

## 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:** Luis Cosme, EdD

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

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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.*

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

instruction and content

- Ongoing assessment of teacher needs and capacity to cultivate culturally proficient, equitable, inclusive classrooms and instructional practices in order to provide the necessary supports, resources and coaching

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

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

### Minimum Content Requirement

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

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

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

Grade-level	Content Area(s)	Lessons/Resources
K-5	ELA, Math, Immersion (Science), Art, Music, Science	<p><b>ELA/Social Studies -</b></p> <p>EQ: Mapping My State - point of view - How do author's point of view determine the story they tell?</p> <p>Activating Strategy: <i>Point of View - KWL chart notice and wonders about different features cartographers use when mapping maps</i></p> <p>EQ: Why do we read informational text? How does it affect our lives?</p> <p>EQ: How can we compare stories created by diverse authors?</p> <p><i>Instructional Materials:</i> ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBSkids, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Math -</b></p> <p>Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p>

	<p>EQ: How can we use the geometric properties of polygons to analyze and design African textile patterns?</p> <p>LO: Students understand the history and can use the Rekenrek (number rack) to solve addition and subtraction problems to 20</p> <p><i>Instructional Materials:</i> Bridges Curriculum, Rekenrek (number rack), Teacher and Student Sourced/Generated Materials, Video History of Rekenrek (Abacus): <a href="https://youtu.be/uYRWlv0H5Vo">https://youtu.be/uYRWlv0H5Vo</a>, Abacus in Egypt/Africa: <a href="https://youtu.be/tobAzOekLFI">https://youtu.be/tobAzOekLFI</a></p> <p><b>Immersion -</b></p> <p>EQ: ¿Cómo los seres vivos obtienen lo que necesitan para sobrevivir?</p> <p>Activating Question: <i>¿En qué sentido pueden ser realmente diferentes los hábitats - o lugares- donde viven animales?</i></p> <p>Instructional Materials: Student Research</p> <p><b>Science -</b></p> <p>Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Amplify Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBSkids</p> <p><b>Art -</b></p> <p>LO: Students will gain an understanding that physical environments affect a culture's art.</p> <p>Activating Strategy: <i>Video of Adrinka cloth making in Africa.</i></p> <p>LO: Students will gain an understanding of cultural influences on art and art mediums throughout history</p> <p>EQ: How does this concept show up in various communities?</p> <p><i>Instructional Materials:</i> Videos, Teacher &amp; Student Sourced Inspiration, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, Georgia Museum, PBS</p> <p><b>Music -</b></p> <p>LO: Students will gain an understanding of cultural influences on music and musical</p>
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		<p>instruments throughout history</p> <p>Instructional Materials: Teacher &amp; Student Sourced Inspiration, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
6-8	ELA, Social Studies, Math, Science	<p><b>ELA -</b></p> <p>EQ: How does analyzing different authors help us understand their perspectives when writing? How does the author's background shape the way they write?</p> <p>Activating Question(s): <i>Unit 4, Ancient Civilizations Argumentative Unit: What were the most important events in the rise and fall of your civilization? What was life like in your civilization? How did advancements in science and technology change how people lived in your civilization? How did art, drama, and literature of your civilization reflect the lives, traditions, and beliefs of its people? How did your civilization interact with other civilizations?</i></p> <p><i>Instructional Materials:</i> ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBSkids, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Social Studies -</b></p> <p>Subject Scope: World Geography</p> <p>LO: Society adapts to and affects key environmental processes – e.g. river systems, rainshadow effect, natural resource distribution, hydrologic cycle, soil erosion and deposition, natural hazard (earthquakes, volcanoes, hurricanes, tsunamis) reasons for types of economic activity in a region</p> <p>Concepts of place: culture, cultural hearth, cultural diffusion, site and situation drivers of cultural change: colonization, migration, technological change, globalization</p> <p>Regions: North Africa &amp; Sub-Saharan Africa</p> <p><i>Instructional Materials:</i> DDOE Social Studies Coalition - Model Lessons, Videos, Teacher &amp; Student Sourced Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Math -</b></p> <p>Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p><i>Instructional Materials:</i> enVision , Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp;</p>

