom
5	Social Studies	<ul style="list-style-type: none"> ● Slavery as a reason for westward expansion ● Delaware as a border state and the implications of runaway enslaved people ● Underground railroad - Harriet Tubman, Frederick Douglass, Elizabeth Keckly, William Still and Fugitive Slave Law. <p>Resources</p> <ul style="list-style-type: none"> ● Geography 3a. Students construct large maps highlighting Delaware in the USA. ● Use maps and mapping skills on the weekly checkin's. <p>Geography 4a</p> <ul style="list-style-type: none"> ● Underground railroad - Harriet Tubman, Frederick Douglass, Elizabeth Keckly, William Still and Fugitive Slave Law. ● Cotton vs Textile Industry ● labor, land, and credit <p>Resources:</p> <ul style="list-style-type: none"> ● Core Knowledge Curriculum chapter (● Select videos from sources such as Discovery Education and YouTube ● National Geographic ● Real cotton ● BrainPop <p>Economics 1b: Research how enslaved people</p> <ul style="list-style-type: none"> ● Demand for enslaved people grew as the sugar and cotton industries grew. ● High price for cotton in the 1860's ● Examples of African Americans in business: <p>Resources:</p> <ul style="list-style-type: none"> ● Wikipedia ● Simple Wikipedia ● Discovery Education <p>Economics 2a: Researching formerly enslaved, African Americans journey after slavery.</p> <ul style="list-style-type: none"> ● Paul Cuffee ● Anthony Johnson ● William Ellison Jr. ● Antoine Dubuclet ● Robert Gordon ● Samuel T. Wilcox ● Mary Ellen Pleasant ● Hannah Elias ● Mary Church Terrell <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"> ● Freedman's Savings and Trust Company <p>Resources:</p> <ul style="list-style-type: none"> ● First person accounts ● UDLibSearch Tools ● <u>State and Federal historical Websites</u> ● <u>National Archives</u>
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 & segregation</p> <ul style="list-style-type: none"> ● Sharecropping & Black codes <p>Progressive Era</p> <p>WWI</p> <ul style="list-style-type: none"> ● Great Migration begins <p>1920's</p> <ul style="list-style-type: none"> ● A Philip Randolph ● Harlem Renaissance ● Tulsa Massacre ● Resurgence of the KKK <p>Great Depression</p> <ul style="list-style-type: none"> ● New Deal Programs <p>WWII</p> <ul style="list-style-type: none"> ● Tuskegee Airmen, Dorie Miller ● Great Migration - mobilization <p>Civil Rights Movement</p> <ul style="list-style-type: none"> ● Jackie Robinson ● Emmet Till ● Linda Brown, Thurgood Marshall, Louis Redding ● Rosa Parks, MLK, Malcolm X, Medgar Evers ● Little Rock Nine ● SNCC, SCLC, CORE, Black Panther Party, Freedom Riders ● GI Bill denial of services ● Redlining <p>Radical Reconstruction</p> <p>Reconstruction SAC</p> <p>Booker T Washington & W.E.B DuBois</p>

		<p>Great Migration Langston Hughes sources Tulsa Massacre Chicago Race Riots Dorie Miller article portions of Lt. Col. George Hardy Interview Montgomery Bus Boycott Brown case didn't start how you think Little Rock Nine Great Society</p> <p>Crash Course videos EdPuzzle video sources The Century video series Selma, Lord, Selma</p>
9	Civics and World Geography/AP Geography	<p>Civics lessons Include:</p> <ul style="list-style-type: none"> ● Influence of Humanism on the Enlightenment and how the concept of the ‘Individual matters’ influenced later Abolitionists movements and Civil Rights. ● The absence of slavery in the Declaration of Independence and Constitution. ● Geography of the Constitution activity that discusses 3/5ths Compromise and the issue of Slavery in ratifying the Constitution. ● 13th-15th Amendments when discussing Voting Rights. ● Case Study: Nigeria (time permitting) Defend a recommendation for newly independent Nigeria ● 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... ● Voting Rights and Expansion of Voting Rights, Landmark Supreme Court Cases (Brown vs Board, Loving, etc.) ● Influence of Gerrymandering, redlining; segregation on Minorities ● 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) <p>Geography lessons Include: <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"> ● Discussion of Genocide/Ethnic Cleansing; ● Nigeria’s different ethnolinguistic groups ● Comparing South African apartheid and American segregation; ● Refugees (e.g. Eritrean Refugees and their adaptation to the US); ● Southwest Asia and Istanbul; ● Cultural Diffusion;

