

Contact Information

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

**HB 198 Lead:** Juliana Sheehan  
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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.*

**High-Quality, Culturally Responsive Instructional Materials**

Students at Odyssey Charter School have access to high-quality instructional materials (HQIM) - including Amplify CKLA, McGraw Hill’s StudySync, Newsela, Sora, resources provided by the Delaware Department of Education, and College Board. These resources provide an authentic perspective of the Black experience, including triumphs, setbacks, and contributions of Black individuals.

All materials have been vetted by EdReports, Delaware Department of Education, and/or Lexile measures to ensure content is age-appropriate, rigorous, and aligned with Delaware standards.

**Trauma-Responsive and Restorative Practices**

Odyssey Charter School has implemented a trauma-responsive framework that recognizes the impact of racial and historical trauma on students. Principals, Assistant Principals, Counselors, Special Education Teachers, and

Paraprofessionals receive CPI (Crisis Prevention Intervention) training. In addition, all K-12 faculty and staff continue their professional learning through the Los Angeles Institute of Restorative Practices (LAIRP), focusing on restorative circles, affective language, systems, routines, and behavior review.

Our staff's continued participation in restorative and trauma-informed professional learning ensures that classrooms are safe, inclusive environments where every scholar feels seen and supported.

### **Filotimo**

The school's culture is deeply grounded in the Greek value of Filotimo, which guides our approach to citizenship, empathy, and the human connection. Filotimo embodies duty, honor, courage, equity, and compassion - which means leading with one's heart and humanity. This philosophy drives our mission to inspire students to combat racism, inequality, and discrimination through reflection, reform, and celebration.

Filotimo lives in our classrooms, community services, and leadership initiatives, encouraging students to act with kindness, fairness, and civic responsibility.

### **Integration of Contemporary Events**

Teachers incorporate contemporary events into discussion of Black History through instructional resources like Newsela, StudySync Blasts, and Sora texts. These tools allow educators to bring in current, relevant, and diverse voices that connect historical content to student experiences.

### **Cultural and Racial Diversity**

Odyssey Charter School's mission explicitly promoted the development of global citizenship, cultural awareness, and critical thinking through its dual-language and math-focused curriculum.

OCS is proud to have been recognized by [Niche.com](https://niche.com) as the Most Diverse School in Delaware (K-12), reflecting our ongoing commitment to inclusion and representation across our school community.

Across campus, an inclusive calendar highlights holidays and cultural celebrations from around the world. Student artwork, hallway displays, and performances reflect diverse histories, cultures, and traditions that enrich our community.

### **Prejudice, Racism, and Stereotyping**

Our school counselors maintain an inclusive DEI library accessible to all students and staff. In addition, counselors lead an anti-bullying curriculum across K-5 schools. Peer groups and clubs - such as the GSA Club, Leading Ladies Club, and Filotimo Club - encourage inclusivity, understanding, and belonging for all students.

### **Uplifting the Black Experience**

Teachers provide students with the opportunity to discuss and uplift the Black experience through academic discourse, such as Socratic Seminars in our English Language Arts and Social Studies classes.

Students also participate in museum visits, HBCU tours, and community-based projects celebrating Black history and culture.

### **Examining Discrimination and Delaware History**

Odyssey Charter School is in its third year offering AP African American Studies, a rigorous interdisciplinary course providing a deep exploration of the Black experience.

In addition, U.S. History and Civics courses in our high school integrate primary sources and case studies that allow students to analyze local and national historical injustices, reforms, and resistance movements.

### **Restorative Practices**

Restorative Practices are an integral part of the Odyssey Charter School community. Every classroom begins the year by collaboratively creating a community charter, grounding classroom expectations in shared respect and empathy.

Staff utilize community circles and restorative conferences as alternatives to punitive discipline. School leaders also hold monthly discipline review meetings to evaluate data, trends, and equity across student groups, continuously improving support and outcomes.

### **Curriculum-Specific Highlights**

#### *Amplify CKLA (Grades K-5)*

Following a successful multi-year pilot, Odyssey Charter School fully implemented Amplify CKLA in 2023-2024. Now in year three, the program continues to align with the science of reading while incorporating texts and knowledge domains that represent diverse cultures and historical perspectives. Students engage with complex texts that nurture empathy, critical thinking, and curiosity about the world.

#### *StudySync (Grades 6-12)*

Adopted in 2021–2022, StudySync offers an extensive digital and print library that amplifies diverse voices, including 147 texts specifically tagged as African American Literature. Teachers leverage multimedia and interactive features - such as Blasts, videos, and discussion prompts - to connect students with stories of resistance, resilience, and identity.

StudySync's commitment to elevating underrepresented voices supports Odyssey's goal of fostering cultural competence and empathy through literature and critical inquiry.

#### *Newsela (Grades K-12)*

Newsela provides real-world, standards-aligned content across ELA, Social Studies, Science, and the Arts. Teachers use Newsela to bring authentic and contemporary issues into the classroom, supporting culturally responsive pedagogy. Each article includes multiple reading levels, ensuring accessibility for all learners while promoting engagement and civic reflection. Newsela's library is updated frequently, and article selections are adjusted throughout the school year to align with instructional needs and evolving classroom contexts.

## K-12 Black History Content Implementations

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

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

### Implementation Summary Table

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

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

### Minimum Content Requirement

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

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

Grade-level	Content Area(s)	Lessons/Resources
Second Grade	ELA Math	<p><b>Second Grade - ELA</b> Curriculum: Amplify CKLA Knowledge Unit 9: Civil War - Lessons 1-12 Standard(s): CC2RL1, CC2RL2, CC2RI1, CC2RI2, . CC2SL1 Description: "Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They will learn about this war and how the end of the war also meant the end of slavery. "Enslaved Africans" is the term used to describe Africans and the descendants of those Africans taken from Africa against their will and forced into slavery in the United States through the conclusion of the Civil War. The communities of people enslaved in the South established a new culture that combined the homeland of their ancestors and the Americas. Although slave trade was abolished in the United States in January 1808, and at the time of the Civil War very few enslaved Africans had actually been born in Africa, the term "enslaved Africans" is used in place of "slaves" to honor the history of the enslaved people." (<i>Amplify CKLA, Teacher Guide - Grade 2</i>).</p> <p><b>Second Grade - Math</b> Unit - Module 1 - Sums and Differences to 100 (Lessons 1-4) Standard(s): 2.OA.B2 - Fluently add and subtract within 20 using mental math strategies. Description: Students will play the game Achi and read along with a <a href="#">story</a> detailing where the design on gold in Ghana comes from. This story and game incorporates African history prior to the Diaspora and links it to addition within twenty using the symbol as a tic-tac-toe board with numbers.</p>
Third Grade	ELA Social Studies	<p><b>Third Grade - ELA</b> Curriculum - Amplify CKLA Unit 6: The Viking Age Standard(s): RL.3.1, RL.3.2, RL.3.3, SL.3.1, SL.3.2, W.3.1 Description: Students will be studying Norse Mythology during this unit. As an extension lesson, students will be able to learn about <a href="#">African Mythology</a> where they can compare and contrast the two of them.</p> <p>Unit 8: Native Americans: Regions and Cultures Standard(s): RI.3.1, RI.3.2, W.3.1, SL.3.1</p>