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

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

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

		<p>Subject Scope: African American Literature Unit</p> <p>Unit Lesson(s)/Activities: <i>Examine the themes across various texts noting themes that convey historical legacy, cultural commentary, and/or advocacy.</i>  <i>Identify the theme of the text and support this interpretation with evidence from the text.</i> <i>Discuss underlying and recurring themes across various texts.</i>  <i>Describe the author's primary goal and whether or not he/she accomplished it, using examples from the text.</i></p> <p><i>Instructional Materials:</i> ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBS, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b><i>Social Studies -</i></b>  Subject Scope: Civics &amp; Economics / U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
9-12	ELA, Social Studies	<p><b><i>ELA -</i></b>  Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p><i>Instructional Materials:</i> HMH Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p>Courses: Social Justice Through Literature, Public Speaking &amp; Debate</p> <p><i>Instructional Materials:</i> Teacher and Student Selected Texts, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b><i>Social Studies -</i></b>  World History</p> <p>EQ: What are the factors that contributed to the establishment of the global economic system known as the “Transatlantic Slave Trade”? How did this system shape our global society?</p> <p>Courses: American History, Enhanced Economics, AP U.S. History, AP Economics, Cultural Studies, World History</p>

		<p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
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c. The relationship between white supremacy, racism, and American slavery.

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

11-12	ELA, Social Studies, VPA	<p><b>ELA -</b></p> <p>EQ: How do we engage with others while staying true to ourselves?</p> <p>Mentor Text: <i>By Any Other Name</i> - <i>Santha Rama Rau</i>  Supporting Text: <i>Everyday Use</i> - <i>Alice Walker</i></p> <p>Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p><i>Instructional Materials:</i> HMH Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p>Courses: Social Justice through Literature, Public Speaking &amp; Debate</p> <p><i>Instructional Materials:</i> Teacher and Student Selected Texts, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Social Studies -</b></p> <p>Courses: American History, AP U.S. History, Cultural Studies</p> <p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>VPA -</b></p> <p>LO: Students will be able to utilize historical and cultural context to inform and justify their own design/concept of a production of <i>Black Angels over Tuskegee</i>.</p> <p>Universal EQs: Whose perspective is missing? Why? How does this concept show up in various communities?</p> <p><i>Instructional Materials:</i> <i>Black Angels over Tuskegee</i> Script, Graphic Organizer for Script/Performance Analysis, Design Expectations for a Costume Plot, Design Expectations for a Set Design, Sentence Starters for Feedback Model, Teacher and Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
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d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
7-8	ELA, Social	<b>ELA -</b>

	Studies	<p>Subject Scope: Civil War Era Unit</p> <p>Unit EQ's: <i>What were the most important events of the Civil War Era for this person? Why? How did geography shape this person's life? What was this person's relationship to the history of enslavement and resistance in the United States? Who were this person's allies and adversaries? Why? What was this person's experience during the war itself? Why? What was this person's experience during Reconstruction? Why? What is this person's legacy today?</i></p> <p><i>Instructional Materials:</i> ARC Curriculum, Teacher &amp; Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBS, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Social Studies -</b></p> <p>Subject Scope: U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
9-12	Social Studies	<p><b>Social Studies -</b></p> <p>Courses: American History, AP U.S. History, Cultural Studies</p> <p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>

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

Grade-level	Content Area(s)	Lessons/Resources
4-5	ELA/Social Studies	<p><b>ELA/Social Studies -</b></p> <p>LO: Comparing Primary &amp; Secondary Sources</p> <p>EQ: How can you determine primary and secondary sources exploring the literature of and about Sojourner Truth?</p> <p><i>Instructional Materials:</i> Student/Teacher researched and generated materials, Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
7-8	ELA, Social Studies	<p><b>ELA -</b></p> <p>Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p>Subject Scope: Civil War Era Unit</p>