		<ul style="list-style-type: none"> ● China, Japan, India... ● Ethnicity vs Race vs. nationality; ● Effects of the slave trade ● Effects of Urbanization, “White Flight,” redlining, food deserts and food swamps esp. effects on Minorities; ● Spatial Inequality in Mexico City compared to US; ● Site and Situation using Delaware ● Land usage in the Amazon vs. the US (Brown fields etc.. effects on minorities); ● The Great Migration, Voluntary vs involuntary migration <p>Civics Resources Used for CP/Honors: 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>Geography Resources Used for CP/Honors: 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>Resources Used for AP GEO: 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>AP Class lessons only (due to class covering 1607-present):</p> <ul style="list-style-type: none"> ● 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) ● Second Great Awakening (Abolitionist movement) ● 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, <i>Dred Scott</i> decision, Bleeding Kansas, John Brown’s Raid <hr style="border-top: 1px dashed black;"/> <p>Lessons used in All US History Courses:</p> <ul style="list-style-type: none"> ● Reconstruction and rise of segregation (results of the 13th, 14th, 15th amendment; life during Reconstruction; redeemer policies; <i>Plessy</i> Decision; Jim Crow laws) ● Debates within the African-American community about segregation and reactions to lynchings in the Progressive Era (duBois, Washington, Wells) ● 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
- 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)

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:

- 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 6-10) 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
- Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level)
- Resources from the
- Resources from UD's Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s
- 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
- Digital Resources and secondary sources from JSTOR and EBSCOhost
- Textbook: *American Pageant* (AP), *The Americans* (H / CP)
- Additional readings from *Give Me Liberty*, *The American Yawp*, *A People's History of the United States*, *Don't Know Much About*

		<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"> • 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>)
11	World History (Including AP, Honors, CP)	<p>All World History Classes</p> <ul style="list-style-type: none"> • Role of African Americans in WWI and WWII. • Discussions on genocide <p>Resources used in All World History Classes:</p> <ul style="list-style-type: none"> • Various Ted Talk videos and lessons. • Crash Course Videos (World History I, World History II, • Heimler's History video series (World History Reviews: Units 1-4 and 7-8) • Primary and Secondary source materials from AMSCO digital edition • Various National Geographic Articles • PBS Series: <i>World War I and World War II</i> • Stanford History Education Group (SHEG) lessons • Freemanpedia Unit Reviews • <i>DBQ Project</i> . • Lessons in World History organized chronologically <p>AP Textbook:</p> <ul style="list-style-type: none"> • <i>World Civilizations: Sources, Images, and Interpretations...Compilation of both Primary and Secondary sources</i> • <i>The Earth and Its Peoples</i> <p>Honors/CP Textbook: <i>Modern World History: Patterns of Interaction</i></p>
12	Econ and personal Finance Psychology (AP and Honors)	<p><u>All Econ classes</u></p> <ul style="list-style-type: none"> • Famous African American investors (notably: Robert Smith, John W. Rogers, and Daymond John) <p>Resources used for econ</p> <ul style="list-style-type: none"> • College Board's AP Classroom curricular digital videos and primary/secondary resources (for Micro and Macro Economics) • College Board lessons from Educator access (lesson plans, unit curricular resources for Micro and Macro Economics) • Next Generation Personal Finance curriculum in Honors and CP level classes (featuring units, lessons, resources, and materials) • Keys to Financial Success curriculum in Honors and CP level classes (featuring units, lessons, resources, and materials) • Article analysis on current events in the Macro, Micro, and Personal Finance from various sources <p><u>Psychology (AP and Honors)</u></p> <p>Topics:</p> <ul style="list-style-type: none"> • Learned helplessness and systemic racism (AP) • Drapetomania during the Civil War (AP)