		<p>Description: Students will learn how Native Americans spread through the continents and adapted their lives as they moved. Students will also research how both African Americans and Native Americans were both enslaved and sometimes intermarried. Some Native Americans had African American slaves. Teachers will discuss how the location of the Native American settlements impacted their lives. This connection will be made on how African American slaves' lives were also impacted by the location they were taken to.</p> <p><b>Third Grade - Social Studies</b>  Standard(s): Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.  Description: Students will learn about James Beckwourth was born a slave in 1798, but he quickly made his name as a Black explorer early in his life. He played an important role in exploring the West of the United States. He's the only Black person who documented and recorded his journey.</p> <p>Standard(s): K-3a: Students will develop an understanding of the similarities between families now and in the past, including:</p> <ul style="list-style-type: none"> <li>• Daily life today and in other times</li> <li>• Cultural origins of customs and beliefs around the world</li> </ul> <p>Description: Students will learn how African Americans have adapted traditional cultural practices and incorporated them into their lives and celebrations.</p>
Fourth Grade	Social Studies Art	<p><b>Fourth Grade - Social Studies</b>  Standard(s): History 2b  Description: Students will discuss stereotypes and misconceptions about Africans. They will learn about the misconceptions and stereotypes that have led to racism around the world.</p> <p><b>Fourth Grade - Art</b>  Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art  Standard(s): VA:Cn.10.1.4a  Description: Fourth grade classes will do a project called "Line &amp; Design" based on the work of <a href="#">Joseph Amedokpo</a> from Togo, West Africa. As we look at samples of his work leading into this project we'll discuss his work and its focus on African culture, traditions and folk tales.</p>
Sixth Grade	Social Studies Art	<p><b>6th Grade - Social Studies</b>  Unit 1: Mental Mapping  Geography Anchor Standard 1a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.  Description: Students will identify what the key human and physical characteristics are in each of the World's sub-regions, specifically North Africa &amp; Sub-Saharan. Students will be able to identify prominent physical features, patterns of climate and vegetation, major human settlements and</p>

		<p>key trade connections between Africa and other regions of the world.</p> <p>Unit 2: Cultural Diffusion</p> <p>Geography Standard 3a: Students should analyze patterns of cultural activity associated with different world regions in order to explain the reasons for the cultural development of a place.</p> <p>Description: Students will identify and analyze what makes a place culturally unique, and what causes cultures to spread, change, and modify. They will look specifically at cultural diffusion and concepts of place. Examples are listed below:</p> <ul style="list-style-type: none"> <li>• European Colonization, migration, technological change, globalization.</li> <li>• Types of regions (formal, functional, perceptual) and their uses.</li> <li>• Challenges to drawing regional boundaries, impacts of boundaries, e.g. how they can create conflict or cooperation amongst different populations.</li> </ul> <p>Unit 3: North America, Central America, South America</p> <p>Geography Standard Four 6-8b: Students will explain how conflict and cooperation among people contribute to the division of the Earth's surface into distinctive cultural and political territories.</p> <p>Description: Students will look at African contexts to study geography, migration, interactions between humans and their environments, the circulation of ideas and culture, and political geography and modern countries' borders. They will also create a group project that explains the African trade along the Silk Road (Cultural Diffusion). Students will also identify and analyze the origins of the transatlantic trade of enslaved people (the Middle Passage).</p> <p>Unit 5: Africa</p> <p>Geography Standard 3b and 4a: Students will evaluate a location's site and situation in order to identify and explain the distinctive human (cultural) and physical characteristics, patterns of trade, and interactions that make a place unique. Students will understand the processes affecting the location of economic activities in different world regions.</p> <p>Description: Students will look at the diversified production systems in South Africa and the countries of North Africa, focusing specifically on subsistence farming, available natural resources, and 20th century economic growth.</p> <p><b>6th Grade Art</b></p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard 7: Perceive and analyze artistic work</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>Standard(s): VA:Cr.1.1.6a, VA:Re.7.1.6a, VA:Re8.1.6a, VA:Cn11.1.6a</p> <p>Description: Middle School Art (Grades 6-8) is designed as a course with a focus on contemporary art and is enriched by offering students another lens through which to view the hardships of, contributions from, and uplift of Black people. The curriculum is a progression and lessons, discussions,</p>
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		<p>themes and projects may cycle between 6th, 7th and 8th grades. Students will cycle through the following activities:</p> <ul style="list-style-type: none"> <li>Activity 1: Students will look at contemporary Black artists inspired by Classic African Art and African Diaspora, specifically Nick Cave - <i>Sound Suits</i>.</li> </ul>
Ninth Grade	Science Art Music	<p><b>Ninth Grade - Science</b>  Course: Biology  Unit 3 - Evolution  Standards(s): HS-LS4-1 - A  Description: Students will learn about <a href="#">human evolution</a> and how Africa is the birthplace of humanity.</p> <p><b>Ninth Grade - Art</b>  <i>Odyssey Charter School's Course, Ceramics, is an elective course that is offered to students in grades 9-12.</i>  Course: Ceramics  Anchor Standard 1: Generate and conceptualize artistic ideas and work.  Anchor Standard 8: Interpret intent and meaning in artistic work.  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.  Standard(s): VA:Re8.1.1a, VA:Cn11.1.1a  Description: This course introduces students to the basic techniques of hand-building with clay. Historical references for the hand-building pottery techniques being taught include, but are not limited to, pinch, coil, slab, and unique combinations of techniques. When students move on to creating their unique pieces, they research pottery of many cultures and periods to help them to understand the ways that pottery can be formed and used beyond the obvious. Students will use the links below while they are researching:</p> <ul style="list-style-type: none"> <li><a href="#">African Ceramics</a></li> <li><a href="#">Ancient African Pottery</a></li> <li><a href="#">African Tribal Pottery Styles</a></li> <li><a href="#">African History/Early African Pottery</a></li> </ul> <p><b>Ninth Grade - Music</b>  Course: Music Theory  <i>Odyssey Charter School's Course, Music Theory, is an elective course that is offered to students in grades 9-12.</i>  In the study of Music Theory, a primary part of our class involves listening to a variety of musical styles. According to NAfME's national standards and Delaware's state standards, the way that we connect and interpret these works can easily incorporate the cultural aspects of Black people. The study of both current and classic music produced by Black people before the African and Black Diaspora can come from the study of traditional African music. This ties directly into how the different cultures were forced together through slavery and how that molded certain musical styles that we know today.</p>
Tenth	Social Studies	<b>Tenth Grade - Social Studies</b>



Grade		<p>Course: World History</p> <p>Standard(s): World History 1a, 2a, 2b, 3a</p> <p>Unit 1: The Dark Ages</p> <p>Description: Students will learn about the history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature. Students will look at the development of social, political, economic and cultural patterns in West and East Africa. They will also be able to describe how physical geography, trade and religion influenced the development of civilizations in West and East Africa.</p> <p>Lesson 3: African Empires of the Middle Ages</p> <ul style="list-style-type: none"> <li>● Development of Western Sudan/Trans-Saharan Trade</li> <li>● The life and culture of the Kingdoms of Ghana, Mali, and Songhai</li> <li>● The culture and development of the East African Trading Kingdoms such as Kilwa, Aksum, and Great Zimbabwe</li> <li>● Timbuktu</li> <li>● Mansa Musa</li> </ul>
Twelfth Grade	Social Studies	<p><b>Twelfth Grade - Social Studies</b></p> <p><i>Odyssey Charter School's Courses, Food Studies: History and Power &amp; Food Studies: Culture and Environment, are elective courses that are offered to students in grades 9-12.</i></p> <p>Courses: Food Studies: History and Power, Food Studies: Culture and Environment</p> <p>Description: The course, Food Studies CTE Pathway, is piloting a food literacy program titled "<a href="#">A Taste of African Heritage</a>." It is a nutrition and cooking program that covers a specific food group from the African Heritage Diet Pyramid. This includes traditional herbs and spices, greens, whole grains, beans and rice, tubers and stews, and fruits and vegetables.</p> <p>In regards to CTE, Mrs. Melissa Tracy is piloting this culturally responsive career and college ready curriculum with University of Delaware. You can learn more about it <a href="#">here</a>.</p> <p>Listed below are case studies that students participate in:</p> <ul style="list-style-type: none"> <li>● Case Study: Foodways of Gullah Geechee</li> <li>● Case Study: Creole and Cajun Foodways</li> <li>● Case Study: Soul Food</li> <li>● Case Study: Hip Hop and Food</li> </ul> <p>Listed below are specific lessons that target specific topics in regards to Black history:</p> <ul style="list-style-type: none"> <li>● Food as a Form of Resistance <ul style="list-style-type: none"> <li>○ "Black Communities have Always Used Food as a Form of Protest."</li> </ul> </li> <li>● Sugar is Bittersweet <ul style="list-style-type: none"> <li>○ Exploring the relationship between the sugar revolution and enslavement.</li> </ul> </li> <li>● Juneteenth and Food Traditions</li> <li>● Black Cowboys and the Westward Expansion</li> <li>● Food and the Black Freedom Movement <ul style="list-style-type: none"> <li>○ Fannie Lou Hamer and Black Panther Party.</li> </ul> </li> </ul>