		<p>Unit EQ's: <i>What were the most important events of the Civil War Era for this person? Why? How did geography shape this person's life? What was this person's relationship to the history of enslavement and resistance in the United States? Who were this person's allies and adversaries? Why? What was this person's experience during the war itself? Why? What was this person's experience during Reconstruction? Why? What is this person's legacy today?</i></p> <p>Subject Scope: Civil Rights Unit</p> <p>EQ: What are the contributions of "ordinary" people during the Civil Rights era? Why were they important to the events and movement?</p> <p>Unit/Lesson Activities: <i>Explain why the person was important to the history of Civil Rights. Create a timeline of at least 10 key events in the person's life and explain the importance of each event. Explain how the person's geographic location shaped his/her life, work, and perspective(s). Describe two issues (racial, social, political, or economic) that were important to the person and explain their importance. Describe an organization that was important to the person and explain why it was important.</i></p> <p>Subject Scope: African American Literature Unit</p> <p>Unit Lesson(s)/Activities: <i>Examine the themes across various texts noting themes that convey historical legacy, cultural commentary, and/or advocacy. Identify the theme of the text and support this interpretation with evidence from the text. Discuss underlying and recurring themes across various texts. Describe the author's primary goal and whether or not he/she accomplished it, using examples from the text.</i></p> <p><i>Instructional Materials:</i> ARC Curriculum, Teacher &amp; Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBS, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Social Studies -</b></p> <p>Subject Scope: Civics &amp; Economics / U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
11-12	ELA, Social Studies, VPA (Visual & Performing Arts)	<p><b>ELA -</b></p> <p>Courses: Social Justice Through Literature, Public Speaking &amp; Debate</p> <p><i>Instructional Materials:</i> Teacher and Student Selected Texts, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New</p>

		<p>York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Social Studies -</b></p> <p>Courses: American History, AP U.S. History, Cultural Studies, Economics</p> <p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>VPA -</b></p> <p>LO: Students will be able to utilize historical and cultural context to inform and justify their own design/concept of a production of Black Angels over Tuskegee.</p> <p><i>Instructional Materials:</i> <i>Black Angels over Tuskegee</i> Script, Graphic Organizer for Script/Performance Analysis, Design Expectations for a Costume Plot, Design Expectations for a Set Design, Sentence Starters for Feedback Model</p>
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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-5	ELA, Social Studies, Math, Science, Immersion (Science), Art, Music	<p><b>ELA -</b></p> <p>EQ: Who are poets around the world?</p> <p>Activating Question(s): <i>What is the central message, lesson, or moral? How did the author convey it? How is your point of view on the theme or conflict different or the same as the author?</i></p> <p>EQ: What is the job of a zookeeper? What challenges have Black zookeepers faced in their career journey?</p> <p>Activating Question(s): <i>Research current zookeepers at zoos in the area</i>  <i>Research and reach out to the 2 current black zoo keepers in the area -</i>  <i>Craig Saffoe - curator of large carnivores at the Smithsonian Zoo</i>  <i>Alexander Grousis-Henderson</i></p> <p>EQ: What are the connections between the Principles of Kwanzaa and the 7 Habits?</p> <p>EQ: How can we compare stories created by diverse authors?</p> <p>Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p><i>Instructional Materials:</i> ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBSkids, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p>