		<ul style="list-style-type: none"> ● Stereotype threat (AP) ● There are positive and negative stereotypes, but there are no “good” stereotypes (AP) ● Superordinate goals ● Prejudice, discrimination, ingroup/outgroup bias, racism. <p>Resources:</p> <ul style="list-style-type: none"> ● College Board’s AP Classroom curricular digital videos and primary/secondary resources ● College Board lessons from Educator access (lesson plans, unit curricular resources for Psychology) ● AP textbook: <i>Myers Psychology for AP</i> (2nd Edition) ● Textbooks for Psych elective classes: <i>Understanding Psychology</i> and <i>Sociology and You</i> ● Case studies/surveys (i.e. the Doll Study by Kenneth and Mamie Clark, Martin Seligmann, Sir Francis Galton, Claude Steele) <p>Crash Course videos (from the Psychology and Sociology seasons in particular)</p>
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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>CKHG Unit 11: Civil Rights Leaders</p>
3	Social studies	<ul style="list-style-type: none"> ● Civil Rights Movement ● Discussions surrounding standing up for one’s rights and privileges <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"> ● Explaining why there may be different accounts of the same event ● creating timelines ● drawing historical conclusions from source materials ● change over time ● cause/effect ● arranging events chronologically ● analyzing evidence and accounts of events ● slavery/indentured servants ● enslavement in history <p>Resources:</p>

		<ul style="list-style-type: none"> ● Unit 1, Lesson 1: What is history and why is it important? ● Unit 1, Lesson 11: Why and where was Rosa Parks? ● Unit 4, Lesson 3: Servants on Trial - The Case of John Punch, et al. ● Unit 4, Lesson 2: Enslavement in History ● Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom <ul style="list-style-type: none"> ● cause/effect ● resistance ● different accounts of the same event ● timelines ● analyzing historical conclusions ● slavery/indentured servants ● slaves resisting enslavement
5	Social Studies	<ul style="list-style-type: none"> ● Slavery as a reason for westward expansion ● Delaware as a border state and the implications of runaway enslaved people ● Underground railroad - Harriet Tubman, Frederick Douglass, Elizabeth Keckly, William Still and Fugitive Slave Law. <p>Resources</p> <ul style="list-style-type: none"> ● Geography 3a. Students construct large maps highlighting Delaware in the USA. ● Use maps and mapping skills on the weekly checkin's. <p>Economics 1b: Research how enslaved people</p> <ul style="list-style-type: none"> ● Demand for enslaved people grew as the sugar and cotton industries grew. ● High price for cotton in the 1860's ● Examples of African Americans in business: <p>Resources:</p> <ul style="list-style-type: none"> ● Core Knowledge Curriculum ● Select videos from sources such as Discovery Education and YouTube ● Wikipedia ● Simple Wikipedia ● Discovery Education <p>Economics 2a: Researching formerly enslaved, African Americans journey after slavery.</p> <ul style="list-style-type: none"> ● Paul Cuffee ● Anthony Johnson ● William Ellison Jr. ● Antoine Dubuclet ● Robert Gordon ● Samuel T. Wilcox ● Mary Ellen Pleasant ● Hannah Elias ● Mary Church Terrell

		<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"> ● Freedman's Savings and Trust Company <p>Resources:</p> <ul style="list-style-type: none"> ● First person accounts ● UDLibSearch Tools ● <u>State and Federal historical Websites</u> <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 & segregation</p> <ul style="list-style-type: none"> ● Sharecropping & Black codes <p>Progressive Era</p> <p>WWI</p> <ul style="list-style-type: none"> ● Great Migration begins <p>1920's</p> <ul style="list-style-type: none"> ● A Philip Randolph ● Harlem Renaissance ● Tulsa Massacre ● Resurgence of the KKK <p>Great Depression</p> <ul style="list-style-type: none"> ● New Deal Programs <p>WWII</p> <ul style="list-style-type: none"> ● Tuskegee Airmen, Dorie Miller ● Great Migration - mobilization <p>Civil Rights Movement</p> <ul style="list-style-type: none"> ● Jackie Robinson ● Emmet Till ● Linda Brown, Thurgood Marshall, Louis Redding ● Rosa Parks, MLK, Malcolm X, Medgar Evers ● Little Rock Nine ● SNCC, SCLC, CORE, Black Panther Party, Freedom Riders ● GI Bill denial of services