		<p>Mrs. Melissa Tracy has expanded her classroom and created a Hydroponic Learning Lab where she and her students are growing leafy greens from the African Diaspora. The collection can be viewed <a href="#">here</a>.</p> <p>Course: AP African American Studies  Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a  Unit 1 - Origins of the African Diaspora</p> <ul style="list-style-type: none"> <li>● Objective #1: <i>Describe</i> the developments that led to the incorporation of African American studies into United States colleges and universities in the 1960s and 1970s.</li> <li>● Objective: #2: <i>Explain</i> how features such as debate and interdisciplinarity reflect the diverse experiences of people of African descent in the long tradition of African American studies.</li> <li>● Objective #3: <i>Explain</i> how research in African American studies reframes misconceptions about early Africa and its relationship to people of African descent.</li> <li>● Objective #4: <i>Describe</i> the impact of Africa’s varied landscape on patterns of settlement and trade between diverse cultural regions in West Africa.</li> <li>● Objective #5: <i>Describe</i> the causes of Bantu dispersals and their effects on the linguistic diversity of West and Central Africa.</li> <li>● Objective #6: <i>Describe</i> the influence of geography, Islam, and trade on the rise and decline of the empires of Ghana, Mali, and Songhai.</li> <li>● Objective #7: <i>Explain</i> what sources like the Catalan Atlas reveal about how non-African groups perceived the wealth and power of West African empires.</li> <li>● Objective #8: <i>Describe</i> the geographic, cultural, and political factors that contributed to the rise and fall of the city-states on the Swahili Coast.</li> <li>● Objective #9: <i>Describe</i> the function and aesthetic elements of Great Zimbabwe’s stone architecture.</li> <li>● Objective #10: <i>Describe</i> the short- and long-term consequences of the Kingdom of Kongo’s conversion to Christianity.</li> <li>● Objective #11: <i>Describe</i> the development and interactions of various belief systems present in early West African societies.</li> <li>● Objective #12: <i>Compare</i> the political, spiritual, and military leadership of Queen Idia of Benin and Queen Njinga of Ndongo-Matamba.</li> <li>● Objective #13: <i>Describe</i> the institutional and community-based models of education present in early West African societies.</li> <li>● Objective #14: <i>Describe</i> the factors that brought Africans to Europe and Europeans to Africa before the onset of the transatlantic slave trade.</li> <li>● Objective #15: <i>Explain</i> how contemporary African American artists and writers illustrate the diversity of African cultures and their influence on the African diaspora.</li> <li>● Objective #16: <i>Explain</i> how Countee Cullen uses imagery and refrain</li> </ul>
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		<p>to express connections to, or detachments from, Africa in the poem, “Heritage.”</p> <p>Unit 2: Freedom, Enslavement, and Resistance</p> <ul style="list-style-type: none"> <li>● Objective #1: <i>Describe</i> the varied roles Africans played during colonization of the Americas in the 16th century.</li> <li>● Objective #2: <i>Identify</i> the primary slave-trading zones in Africa from which Africans were forcibly taken to the Americas.</li> <li>● Objective #3: <i>Explain</i> how the distribution of enslaved Africans influenced the cultural development of African American communities in the U.S. South.</li> <li>● Objective #4: <i>Explain</i> how writers such as Olaudah Equiano use literary techniques to convey the horrors of the Middle Passage and the impact of the slave trade on West African communities.</li> <li>● Objective #5: <i>Describe</i> the purposes, contexts, and audiences of slave ship diagrams during and after the era of slavery.</li> <li>● Objective #6: <i>Describe</i> the methods by which Africans resisted their commodification and enslavement individually and collectively during the Middle Passage.</li> <li>● Objective #15: <i>Describe</i> the purpose of Black maroon societies and their lasting influence on African American studies and the African diaspora.</li> </ul> <p>Unit 3: The Practice of Freedom</p> <ul style="list-style-type: none"> <li>● Objective #17: <i>Describe</i> the mission, methods, and lasting impact of Marcus Garvey and the Universal Negro Improvement Association (UNIA) on political thought in African diaspora communities.</li> </ul>
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**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
Third Grade	Social Studies	<p><b>Third Grade - Social Studies</b></p> <p>Standard K-3a: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.</p> <p>Description: Students will learn about impactful Black economists and their contributions to modern day economics. Some examples that will be discussed are listed below:</p> <ul style="list-style-type: none"> <li>● Glenn Cartman Loury is an American economist, academic, and author. At the age of 33, he became the first African American professor of economics at Harvard University to gain tenure.</li> <li>● Abram Lincoln Harris, Jr. who is considered by many as the first African American to achieve prominence in the field of economics, Harris was also known for his heavy influence on black radical and neo-conservative thought in the United States.</li> <li>● Olugbenga "Gbenga" Ajilore who is an American economist who is a senior advisor in the Office of the Under Secretary for Rural Development at the United States Department of Agriculture.</li> </ul>
Fourth Grade	Social Studies	<p><b>Fourth Grade - Social Studies</b></p> <p><a href="#">Unit 4</a> - Enslavement</p> <p>Standard(s): History 1a, 2a, 2b, 3a</p> <p>Description: Students will study a whole unit on Enslavement, that includes the start of slavery in the United States, including the reasons for bringing slaves to the United States.</p>
Eighth Grade	Social Studies	<p><b>Eighth Grade - Social Studies</b></p> <p>Unit 3: Revolution and A New Nation</p> <p>Standard(s): H1a, H2a, H2b, H3a</p> <p>Description: Students will learn about the significance of enslavement in the development of the American economy, focusing on the Middle Passage. They will be introduced to the slave trade and how agriculture was a major source of the southern economy. Students will also identify and analyze the horrors of slaves, including abuse, being unpaid, unfair treatment, and being dehumanized by being sold and traded.</p>
Ninth Grade	Social Studies	<p><b>Ninth Grade - Social Studies</b></p> <p>Course: Civics and Economics</p> <p>Standard(s): Civics 1a, 2a, 2b, 3a, 4a, 4b; Economics 1a, 2a, 3a, 4a</p> <p>Unit: American Colonies and Their Government</p> <p>Description: Students will learn about the significance of enslavement in the development of the American economy.</p> <p>Lesson 2 - Settlement, Culture, and Government of the Colonies</p> <ul style="list-style-type: none"> <li>● Students will learn about how the Southern Colonies created a dependence on slavery and the effects as a result.</li> </ul> <p>Lesson 3 - Declaration of Independence</p> <ul style="list-style-type: none"> <li>● Students will continue to learn about the Dred Scott v. Sandford and how it tied into the Declaration of Independence and citizenship. Students will also watch this <a href="#">interactive video</a>. (Link may not work if</li> </ul>