	<p><b>ELA/Social Studies -</b></p> <p>EQ: Mapping My State - point of view - How do author's point of view determine the story they tell?</p> <p>Activating Strategy: <i>Point of View - KWL chart notice and wonders about different features cartographers use when mapping maps</i></p> <p>EQ: Why are some buildings, streets, and other infrastructure named after people? Based on texts and resources, do you agree that the new middle school should be named after Frederick Thomas? Why?</p> <p>Activating Strategy: <i>Notice &amp; Wonder with Photos: NASA/Kennedy Space Flight Center, H.O. Brittingham Elementary School, Street signs Dr. Martin Luther King Jr. Blvd in Lewes, Alexandre Eiffel/Eiffel Tower</i></p> <p><i>Instructional Materials:</i> Teacher Sourced Maps, KWL Chart, Student Research</p> <p><b>Social Studies -</b></p> <p>Subject Scope: History &amp; Civics, U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Math -</b></p> <p>Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p>LO: Students understand the history and can use the Rekenrek (number rack) to solve addition and subtraction problems to 20</p> <p>LO: Students develop their math identity through the exploration of mathematicians and identifying their own strengths and use of math skills</p> <p>EQ: How does multiplication show up in various communities?</p> <p><i>Instructional Materials:</i> Bridges Curriculum, Teacher and Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBSkids</p> <p><b>Science -</b></p> <p>LO: I can research African American engineers that have impacted modern society.</p> <p>Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this</p>
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		<p>concept?</p> <p><i>Instructional Materials:</i> Amplify Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>Art -</b></p> <p>LO: Students will gain an understanding that physical environments affect a culture's art.</p> <p>EQ: How does this concept show up in various communities?</p> <p><i>Instructional Materials:</i> Videos, Teacher &amp; Student Sourced Inspiration, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, Georgia Museum, PBS</p> <p><b>Music -</b></p> <p>LO: Students will gain an understanding of cultural influences on music and musical instruments</p> <p>EQ: What do similar instruments look and sound like in various communities?</p> <p><i>Instructional Materials:</i> Teacher &amp; Student Sourced Inspiration, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
6-8	ELA, Science, Social Studies, Math,	<p><b>ELA -</b></p> <p>Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts? Why is it important to consider author bias?</p> <p>Subject Scope: Civil War Era Argumentative Unit</p> <p>Unit EQ's: <i>What were the most important events of the Civil War Era for this person? Why? How did geography shape this person's life? What was this person's relationship to the history of enslavement and resistance in the United States? Who were this person's allies and adversaries? Why? What was this person's experience during the war itself? Why? What was this person's experience during Reconstruction? Why? What is this person's legacy today?</i></p> <p>Subject Scope: Civil Rights Unit</p> <p>EQ: What are the contributions of "ordinary" people during the Civil Rights era? Why were they important to the events and movement?</p>