		<ul style="list-style-type: none"> ● Redlining <p>Resources & Lessons</p> <p>Radical Reconstruction Reconstruction SAC Booker T Washington & W.E.B DuBois Great Migration Langston Hughes sources Tulsa Massacre Chicago Race Riots Dorie Miller article portions of Lt. Col. George Hardy Interview Montgomery Bus Boycott Brown case didn't start how you think Little Rock Nine Great Society</p> <p>Crash Course videos EdPuzzle video sources The Century video series Selma, Lord, Selma</p>
9	Civics and World Geography/AP Geography	<p>Civics lessons Include:</p> <ul style="list-style-type: none"> ● Influence of Humanism on the Enlightenment and how the concept of the ‘Individual matters’ influenced later Abolitionists movements and Civil Rights. ● The absence of slavery in the Declaration of Independence and Constitution. ● Geography of the Constitution activity that discusses 3/5ths Compromise and the issue of Slavery in ratifying the Constitution. ● 13th-15th Amendments when discussing Voting Rights. ● Case Study: Nigeria (time permitting) Defend a recommendation for newly independent Nigeria ● 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... ● Voting Rights and Expansion of Voting Rights, Landmark Supreme Court Cases (Brown vs Board, Loving, etc.) ● Influence of Gerrymandering, redlining; segregation on Minorities ● 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) <p>Geography lessons Include: <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"> ● Discussion of Genocide/Ethnic Cleansing; ● Nigeria’s different ethnolinguistic groups ● Comparing South African apartheid and American segregation; ● Refugees (e.g. Eritrean Refugees and their adaptation to the US); ● Southwest Asia and Istanbul; ● Cultural Diffusion; ● China, Japan, India... ● Ethnicity vs Race vs. nationality; ● Effects of the slave trade ● Effects of Urbanization, “White Flight,” redlining, food deserts and food swamps esp. effects on Minorities; ● Spatial Inequality in Mexico City compared to US; ● Site and Situation using Delaware ● Land usage in the Amazon vs. the US (Brown fields etc.. effects on minorities); ● The Great Migration, Voluntary vs involuntary migration <p>Civics Resources Used for CP/Honors: 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>Geography Resources Used for CP/Honors: 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>Resources Used for AP GEO: 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>AP Class lessons only (due to class covering 1607-present):</p> <ul style="list-style-type: none"> ● Development of the American Slave Trade prior to the Revolution ● Evolution of the Slavery as a social and economic system ● Impact of the Cotton Gin on slavery ● Resistance to slavery by enslaved people (both active and passive attempts for rights and freedoms) <p>-----</p> <p>Lessons used in All US History Courses:</p> <ul style="list-style-type: none"> ● Reconstruction and rise of segregation (results of the 13th, 14th, 15th amendment; life during Reconstruction; redeemer policies; Plessy Decision; Jim Crow laws)

- Debates within the African-American community about segregation and reactions to lynchings in the Progressive Era (duBois, Washington, Wells)
- 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, 9981, 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)

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:

- 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 6-10) 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
- Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level)
- Resources from the

		<ul style="list-style-type: none"> Resources from UD’s Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s 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 Digital Resources and secondary sources from JSTOR and EBSCOhost Textbook: <i>American Pageant</i> (AP), <i>The Americans</i> (H / CP) 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> 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>)
12	Econ and Personal Finance	<p>Lesson used is all econ classes</p> <ul style="list-style-type: none"> Payday loans as a predatory lending business found primarily in lower socio-economic areas, high poverty areas, and minority communities Historical perspectives on access to monetary systems and generational wealth (particularly in housing, credit, investing and educational access) <p>Resources used in all econ classes</p> <ul style="list-style-type: none"> College Board’s AP Classroom curricular digital videos and primary/secondary resources (for Micro and Macro Economics) College Board lessons from Educator access (lesson plans, unit curricular resources for Micro and Macro Economics) Next Generation Personal Finance curriculum in Honors and CP level classes (featuring units, lessons, resources, and materials) Keys to Financial Success curriculum in Honors and CP level classes (featuring units, lessons, resources, and materials) <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"> Ruby Bridges Barack Obama Kamala Harris <p>CKHG Unit 4: Mount Rushmore Presidents</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"> • Dr. Mae Jemison <p>Read Alouds: Mae Among the Stars</p>
2	Social Studies	<p>Lessons:</p> <ul style="list-style-type: none"> • Mary McLeod Bethune • Jackie Robinson • Rosa Parks • Martin Luther King, Jr. • Ethel L. Payne <p>CKLA Domain 9: US Civil War CKHG Unit 9: US Civil War CKHG Unit 11: Civil Rights Leaders</p> <p>Read Alouds:</p> <ul style="list-style-type: none"> • Aunt Harriet's Underground Railroad in the Sky • Henry's Freedom Box • When Harriet Met Sojourner • Show Way • Words Set Me Free • Sojourner Truth's Step-Stomp Stride • Almost to Freedom • My Rows and Piles of Coins • Martin's Big Words • The Power of Her Pen
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"> • Carter Woodson, Sonia Sotomeyer • Population of races living in Delaware • African American migration • Middle Passage • Olaudah Equiano • Elizabeth Key • Onesimus <p>Resources:</p> <ul style="list-style-type: none"> • Unit 1, Lesson 7: Using Chronologies to Explain Change Over Time • Unit 1, L4: How and Why Should I Organize Things Chronologically? • Unit 1, Lesson 7: Using Chronologies to Explain Change Over Time • Unit 4, Lesson 4: The Middle Passage • Unit 4, Lesson 5: Hidden History - Olaudah Equiano • Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom • Unit 5, Lesson 12: Onesimus and Smallpox