		<i>the viewer does not have an active account).</i>
Tenth Grade	Social Studies	<p><b>Tenth Grade - Social Studies</b></p> <p>Course: World History</p> <p>Standard(s): World History 1a, 2a, 2b, 3a</p> <p>Unit 2: The Rise of the Modern World</p> <p>Description: Students will learn about the significance of enslavement in the development of the American economy.</p> <p>Lesson 6: Exploration</p> <ul style="list-style-type: none"> <li>● Atlantic Slave Trade <ul style="list-style-type: none"> <li>○ Students will watch an interactive video titled “The Atlantic Slave Trade: What Too Few Textbooks Told You” - what forcibly brought 10 million Africans to America.</li> </ul> </li> <li>● South America VS. North America development of enslavement</li> <li>● Living conditions of enslaved in the colonies/boats on the Middle Passage <ul style="list-style-type: none"> <li>○ Students will respond and discuss the following questions: <ul style="list-style-type: none"> <li>■ How did enslaved Africans resist the Middle Passage?</li> <li>■ What were some of the consequences of the brutality of the Middle Passage?</li> </ul> </li> </ul> </li> <li>● Effects of the slave trade on the development of African Diaspora <ul style="list-style-type: none"> <li>○ Students will reflect on the question: what was the lasting impact of the slave trade on the development of African Diaspora?</li> </ul> </li> </ul>
Eleventh Grade	Social Studies	<p><b>Eleventh Grade - Social Studies</b></p> <p>Course: U.S. History</p> <p>Standard(s): US History 1a, 2a, 2b, 3a</p> <p>Description: In Unit 1: <a href="#">Founding Documents and Ideals</a> (mini-unit and review of 8th grade content), students will examine the reasons as to why slavery was taken out as a grievance in the original Declaration of Independence. This will help students understand the significance of enslavement in the development of the American economy. This entire lesson is not taught, but we analyze key aspects as a class.</p>
Twelfth Grade	Social Studies	<p><b>Twelfth Grade - Social Studies</b></p> <p>Course: AP African American Studies</p> <p>Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a</p> <p>Unit 2 - Freedom, Enslavement, and Resistance</p> <ul style="list-style-type: none"> <li>● Objective #7: <i>Compare</i> the purposes, contexts, and audiences in Solomon Northup’s account of a slave auction.</li> <li>● Objective #8: <i>Compare</i> the purposes, contexts, and audiences in a broadside from the 19th century. <ul style="list-style-type: none"> <li>○ The domestic slave trade was fueled by increased profits from the invention of the cotton gin, the U.S. government’s forced removal of Indigenous communities to make lands available for large-scale cotton production, and the natural increase of the enslaved population that was unique to the U.S., which augmented the labor pool after the formal ban on the transatlantic slave trade in 1808.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>Objective #9: <i>Describe</i> the economic effects of enslaved people’s commodification and labor, within and outside of African American communities.</li> </ul>
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c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
Fourth Grade	ELA	<p><b>Fourth Grade - ELA</b>  Curriculum: Amplify CKLA  Unit 7 - American Revolution  <i>Phillis Sings Out Freedom: The Story of George Washington and Phillis Wheatley</i> by Ann Malaspina  “Phillis Wheatley became a well-known poet despite her enslavement and the prejudices she faced. This is the story of Wheatley’s writing talent and how the poem she wrote to George Washington began a mutually supportive correspondence. Readers will learn details of the revolution and the struggles both Wheatley and Washington faced. A primary source letter that was written to explain Wheatley’s abilities as a poet may require teachers to help students interpret the harsh language that was used at the time” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p>Unit 7 - American Revolution  <i>Mumbet’s Declaration of Independence</i> by Gretchen Woelfle  “This is the story of Mumbet, also known as Elizabeth Freeman, and her successful battle against the legality of slavery in Massachusetts in the late 1700s. This book’s brightly colored illustrations help convey the positive message of how one person’s challenge brought about a sweeping change” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p>
Fifth Grade	ELA Social Studies	<p><b>Fifth Grade - ELA</b>  Curriculum: Amplify CKLA  Unit 6 - The Reformation  <i>Words Set Me Free</i> by Lesa Cline-Ransome  “This text helps students understand ways in which words and language have changed the world beyond Reformation Europe. As the foremost African American abolitionist, Frederick Douglass waged a war of words against slavery. The first-person storytelling of this text brings readers along on Douglass’s tumultuous life journey and how he used words to change minds and right wrongs. This text can help students draw parallels between Douglass’s use of the spoken and printed word to topple slavery and how, during the Reformation, words were also critical in challenging and changing Europe’s social structure” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p>Novel Studies  Standard(s): RL.6.1, RL.6.3, RL.6.6, RL.6.10 - G  Description: Students will have the option of reading a minimum of one of the following books during the first marking period. Students will be required to read a certain amount of chapters each week and discuss them in their literary circle groups.</p>

		<p><a href="#">Chains</a> - “Before CHAINS begins, two young Black enslaved women -- Isabel and her younger sister, Ruth -- were promised they would be freed upon their mistress's death. Instead, their late mistress's nephew sells them to the Locktons, a wealthy Loyalist and his mean-spirited wife. At the Locktons' home in New York, the girls work hard and are cruelly mistreated, while the British and Americans fight over the city” (<i>Commonsensemedia.org</i>).</p> <p><b>Fifth Grade - Social Studies</b>  Unit: Box Brown  Standard(s): Geography 3a  Description: This unit describes the history of a slave whose name was Henry Brown. Brown escaped from slavery in 1849 after being held in bondage for over 33 years. The unit reviews history of slave states, including Delaware until 1865 and defines and identifies geographically slave states and free states. It explores the ways that slaves attempted to escape, including the Underground Railroad. It also identifies the treatment of slaves in captivity and how slave owners would hire people to return escapees to captivity.</p>
Seventh Grade	Art	<p><b>Seventh Grade - Art</b>  Anchor Standard 1: Generate and conceptualize artistic ideas and work.  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 8: Interpret intent and meaning in artistic work.  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): VA:Cr.1.1.6a, VA:Re.7.1.6a, VA:Re8.1.6a, VA:Cn11.1.6a  Description: Middle School Art (Grades 6-8) is designed as a course with a focus on contemporary art and is enriched by offering students another lens through which to view the hardships of, contributions from, and uplift of Black people. The curriculum is a progression and lessons, discussions, themes and projects may cycle between 6th, 7th and 8th grades. Students will cycle through the following activities:</p> <ul style="list-style-type: none"> <li>Activity 2: Students will examine <a href="#">contemporary Black artists' interpretations</a> of slavery, white supremacy and racism in the civil war, specifically Kara Walker - <i>Sugar Sphinx</i> and <i>Silhouettes</i>.</li> </ul>
Eighth Grade	ELA Social Studies Art	<p><b>Eighth Grade - ELA</b>  Curriculum: StudySync  Unit 2: Past and Present - C  Standard(s): RL.8.5, RL.8.4, L.8.5.A, RL.8.2, RL.8.10  Description: Students will read the poem “Theories of Time and Space”, written by Natasha Trethewey, whose parents’ interracial relationship was illegal when they met in Mississippi. We will discuss how race relations may have played a role in her life growing up and her writing when she was older. We will take a look at some of her other works, which deal with content such as the impact of the KKK on her life, as well as Southern influences during the Civil War. Students will also read a poem called “Slam, Dunk, &amp; Hook.” This is a poem “by Pulitzer Prize-winning poet Yusef Komunyakaa (b. 1947). It is included in Komunyakaa’s <i>Magic Bus</i>, a 1992 collection of poems that draws on his experiences growing up as an African American in the 1950s in Bogalusa, a small city in northeastern Louisiana.</p>