	<p>Unit/Lesson Activities: <i>Explain why the person was important to the history of Civil Rights. Create a timeline of at least 10 key events in the person's life and explain the importance of each event. Explain how the person's geographic location shaped his/her life, work, and perspective(s). Describe two issues (racial, social, political, or economic) that were important to the person and explain their importance. Describe an organization that was important to the person and explain why it was important.</i></p> <p>Subject Scope: African American Literature Unit</p> <p>Unit Lesson(s)/Activities: <i>Examine the themes across various texts noting themes that convey historical legacy, cultural commentary, and/or advocacy. Identify the theme of the text and support this interpretation with evidence from the text. Discuss underlying and recurring themes across various texts. Describe the author's primary goal and whether or not he/she accomplished it, using examples from the text.</i></p> <p><i>Instructional Materials:</i> ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBS, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Science -</b></p> <p>EQ: Why are cities in our country such as Atlanta more affected by rising global temperatures compared to rural areas such as Sussex County AND how does that adversely affect marginalized citizens in those cities?</p> <p>LO: Students will learn that urban areas suffer from the “heat island effect,” which is caused by the excess amount of unnatural materials and dark surfaces that make up those cities, which absorb light at a higher rate than natural, more reflective surfaces. In addition, students will learn that this excessive absorption of infrared waves causes those who cannot escape the heat (those in poverty/homeless) to have higher rates of heat related complications/deaths.</p> <p>Extension LO: Students will debate actionable changes that can be made to cities such as Atlanta in order to reverse the heat island effect and/or help those most affected.</p> <p>EQ: How does the lack of available electricity and infrastructure affect “underdeveloped” nations such as those in Africa and what solutions can we propose?</p> <p>Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Amplify Curriculum, Teacher &amp; Student Sourced/Generated Material, <i>The Boy Who Harnessed the Wind</i>, Experimental/Project Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp;</p>
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		<p>Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>Social Studies -</b></p> <p>Subject Scope: Civics &amp; Economics / U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Math -</b></p> <p>LO: Students will use their knowledge of exponents, squares, square roots, cubes, cube roots, and scientific notation to design a clock face to creatively connect what they learned about Benjamin Banneker's contributions to mathematics.</p> <p>Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p>Instructional Materials: enVision , Benjamin Banneker biography and video (<a href="http://bbamath.org/index.php/benjamin-banneker/">http://bbamath.org/index.php/benjamin-banneker/</a> / <a href="https://www.youtube.com/watch?v=DKnwyVR4P88">https://www.youtube.com/watch?v=DKnwyVR4P88</a>), Teacher and Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
9-12	ELA, Social Studies, CTE (Career Technical Education), Math, Science, VPA (Visual & Performing Arts)	<p><b>ELA -</b></p> <p>EQ: How do we engage with others while staying true to ourselves?</p> <p>Mentor Text: <i>By Any Other Name</i> - Santha Rama Rau Supporting Text: <i>Everyday Use</i> - Alice Walker</p> <p>Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p><i>Instructional Materials:</i> HMH Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p>Courses: African American Literature, Social Justice Through Literature</p> <p><i>Instructional Materials:</i> Teacher and Student Selected Texts, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Social Studies -</b></p> <p>Courses: Civics/Geography, AP Human Geography, World History</p>

	<p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>CTE -</b></p> <p>EQ: Global Economy - What role does business play in government, ethics and social responsibility on a global scale?</p> <p>Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Teacher &amp; Student Sourced Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Math Courses -</b></p> <p>Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p><i>Instructional Materials:</i> enVision , Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>Science Courses -</b></p> <p>Universal EQs: Who else has contributed to this concept? Where else can we see this concept? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Science Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>VPA -</b></p> <p>EQ: How do artists use compressors to create their sound when mixing audio?</p> <p>Instructional Materials: Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources</p> <p>LO: Students will be able to utilize historical and cultural context to inform and justify their own design/concept of a production of Black Angels over Tuskegee.</p> <p><i>Instructional Materials:</i> <i>Black Angels over Tuskegee</i> Script, Graphic Organizer for Script/Performance Analysis, Design Expectations for a Costume Plot, Design Expectations for a Set Design, Sentence Starters for Feedback Model</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
4-5	ELA, Social Studies	<p><b>ELA -</b>          EQs: What inequities (or inequalities) can we identify when we study other Cultures? What perspectives (points of view) can we identify? What limits our own perspective (point of view)?</p> <p><i>Instructional Materials:</i> ARC Curriculum, Teacher &amp; Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBSkids, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Social Studies -</b>          Subject Scope: U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
7-8	ELA, Science, Social Studies, Math	<p><b>ELA -</b>          Subject Scope: Civil Rights Unit</p> <p>EQ: What are the contributions of “ordinary” people during the Civil Rights era? Why were they important to the events and movement?</p> <p><i>Unit/Lesson Activities:</i> <i>Explain why the person was important to the history of Civil Rights. Create a timeline of at least 10 key events in the person’s life and explain the importance of each event. Explain how the person’s geographic location shaped his/her life, work, and perspective(s). Describe two issues (racial, social, political, or economic) that were important to the person and explain their importance. Describe an organization that was important to the person and explain why it was important.</i></p> <p>Subject Scope: African American Literature Unit</p> <p><i>Unit Lesson(s)/Activities:</i> <i>Examine the themes across various texts noting themes that convey historical legacy, cultural commentary, and/or advocacy. Identify the theme of the text and support this interpretation with evidence from the text. Discuss underlying and recurring themes across various texts. Describe the author’s primary goal and whether or not he/she accomplished it, using examples from the text.</i></p> <p><i>Instructional Materials:</i> ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBS, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p>