		<ul style="list-style-type: none"> ● Explaining why there may be different accounts of the same event ● creating timelines ● drawing historical conclusions from source materials ● change over time ● cause/effect ● arranging events chronologically ● analyzing evidence and accounts of events ● slavery/indentured servants ● enslavement in history <p>Resources:</p> <ul style="list-style-type: none"> ● Unit 1, Lesson 1: What is history and why is it important? ● Unit 1, Lesson 11: Why and where was Rosa Parks? ● Unit 4, Lesson 3: Servants on Trial - The Case of John Punch, et al. ● Unit 4, Lesson 2: Enslavement in History ● Unit 5, Lesson 7 - Hidden History Elizabeth Key Sues for Freedom <p>Resources:</p> <ul style="list-style-type: none"> ● Core Knowledge Unit - Early and Medieval African Kingdoms <p>Civics 1a:</p> <ul style="list-style-type: none"> ● Core Knowledge Unit - Making a Constitutional Government
5	Social Studies	<ul style="list-style-type: none"> ● Slavery as a reason for westward expansion ● Delaware as a border state and the implications of runaway enslaved people ● Underground railroad - Harriet Tubman, Frederick Douglass, Elizabeth Keckly, William Still and Fugitive Slave Law. <p>Resources:</p> <ul style="list-style-type: none"> ● Geography 3a. Students construct large maps highlighting Delaware in the USA. ● Use maps and mapping skills on the weekly checkin's. <p>Economics 1b: Research how enslaved people</p> <ul style="list-style-type: none"> ● Demand for enslaved people grew as the sugar and cotton industries grew. ● High price for cotton in the 1860's ● Examples of African Americans in business: <p>Resources:</p> <ul style="list-style-type: none"> ● Core Knowledge Curriculum ● Select videos from sources such as Discovery Education and YouTube ● Wikipedia ● Simple Wikipedia ● Discovery Education <p>Economics 2a:</p>

		<p>Researching formerly enslaved, African Americans journey after slavery.</p> <ul style="list-style-type: none"> • Paul Cuffee • Anthony Johnson • William Ellison Jr. • Antoine Dubuclet • Robert Gordon • Samuel T. Wilcox • Mary Ellen Pleasant • Hannah Elias • Mary Church Terrell <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"> • Freedman's Savings and Trust Company <p>Resources:</p> <ul style="list-style-type: none"> • First person accounts • UDLibSearch Tools • <u>State and Federal historical Websites</u> <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 & Lessons</p> <p>Radical Reconstruction</p> <p>Reconstruction SAC</p> <p>Booker T Washington & W.E.B DuBois</p> <p>Great Migration</p> <p>Langston Hughes sources</p> <p>Tulsa Massacre</p> <p>Chicago Race Riots</p> <p>Dorie Miller article</p> <p>portions of Lt. Col. George Hardy Interview</p> <p>Montgomery Bus Boycott</p> <p>Brown case didn't start how you think</p> <p>Little Rock Nine</p> <p>Great Society</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	Civics lessons Include black figures mentioned in relation to these topics:

	<p>Geography</p>	<ul style="list-style-type: none"> ● Influence of Humanism on the Enlightenment and how the concept of the ‘Individual matters’ influenced later Abolitionists movements and Civil Rights. ● The absence of slavery in the Declaration of Independence and Constitution. ● Geography of the Constitution activity that discusses 3/5ths Compromise and the issue of Slavery in ratifying the Constitution. ● 13th-15th Amendments when discussing Voting Rights. ● Case Study: Nigeria (time permitting) Defend a recommendation for newly independent Nigeria ● 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"> ○ Eg: Martin Luther King Jr, Homer Plessy, Dred Scott, Paul Cuffee, Ida Wells-Barnette, etc.. ● 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"> ○ Eg: Thurgood Marshall and Louis Redding, etc... ● Influence of Gerrymandering, redlining; segregation on Minorities ● 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) <p>Geography lessons Include: <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"> ● Discussion of Genocide/Ethnic Cleansing; ● Nigeria’s different ethnolinguistic groups ● Comparing South African apartheid and American segregation; ● Refugees (e.g. Eritrean Refugees and their adaptation to the US); ● Southwest Asia and Istanbul; ● Cultural Diffusion; ● China, Japan, India... ● Ethnicity vs Race vs. nationality; ● Effects of the slave trade ● Effects of Urbanization, “White Flight,” redlining, food deserts and food swamps esp. effects on Minorities; ● Spatial Inequality in Mexico City compared to US; ● Site and Situation using Delaware ● Land usage in the Amazon vs. the US (Brown fields etc.. effects on minorities); ● The Great Migration, Voluntary vs involuntary migration <p>Civics Resources Used for CP/Honors: 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>
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		<p>of Independence, Federalists papers / Current event articles / Other teacher-created materials</p> <p>Geography Resources Used for CP/Honors: 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>Resources Used for AP GEO: 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>AP Class lessons only (due to class covering 1607-present):</p> <ul style="list-style-type: none"> ● 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) ● Missouri Compromise ● Second Great Awakening (Abolitionist movement) ● 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, <i>Dred Scott</i> decision, Bleeding Kansas, John Brown’s Raid <hr style="border-top: 1px dashed black;"/> <p>Lessons used in All US History Courses:</p> <ul style="list-style-type: none"> ● Reconstruction and rise of segregation (results of the 13th, 14th, 15th amendment; life during Reconstruction; redeemer policies; <i>Plessy</i> Decision; Jim Crow laws) ● Debates within the African-American community about segregation and reactions to lynchings in the Progressive Era (duBois, Washington, Wells) ● The Great Migration and the consequences of movement within the South and urban areas <ul style="list-style-type: none"> ○ 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, 9981, 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 <i>March</i> and <i>Run</i>; examining the

		<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"> ● 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) ● Conservative Revolution era (focus on policing and results of “hard on crime” politics; cultural evolution and wider cultural acceptance in music, television, and film) <p>Solely AP Class Resources (due to class covering 1607-present):</p> <ul style="list-style-type: none"> ● 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: <i>American Pageant</i> <p>-----</p> <p>Resources used in All US History Classes:</p> <ul style="list-style-type: none"> ● 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 6-10) 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 ● Resources from the National History Day program (local affiliate level through Delaware Historical Society and national affiliate level) ● Resources from the ● Resources from UD’s Teach American History Grant on Civil Rights (2008-2010) focusing on Reconstruction, Imperialism / WWI / 1920s, New Deal / WWII / 1950s ● 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 ● Digital Resources and secondary sources from JSTOR and EBSCOhost ● Textbook: <i>American Pageant</i> (AP), <i>The Americans</i> (H / CP) ● 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>
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12	Econ and Personal Finance	<p>All Econ Classes</p> <ul style="list-style-type: none"> Famous African American investors (notably: Robert Smith, John W. Rogers, and Daymond John) <p>Resources used in econ class</p> <ul style="list-style-type: none"> College Board's AP Classroom curricular digital videos and primary/secondary resources (for Micro and Macro Economics) College Board lessons from Educator access (lesson plans, unit curricular resources for Micro and Macro Economics) Next Generation Personal Finance curriculum in Honors and CP level classes (featuring units, lessons, resources, and materials) Keys to Financial Success curriculum in Honors and CP level classes (featuring units, lessons, resources, and materials) <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>NCS: Serving All Learners:</p> <ul style="list-style-type: none"> ● The Impact of Teacher Language on Math Engagement (Something to Talk About) ● Resources to Leverage the Diverse and Complex Texts of the ELA Curriculum ● Science Safety Requirements & NGSS & HB 198 Alignment ● Social Studies (3-12) Standards Alignment & HB 198 Minimum Requirements Reflection ● Supporting Cultural Competence within K-12 Related Arts ● Integrating HB 198 requirements into K-2 Social Studies Instruction
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>