		<p>While “Slam, Dunk, &amp; Hook” primarily describes the feelings of playing basketball as a youth, the racial tensions that defined the 1950s Deep South seem to exist just outside the edges of both the poem and the “roundhouse” where the boys play” (<i>StudySync - Grade 8 Unit 2 Instructional Path</i>). While students are studying the poem, they will focus on the following literary skills: Imagery, allusion, poetic elements and structure.</p> <p><b>Eighth Grade - Social Studies</b>  Unit 3: Revolution and A New Nation  Standard(s): H1a, H2a, H2b, H3a  Description: Students will learn about the relationship between white supremacy, racism, and American slavery. In Unit 3, they will focus on Colonial Slavery by focusing on the Nat Turner Rebellion, the Underground Railroad, and its fight against slavery and its practices.</p> <p>Unit 4: Expansion, Sectionalism, and Reform  Standard(s): H1a, H2a, H2b, H3a  Description: Students will continue to learn about the relationship between white supremacy, racism, and American slavery. In Unit 4, they will focus on the Dred Scott Case and how the Supreme Court officially classified the enslaved population as property and not human. They will also learn about the Compromises of the West - specifically the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act that kept slavery alive and gave hope for it to potentially spread.</p> <p><b>Eighth Grade - Art</b>  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): VA:Cn11.1.8a  Lesson: <a href="#">Black Visual Art</a>  Description: Art and literature have always been important tools for humans to reflect and critique the world around us. Often, it is through creating art that we begin to understand ourselves, and through examining art that we begin to understand each other. Black artists and writers throughout American history have offered meaningful insight into the experience of being Black in America, searing critiques of a white supremacist society, and powerful images of pride and resilience, all while pushing the bounds of form and style. In these lessons, you will explore some of the ways Black art and literature has left its imprint on American society. This lesson provides an overview of many different Black Visual Artists, as well as a deep dive into two Black women comic artists from different eras.</p> <p>Students will first analyze the significance of the comic artists’ work. Then, they will be able to choose whether to create their own comic, or to dive deeper into the work of a different Black visual artist. (<i>Newsela - Black History: Being Seen— Black Artists and Writers</i>)</p>
Ninth Grade	Social Studies Music	<p><b>Ninth Grade - Social Studies</b>  Course: Civics and Economics</p>



		<p>Standard(s): Civics 1a, 2a, 2b, 3a, 4a, 4b; Economics 1a, 2a, 3a, 4a</p> <p>Unit: Citizenship Unit</p> <p>Description: Students will look at the relationship between white supremacy, racism and American slavery.</p> <p>Lesson 1 - Being an American</p> <ul style="list-style-type: none"> <li>Students will learn about the Africans who were brought unwillingly to North America.</li> <li>They will learn aPractice began in 1619 with Jamestown Settlement</li> </ul> <p>Lesson 2 - Becoming a Citizen - Supreme Court Cases Discussion</p> <ul style="list-style-type: none"> <li>Students will study the <a href="#">Dred Scott v. Sandford</a>, "which was one of the most important cases ever tried in the United States. The Supreme Court decided the case in 1857. It ruled that the Missouri Compromise of 1820, which banned slavery from any future state or territory north of Missouri, was void and that no Black people were entitled to citizenship. That decision hastened the Civil War"</li> </ul> <p>Unit: Constitution</p> <p>Description: Students will learn about the relationship between white supremacy, racism and American slavery and the significance of enslavement in the development of the American economy.</p> <p>Lesson 2 - Creating a New Constitution - <a href="#">Three-Fifths Compromise</a></p> <ul style="list-style-type: none"> <li>Students will review the US Constitution, specifically looking at excerpts that address the issue of slavery, including the Three-Fifths Clause, stating enslaved people would be counted as three-fifths of a person for population and tax purposes.</li> </ul> <p>Lesson 3 - Preamble - PBS Series Liberty</p> <ul style="list-style-type: none"> <li>Students will watch a segment on African American rights under the new Constitution; Historian Christopher L. Brown (developing) Elizabeth Freeman (Mum Bett) emancipation (developing).</li> </ul> <p><b>Ninth Grade - Music</b></p> <p><i>Odyssey Charter School's Course, Music Theory, is an elective course that is offered to students in grades 9-12.</i></p> <p>Course: Music Theory</p> <p>Many of the topics discussed in Black music today can be tied into other topics that are not strictly music based. Students will discuss the relationship between white supremacy, racism, and American slavery in many rap and R&amp;B songs from Black artists.</p>
Twelfth Grade	Social Studies	<p><b>Twelfth Grade - Social Studies</b></p> <p>Course: AP African American Studies</p> <p>Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a</p> <p>Unit Two - Freedom, Enslavement, and Resistance</p> <ul style="list-style-type: none"> <li>Objective #17: <i>Compare</i> perspectives held by African Americans on separatism and emigration as strategies for achieving Black equality during the 19th century.</li> <li>Objective #18: <i>Explain</i> how transatlantic abolitionism influenced Frederick Douglass' political views about the potential for African Americans' integration and belonging in American society.</li> </ul> <p>Unit 3: The Practice of Freedom</p>

		<ul style="list-style-type: none"> <li>Objective #6: <i>Summarize</i> the range of African American responses to white supremacists' use of racial violence to control and oppress them.</li> </ul>
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d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
Second Grade	ELA	<p><b>Second Grade - ELA</b>  Curriculum: Amplify CKLA  Knowledge Unit 5: War of 1812 - Lessons 1-8  Standard(s): RL.2.1, RL.2.2, RI.2.1, RI.2.2, SL.2.1  Description: “This domain will introduce students to an important period in the history of the United States—the time during the War of 1812. The War of 1812 is, perhaps, best remembered as the war that gave birth to “The Star-Spangled Banner.” Students will also learn why the War of 1812 is often called America’s second war for independence. Students will learn how the United States was affected by the Napoleonic Wars between France and Great Britain. They will learn about James and Dolley Madison, and their direct connection to the War of 1812. Students will learn about Great Britain’s three-part plan to win back the United States. This includes attacks on Washington, D.C., and Baltimore, and the attack on New Orleans in an attempt to gain control of the Mississippi River. This domain will build the foundation for learning about westward expansion, the U.S. Civil War, and immigration later in Grade 2, as well as for learning about other periods of American history in future grades” (<i>Amplify CKLA, Teacher Guide - Grade 2</i>). Students will also learn about how <a href="#">Black soldiers</a> fought on both sides and what their role was during this time. For example, British troops offered freedom to enslaved people who agreed to fight for the British cause.</p> <p>Knowledge Unit 7: Westward Expansion  Standard(s): RL.2.1, RL.2.2, RI.2.1, RI.2.2, SL.2.1  Description: Students will summarize and include the experience of freed Black people who settled in new lands where slavery would not be legal. They will also summarize the experience of the freed Black people who moved west and have been called “exodusters” as a group.</p> <p>Knowledge Unit 9: Civil War - Lessons 1-12  Standard(s): CC2RL1, CC2RL2, CC2RI1, CC2RI2, . CC2SL1  Description: “Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They will learn about this war and how the end of the war also meant the end of slavery.</p> <ul style="list-style-type: none"> <li>● Lesson 3: Controversy over Slavery <ul style="list-style-type: none"> <li>○ How was slavery a central factor in the Civil War?</li> </ul> </li> <li>● Lessons 4-12: War, Advocates, and Emancipation proclamation <ul style="list-style-type: none"> <li>○ What figures advocated for emancipation and supported freedom for enslaved people during and after the Civil War?</li> </ul> </li> </ul>
Seventh Grade	ELA	<p><b>Seventh Grade - ELA</b>  Curriculum: StudySync  Unit 3 - Chasing the Impossible  Standard(s): RI.7.1, RI.7.2, RI.7.3, RI.7.4, W.7.2  Description: Students will read <i>Harriet Tubman: Conductor of the Underground Railroad</i> and <i>The People Could Fly: American Black Folktales</i>.</p>