		<p><b>Science -</b></p> <p>EQ: Why are cities in our country such as Atlanta more affected by rising global temperatures compared to rural areas such as Sussex County AND how does that adversely affect marginalized citizens in those cities?</p> <p>LO: Students will learn that urban areas suffer from the “heat island effect,” which is caused by the excess amount of unnatural materials and dark surfaces that make up those cities, which absorb light at a higher rate than natural, more reflective surfaces. In addition, students will learn that this excessive absorption of infrared waves causes those who cannot escape the heat (those in poverty/homeless) to have higher rates of heat related complications/deaths.</p> <p>Extension LO: Students will debate actionable changes that can be made to cities such as Atlanta in order to reverse the heat island effect and/or help those most affected.</p> <p>EQ: How does the lack of available electricity and infrastructure affect “underdeveloped” nations such as those in Africa and what solutions can we propose?</p> <p><i>Instructional Materials:</i> Amplify Curriculum, Teacher &amp; Student Sourced/Generated Material, <i>The Boy Who Harnessed the Wind</i>, Experimental/Project Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBSes energy access vary within our community?</p> <p><b>Social Studies -</b></p> <p>Subject Scope: Civics &amp; Economics / U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Math -</b></p> <p>LO: Students will use their knowledge of exponents, squares, square roots, cubes, cube roots, and scientific notation to design a clock face to creatively connect what they learned about Benjamin Banneker’s contributions to mathematics.</p> <p>Instructional Materials: enVision , Benjamin Banneker biography and video (<a href="http://bbamath.org/index.php/benjamin-banneker/">http://bbamath.org/index.php/benjamin-banneker/</a> <a href="https://www.youtube.com/watch?v=DKnwyVR4P88">https://www.youtube.com/watch?v=DKnwyVR4P88</a>), Teacher and Student Sourced/Generated Materials,</p>
9-12	ELA, Social Studies	<p><b>ELA -</b></p> <p>Courses: African American Literature, Social Justice</p> <p><i>Instructional Materials:</i> Teacher and Student Selected Texts, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New</p>

		<p>York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Social Studies -</b></p> <p>EQ: How does achieving certain economic goals of society interfere with other economic goals? How do these decisions affect the individual?</p> <p>Activating Question: <i>What goals have you set for yourself? How would they compare to goals that societies set for themselves, considering government or businesses?</i></p> <p>Instructional Materials: Teacher Sourced Materials, Student Research</p> <p>Courses: American History, Enhanced Economics, AP U.S. History, AP Economics, Cultural Studies</p> <p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
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**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
K-5	ELA, Math, Science, Art, Music, Social Studies	<p><b>ELA -</b></p> <p>LO: Exploring Character Perspectives and Historical Black Figures</p> <p>EQ: How can we compare stories created by diverse authors?</p> <p><i>Instructional Materials:</i> ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBSkids, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Math -</b></p> <p>Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p>LO: Students develop their math identity through the exploration of mathematicians and identifying their own strengths and use of math skills</p> <p>EQ: Who is Katherine Johnson and how did math help her in school and in her career?</p> <p>Activating Strategy: <i>What is a mathematician? Discuss as a group. What tools do we use? What kinds of things do we count?</i></p>