		<p>Students will be able to compare and contrast a fictional portrayal of a time and place and a historical account of the same period as a means of understanding how authors of fiction use or alter history. They will also be able to analyze in a short written response how an author uses and adapts historical events in a fictional text by comparing a folktale to a historical account. Students will analyze how racism played a role in the Civil War and Harriet Tubman's role in the Underground Railroad (<i>StudySync - Grade 7 Unit 3 Instructional Path</i>).</p>
Eighth Grade	ELA Social Studies	<p><b>Eighth Grade - ELA</b>  Unit 3: No Risk, No Reward  Standard(s): RI.8.4, L.8.4.a, L.8.4.a, RI.8.4, SL.8.6, RI.8.3, L.8.5.A  Description: Students will study three works of literature in Unit Three. Students will read the poem "Learning to Read" and <i>Narrative of the Life of Frederick Douglass, An American Slave</i>, Langston Hughes's classic poem "Mother to Son." These three authors invite students to compare and contrast the risks taken by African Americans.  In the poem, a mother relates advice on life through the extended metaphor of a staircase. After reading "Mother to Son," students will demonstrate their understanding of metaphor by writing a short, personal response.</p> <p>In the second poem, "Learning to Read," poet Frances Ellen Watkins Harper uses biblical allusions and details of life after the Civil War to recount the joys and complications of education. Along with "Mother to Son" and <i>Narrative of the Life of Frederick Douglass, An American Slave</i> students will continue to explore the African American experience through this text. After reading "Learning to Read," students will participate in a collaborative conversation in response to a prompt and write a reflection on participation in the discussion.</p> <p>The third piece of literature is the memoir <i>Narrative of the Life of Frederick Douglass, An American Slave</i>, where Douglass recounts how it was he came to learn to read and write, the risks involved, and the powerful impact this learning had on his life."</p> <p>Together, "Mother to Son," "Learning to Read," and <i>Narrative of the Life of Frederick Douglass, An American Slave</i> offer students an opportunity to compare and contrast accounts of risks taken by African Americans, shared in poetry and in memoir, spanning two centuries. After an initial reading and discussion of the excerpt, students will be able to identify and restate the text's key ideas and details. After rereading and discussing a model of close reading, students will be able to analyze how an author makes connections between individuals, events, and ideas through various informational text elements. After rereading and discussing a model of close reading, students will be able to determine the meaning of figures of speech in a text.</p> <p>(<i>StudySync - Grade 8 Unit 3 Instructional Path</i>)</p> <p>Unit 4: Hear Me Out</p>

		<p>Standard(s): RL.8.10, RL.8.3, RL.8.2, RI.8.10, RI.8.8, SL.8.3, L.8.5.C</p> <p>Description: Unit 4 takes students into the background of Civil Rights activist James Weldon Johnson and his leadership with the NAACP. In reading the <i>Gettysburg Address</i>, we will also discuss the important contributions of Black Americans to the war. Students will complete a lesson on Newsela as a connection to the Gettysburg Address in StudySync. They will read the Gettysburg Address on Newsela. Then they will watch the video in Newsela; The Gettysburg Address: The two-minute speech that saved America [2:14]. As students are watching, they will respond to the quiz questions and take notes on the impact of the speech. Then they will preview the <a href="#">article titles</a> and select another article of their choice.</p> <p>Students will discuss the following questions in small groups or as a class:</p> <ul style="list-style-type: none"> <li>○ Who was the intended audience for Lincoln's speech?</li> <li>○ What is the significance of "Four score and seven years ago"?</li> <li>○ What is "the new birth of freedom" Lincoln calls for, and how does it differ from the nation's original birth?</li> <li>○ How does Lincoln shift from the founding of the United States to the future of the United States?</li> <li>○ Why does Lincoln argue in the Gettysburg Address that the Civil War is worth fighting, in spite of the lives lost?</li> <li>○ Lincoln said, "The world will little note, nor long remember what we say here..." This speech is remembered as one of the greatest speeches of American history. Why do you think Lincoln's words have endured?</li> </ul> <p>(Newsela - This Week in History: Lincoln Delivers Gettysburg Address (November 19, 1863))</p> <p><b>Eighth Grade - Social Studies</b>  Unit 5: Civil War and Reconstruction  Standard(s): H1a, H2a, H2b, H3a  Description: Students will learn about the central role racism played in the Civil War. The following topics will be identified, analyzed, and discussed during unit five.</p> <ul style="list-style-type: none"> <li>● African American Heroes - Massachusetts 54th Regiment</li> <li>● Sharecropping - limited opportunity for former enslaved and minorities in the South post-Civil War</li> <li>● Black Codes - how do the black codes violate the idea that "all men are created equal" and how this ultimately lead to the 14th amendment</li> <li>● KKK - how various groups were created and how they targeted and intimidated minority groups in the South</li> <li>● Jim Crow Laws - how segregation and various hate groups created unofficial laws to restrict minorities group advancement</li> </ul>
Eleventh Grade	ELA Social Studies	<p><b>Eleventh Grade - ELA</b>  Course: English 11  Curriculum: StudySync  Standard(s): 11-12.RL.1-10, 11-12.RI.1-10, 11-12.SL.1-1d, 11-12.W.1-4  Students will read an excerpt of Frederick Douglass's autobiography, <i>My</i></p>

		<p><i>Bondage and My Freedom</i> and discuss how learning to read and gaining an education (through his own efforts) were stepping stones to his success. His book depicts his journey going from bondage to freedom, and the role racism played during that time period.</p> <p><b>Eleventh Grade - Social Studies</b>  Course: U.S. History  Standard(s): US History 1a, 2a, 2b, 3a  In Unit 2: The Civil War and Reconstruction, students will learn what factors and events led up to the Civil War, including the Abolitionist Movement, and the central role racism played in the Civil War.</p> <ul style="list-style-type: none"> <li>● <a href="#">Leading Up to the Civil War Slides</a></li> <li>● Students will build a strong understanding of the Abolition Movement leading up to the Civil War <ul style="list-style-type: none"> <li>○ <a href="#">Part 1: The Abolitionist Movement</a></li> <li>○ <a href="#">Part 2: The Abolitionist Movement</a></li> <li>○ <a href="#">Part 3: The Abolitionist Movement</a></li> </ul> </li> <li>● Students will study the <a href="#">Emancipation Proclamation</a> and answer the question - did Lincoln free the slaves or did the slaves free themselves?</li> </ul>
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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
Sixth Grade	ELA	<p><b>Sixth Grade - ELA</b>  Curriculum: Studysync - Novel Studies  Standard(s): RL.6.1, RL.6.3, RL.6.6, RL.6.10  Description: Students will have the option of reading a minimum of one of the following books during the third marking period. Students will be required to read a certain amount of chapters each week and discuss them in their literary circle groups.</p> <p><a href="#"><u><i>This Promise of Change: One Girl's Fight for School Equality</i></u></a> - "THIS PROMISE OF CHANGE begins in the fall of 1955, as Jo Ann Allen is attending high school 20 miles from her hometown of Clinton, Tennessee. The high school in Clinton is whites only, and the local residents have no intention of changing that policy. But the Supreme Court ruling in <i>Brown v. Board of Education</i> has made separate schools for black and white students unconstitutional, and a judge orders that Clinton High School become integrated when the school year begins in 1956. Jo Ann, one of the 12 African American teens who will be attending the school, is hopeful. "Blacks and whites in Clinton mostly get along well enough, I think. We are civilized to one another. It's not like Biloxi, down in Mississippi, where we hear that Negroes have to step off the sidewalk when the white people walk by. Imagine that""(<a href="#"><i>commonsensemedia.org</i></a>).</p>
Seventh Grade	Social Studies	<p><b>Seventh Grade - Social Studies</b>  Unit: Expansion of Freedom  Standard(s): Civics 2A, 2B, 3A  Description: Students will examine the causes of Segregation and how the lack of representation of African Americans in the creation of the structure of government led to white supremacy and minority rights being infringed upon.</p> <p>Unit: Expansion of Freedom  Standard(s): Civics 2A, 3B, 3A  Description: Students will examine how Jim Crow's Laws impacted African American civil and property rights.</p> <ul style="list-style-type: none"> <li>● Plessy vs. Ferguson</li> <li>● Brown vs Board of Education</li> <li>● Civil Rights Movement</li> <li>● Civil Rights Act 1964</li> <li>● Voting Rights Act 1965</li> </ul> <p>Unit: Expansion of Freedom  Standard(s): Civics 2A and 3A, Economics 3A  Description: Students will examine the impacts of segregation and racism on African American property rights. They will also look at the impact redlining had on African American property rights.</p>

		All 7th Grade Social Studies teachers have access to the Delaware Department of Education Schoology Group: Grade 7 Civics and Economics Model Lessons. In this course, teachers can find lessons aligned to the Delaware Social Studies Standards and that support the implementation of HB198.
Ninth Grade	Social Studies	<p><b>Ninth Grade - Social Studies</b></p> <p>Course: Civics and Economics</p> <p>Standard(s): Civics 1a, 2a, 2b, 3a, 4a, 4b; Economics 1a, 2a, 3a, 4a</p> <p>Unit: Bill of Rights</p> <p>Description: Students will learn about how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</p> <p>Lesson 3 - Civil War Amendments</p> <ul style="list-style-type: none"> <li>Although slavery was eliminated as result of the Civil War, unfair treatment of African Americans did not end <ul style="list-style-type: none"> <li>Students will analyze the 13th, 14th, and 15th Amendments and their effects on African Americans.</li> </ul> </li> </ul> <p>Lesson 4 - The Civil Rights Movement</p> <ul style="list-style-type: none"> <li>Discrimination/Segregation/Jim Crow Laws</li> <li>Brown v. Board of Education</li> <li>Montgomery Bus Boycott</li> <li>Civil Rights Act of 1964</li> <li>Voting Rights Act of 1965</li> <li>Affirmative Action</li> </ul>
Eleventh Grade	Social Studies	<p><b>Eleventh Grade - Social Studies</b></p> <p>Course: U.S. History</p> <p>Standard(s): US History 1a, 2a, 2b, 3a</p> <p>In Units 2 through 7, students will learn about how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</p> <ul style="list-style-type: none"> <li>During <a href="#">Unit 2</a>, students will learn about how white supremacy, racism, and local/state/federal laws that prevented African Americans from achieving equal rights following the passage of the Reconstruction Amendments (13-15). This <a href="#">link</a> includes 10 primary source documents that students analyze the question “Did Congress’ Reconstruction efforts to ensure equal rights for the freedmen fail?”</li> <li>Included in Unit 3: Development of an Industrialized Nation (1870-1900), students will analyze how the Jim Crow Laws were an extension of Black Codes in the South and their economic impact on the advancement of African American society.</li> <li>In Unit 4: Emergence of Modern America (1890-1930), students will learn about how troops were segregated in the military in World War I. They will also learn about the <a href="#">Greenbook</a> and Sundown Towns. Students will have an interactive assignment where they will need to plan a trip across the country based on information provided to them.</li> <li>Students will learn about the <a href="#">Great Depression</a> and World War II (1929-1945) in Unit 5. They will discuss how African Americans “Last to hire, first to fire” during the Great Depression so they were</li> </ul>



		<p>impacted much harder than whites. 25% of the American population was unemployed, but 50% of African Americans were. Students will learn about the New Deal Program and how it disproportionately didn't support African Americans.</p> <ul style="list-style-type: none"> <li>● During Unit 6 - Postwar United States (1945 - early 1970s) - students will learn about Brown vs. Board of Education. They will highlight the <a href="#">lower court cases</a> coming from Delaware in the <a href="#">lesson</a>.</li> <li>● Unit # 7 Contemporary United States (1968-1990s) will focus on the <a href="#">Civil Rights movement</a>.</li> </ul>
Twelfth Grade	Social Studies	<p><b>Twelfth Grade - Social Studies</b>  Course: AP African American Studies  Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a  Unit 2 - Freedom, Enslavement, and Resistance</p> <ul style="list-style-type: none"> <li>● Objective #10: <i>Explain</i> how American law impacted the lives and citizenship rights of enslaved and free African Americans between the 17th and 19th centuries.</li> <li>● Objective #11: <i>Describe</i> the impact of partus sequitur ventrem on African American families and the emergence of racial taxonomies in the United States</li> <li>● Objective #19: <i>Explain</i> how gender impacted women's experiences of enslavement.</li> <li>● Objective #23: <i>Explain</i> how factors like cultural pride, demographics, and politics influenced the terms African Americans used to identify themselves in the 19th century and beyond.</li> <li>● Objective #24: <i>Explain</i> the significance of African American women activists' advocacy for justice at the intersection of race and gender.</li> </ul> <p>Unit 3: The Practice of Freedom</p> <ul style="list-style-type: none"> <li>● Objective #2: <i>Explain</i> how post-emancipation constitutional amendments defined standards of citizenship in the U.S. and impacted the everyday lives of African Americans.</li> <li>● Objective #3: <i>Explain</i> how African American labor was exploited after the Civil War to replace the loss of enslaved people's labor.</li> <li>● Objective #4: <i>Describe</i> the factors that led to the end of Reconstruction, curtailing the rights, protections, and economic stability of freed African Americans.</li> <li>● Objective #5: <i>Describe</i> the responses of African American writers and community leaders to Jim Crow segregation laws, disenfranchisement, and anti-Black violence.</li> </ul> <p>Unit 4: Movement and Debates</p> <ul style="list-style-type: none"> <li>● Objective #3: <i>Describe</i> the forms of segregation African Americans endured in the middle of the 20th century that provided a foundation for the civil rights movement.</li> <li>● Objective #4: <i>Describe</i> the forms of housing discrimination that African Americans faced in the mid-20th century and their long-term impacts.</li> </ul>