		<p><i>Instructional Materials:</i> Bridges Curriculum, Teacher &amp; Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBSkids</p> <p><b>Science -</b></p> <p>Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p>EQ: Students will be able to identify key details about African American ecologists and their contributions to the environment.</p> <p><i>Instructional Materials:</i> Science Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBSkids</p> <p><b>Social Studies -</b></p> <p>LO: I can gather relevant information from digital sources and summarize information in notes and finished work. I can explain the contributions of Black Miltonians in national and Delaware history.</p> <p>Subject Scope: History &amp; Civics, U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Art -</b></p> <p>EQ: How does this concept show up in multiple communities?</p> <p>Instructional Materials: Videos, Teacher &amp; Student Sourced Inspiration, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, Georgia Museum, PBS</p> <p><b>Music -</b></p> <p>LO: Students will gain an understanding of cultural influences on music and musical instruments</p> <p>Instructional Materials: Teacher &amp; Student Sourced Inspiration, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
6-8	ELA, Social	<p><b>ELA -</b></p>

Studies, Math, Science	<p>EQ: What voices are missing from texts? Why is it important to consider author bias?</p> <p>Subject Scope: Civil War Era Argumentative Unit</p> <p>Unit EQ's: <i>What were the most important events of the Civil War Era for this person? Why? How did geography shape this person's life? What was this person's relationship to the history of enslavement and resistance in the United States? Who were this person's allies and adversaries? Why? What was this person's experience during the war itself? Why? What was this person's experience during Reconstruction? Why? What is this person's legacy today?</i></p> <p>Subject Scope: Civil Rights Unit</p> <p>EQ: What are the contributions of "ordinary" people during the Civil Rights era? Why were they important to the events and movement?</p> <p>Unit/Lesson Activities: <i>Explain why the person was important to the history of Civil Rights. Create a timeline of at least 10 key events in the person's life and explain the importance of each event. Explain how the person's geographic location shaped his/her life, work, and perspective(s). Describe two issues (racial, social, political, or economic) that were important to the person and explain their importance. Describe an organization that was important to the person and explain why it was important.</i></p> <p>Subject Scope: African American Literature Unit</p> <p>Unit Lesson(s)/Activities: <i>Examine the themes across various texts noting themes that convey historical legacy, cultural commentary, and/or advocacy. Identify the theme of the text and support this interpretation with evidence from the text. Discuss underlying and recurring themes across various texts. Describe the author's primary goal and whether or not he/she accomplished it, using examples from the text.</i></p> <p>Instructional Materials: ARC Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, PBS, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Science -</b></p> <p>EQ: Why are cities in our country such as Atlanta more affected by rising global temperatures compared to rural areas such as Sussex County AND how does that adversely affect marginalized citizens in those cities?</p> <p>LO: Students will learn that urban areas suffer from the "heat island effect," which is caused by the excess amount of unnatural materials and dark surfaces that make up those cities, which absorb light at a higher rate than natural, more reflective surfaces. In addition, students will learn that this excessive absorption of infrared</p>
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		<p>waves causes those who cannot escape the heat (those in poverty/homeless) to have higher rates of heat related complications/deaths.</p> <p>Extension LO: Students will debate actionable changes that can be made to cities such as Atlanta in order to reverse the heat island effect and/or help those most affected.</p> <p>EQ: How does the lack of available electricity and infrastructure affect "underdeveloped" nations such as those in Africa and what solutions can we propose?</p> <p>Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Amplify Curriculum, Teacher &amp; Student Sourced/Generated Material, <i>The Boy Who Harnessed the Wind</i>, Experimental/Project Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b><i>Social Studies</i> -</b></p> <p>Subject Scope: Civics &amp; Economics / U.S. History</p> <p><i>Instructional Materials:</i> Social Studies Coalition, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b><i>Math</i> -</b></p> <p>LO: Students will use their knowledge of exponents, squares, square roots, cubes, cube roots, and scientific notation to design a clock face to creatively connect what they learned about Benjamin Banneker's contributions to mathematics.</p> <p>Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p>Instructional Materials: enVision , Benjamin Banneker biography and video (<a href="http://bbamath.org/index.php/benjamin-banneker/">http://bbamath.org/index.php/benjamin-banneker/</a> <a href="https://www.youtube.com/watch?v=DKnwyVR4P88">https://www.youtube.com/watch?v=DKnwyVR4P88</a>), Teacher and Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
9-12	ELA, Social Studies, Math, Science, CTE (Career Technical	<p><b><i>ELA</i> -</b></p> <p>EQ: How do we engage with others while staying true to ourselves?</p> <p>Mentor Text: <i>By Any Other Name - Santha Rama Rau</i> Supporting Text: <i>Everyday Use - Alice Walker</i></p>

Education), VPA (Visual & Performing Arts)	<p>Universal EQs: Whose perspective is missing? Why? How might these ELA concepts appear through various texts?</p> <p><i>Instructional Materials:</i> HMH Curriculum, Student Selected Text(s), Teacher &amp; Student Sourced/Generated Material, NewsELA, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p>Courses: African American Literature, Social Justice</p> <p><i>Instructional Materials:</i> Teacher and Student Selected Texts, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>Social Studies -</b></p> <p>Courses: Civics/Geography, AP Human Geography, World History, American History, Enhanced Economics, AP U.S. History, AP Economics, Cultural Studies</p> <p><i>Instructional Materials:</i> Social Studies Curriculum, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p> <p><b>CTE -</b></p> <p>EQ: Global Economy - What role does business play in government, ethics and social responsibility on a global scale?</p> <p>Universal EQs: Who else has contributed to this concept? How does this concept show up in various communities? What are the real-life applications of this concept?</p> <p><i>Instructional Materials:</i> Teacher &amp; Student Sourced Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools</p> <p><b>Math Courses -</b></p> <p>Universal EQs: Who else has contributed to this math concept? Where else can we see this mathematical concept? What are the real-life applications of this math concept/logic?</p> <p><i>Instructional Materials:</i> enVision , Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>Science Courses -</b></p> <p>Universal EQs: Who else has contributed to this concept? Where else can we see this concept? What are the real-life applications of this concept?</p>
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		<p><i>Instructional Materials:</i> Science Curriculum, Teacher &amp; Student Sourced/Generated Material, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, New York Public Library (NYPL) Center for Educators &amp; Schools, PBS</p> <p><b>VPA -</b></p> <p>EQ: How do artists use compressors to create their sound when mixing audio?</p> <p>LO: Students will be able to utilize historical and cultural context to inform and justify their own design/concept of a production of Black Angels over Tuskegee.</p> <p>Universal EQs: Whose perspective is missing? Why? How does this concept show up in various communities?</p> <p><i>Instructional Materials:</i> Black Angels over Tuskegee Script, Graphic Organizer for Script/Performance Analysis, Design Expectations for a Costume Plot, Design Expectations for a Set Design, Sentence Starters for Feedback Model, Teacher and Student Sourced/Generated Materials, National Museum of African American History &amp; Culture (NMAAHC) Learning Labs &amp; Resources, The Freeman Arts Stage, New York Public Library (NYPL) Center for Educators &amp; Schools, Smithsonian Institute, PBS</p>
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## Professional Learning

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

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

Date	Description of Professional Learning
8/20 /25	New Teacher Equity Orientation
9/2/25	CHSD Justice League - Equity & Beyond Training
9/23/25	Equity & Beyond/HB 198 Extension Training - Instructional Cohort & Admin
10/9/25	DE BlkEd Summit
11/20/25 - 11/22/25	BMEC
1/13/26	Equity & Beyond/HB 198 Extension Training - Instructional Cohort & Admin
1/29/26	CHSD Justice League - Equity & Beyond Training
2/13/26	New Teacher Equity Training - C3

3/24/26	Equity & Beyond/HB 198 Extension Training - Instructional Cohort & Admin
5/22/26	CHSD Justice League
Ongoing	Professional Learning Communities, Districtwide Collaborative Meetings (Staff Lounge), Department and Staff Meetings, School Visits, 1:1 Supports/Co-Planning