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA Social Studies Art Music (K-2)	<p><b>Kindergarten ELA</b> Curriculum: Amplify CKLA Knowledge Unit 4: Plants - Lesson 11: George Washington Carver Standard(s): RL.K.1, RL.K.3 Description: The students will learn about George Washington Carver and the impact of his work. The lesson will start with students reading a story called <i>The Little Plant Doctor: The Story About George Washington Carver</i> where they will identify the main topic and retell key details from the story. Students will then create a book to describe character traits of George Washington Carver.</p> <p>Unit 4 - Plants (cross-curricular lesson with science) Green Green: A Community Gardening Story by Marie Lamba and Baldev Lamba “Students will enjoy the use of rhyme in this powerful story of an urban community coming together to plant something beautiful. Readers will find inspiration as they watch community members of all ages come together to clear a neglected plot of earth and transform it into something wonderful for all to enjoy” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p><b>Kindergarten - Social Studies</b> Unit: Holidays Around the World Standard(s): K-3a - Students will develop an understanding of the similarities between families now and in the past, including:</p> <ul style="list-style-type: none"> <li>• Daily life today and in other times</li> <li>• Cultural origins of customs and beliefs around the world</li> </ul> <p>Description: Students will learn how different holidays are celebrated in different cultures around the world</p> <ul style="list-style-type: none"> <li>• Students will complete work in their Holidays Around the World Packet, specifically learning about Kwanzaa traditions.</li> <li>• Teachers will also read aloud a variety of texts that align with the different holidays, including Kwanzaa. One example is <a href="#">Kevin’s Kwanzaa</a> by Lisa Bullard.</li> </ul> <p>Unit: Me on a Map Standard(s): K-3a - Students will understand the nature and uses of maps, globes, and other geo-graphics. Description: Students will learn about Gladys West, the creator of GPS and how this helps people use maps. Students will work on their <i>Me on a Map Packet</i> to show their understanding of where they live and belong in the world.</p> <p><b>Kindergarten - Art</b> Anchor Standard 2: Organize and develop art ideas and work Anchor Standard 3: Refine and complete artistic work Standard(s): VA:Cr2.1.Ka, VA:Cr2.3.Ka, VA:Cr3.1.Ka Description: Kindergarten students will learn about Alma Woodsey Thomas,</p>

		<p>who was a Black artist and teacher who is now recognized as a major American painter of the 20th century. Students will begin by listening to an audio of the book <a href="#">Ablaze with Color: A Story of Painter Alma Thomas</a>. During the story, students will discuss the experimentation of design and color that Alma uses to create her own style and how the environment around her influenced her artwork. Students will see some of <a href="#">Alma's notable work</a>, some are displayed at the <a href="#">Natural Museum of Women in the Arts</a>, and will focus on her work <i>Resurrection</i>, which was hung in the White House during President Obama's term. With this inspiration, students will be able to create and articulate the process of making their own "circles and stripes, dashes and dabs" to build skills and approaches to art-making that represent natural and constructed environments around them.</p> <p><b>Kindergarten, First Grade, Second Grade - Music</b>  Anchor Standard 7: Perceive and analyze artistic work  Standard(s): MU:Re7.1.K  Description: Each month the students will learn about a Black composer and/or singer whose birthday falls within that month. Listed below are the examples.</p> <ul style="list-style-type: none"> <li>• August/September - Michael Jackson and Beyonce</li> <li>• October - Harry Belafonte (specifically his Caribbean music)</li> <li>• November - Scott Joplin (specifically ragtime music)</li> <li>• December - Louis Armstrong</li> <li>• January - Etta James (specifically how she bridged the gap between rhythm and blues and rock and roll)</li> <li>• February - variety of Black musicians such as Whitney Houston, B.B. King, Will Smith, and Marian Anderson</li> <li>• March - variety of Black Women musicians in honor of Women in History Month, such as Queen Latifah and Aretha Franklin.</li> <li>• April - Billie Holiday and Ella Fitzgerald</li> <li>• May/June - Stevie Wonder and Dizzy Gillespie</li> </ul> <p>Students will listen to various pieces of music by these artists, learn fun facts about each one, and discuss their contributions to music and their overall achievements. They will also be introduced to a variety of genres of music for which these composers had a lasting impact. Songs will vary by grade level.</p>
First Grade	ELA Math Science Social Studies Art	<p><b>First Grade - ELA</b>  Curriculum: Amplify CKLA  Knowledge Unit 6: Astronomy - Lesson 7: Exploration of the Moon  Description: Students will learn about Guion Bluford, the first Black man to fly into space. The lesson begins with students watching a quick video titled <a href="#">Black Heros of Space</a>. This video provides students with background knowledge about the bright and brave astronauts, mathematicians, scientists/engineers who have traveled to or helped us learn more about space. Students will also watch another video titled <a href="#">First Black Man in Space</a>. This video takes a look at Guion Bluford's amazing journey through NASA and into space. Students will use this information to describe the experiences of the first astronauts in space and write an opinion statement about landing on the moon.</p>

		<p>Knowledge Unit 7: The History of the Earth - Lesson 7: Fossils  Standard(s): SL.1.1, RI.1.3, L.1.5c,W.1.2  Description: Students will learn about Louis Purnell, the first Black Paleontologist, and his contributions and achievements to science. Then students will watch a video, <a href="#">Dig into Paleontology</a>, where they will learn what it means to be a paleontologist, like Louis Purnell. Then students will watch <a href="#">I Want to be a Paleontologist</a>, where it will help children imagine what it would be like to dig, find, and assemble a whole Tyrannosaurus Rex.</p> <p>Unit 2 - The Human Body  <i>The Doctor with an Eye For Eyes: The Story of Dr. Patricia Bath</i> by Julia Finley Mosca  “Students will appreciate the rhyming text and vivid illustrations in this biography. This charming story of persistence chronicles the life of Patricia Bath from her youth, when she faced racism and adversity, to the success she had as a pioneering inventor and eye surgeon in her adult life. The author’s note shares valuable information about Dr. Bath and her work as an ophthalmologist and laser scientist” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p>Unit 6 - Astronomy  <i>Starstruck: The Cosmic Journey of Neil DeGrasse Tyson</i> by Kathleen Krull and Paul Brewer  “Readers will enjoy this inspirational biographical picture book about American astrophysicist Neil deGrasse Tyson. The author describes Tyson’s life, including the trip to the planetarium that galvanized his passion for outer space. The back matter provides a glossary and multimedia resources for additional information” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p>Unit 6 - Astronomy  <i>Mae Among the Stars</i> by Roda Ahmed  “This selection is inspired by the true story of Dr. Mae Jemison, the first African American woman in space. The text describes her excitement for space exploration and her parents’ encouragement dating back to her earliest childhood years. The author provides a note that details additional biographical information about Dr. Jemison’s life, including the number of languages she speaks and her work as a medical officer for the Peace Corps” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p><b>First Grade - Math</b>  Unit: Module 5 - Telling Time and Clocks (Lessons 11-13)  Standard(s): 1.MD.3  Description: Students will watch a <a href="#">video</a> about Benjamin Banneker that discusses the history of his life and his early invention of the clock. We learn his ideas behind the clock and how he carved wood and used items in his surroundings to build a clock to keep track of time and how to tell time. Students will receive a booklet: <a href="#">Benjamin Banneker Mini Book</a> that they will read together as a whole group, then in pairs, and then independently. A whole group discussion will take place on how Benjamin Banneker’s contributions shaped the math world with clocks and telling time. The lesson will then transition into teaching students on how to tell time and</p>
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		<p>how to read/use a clock.</p> <p><b>First Grade - Science</b>  Unit: External Animal Parts  Standard(s): 1-LS1-1  Description: Students will test different bird “beaks” to see which are best suited for different “foods.” They will explore various pictures of pelicans and answer appropriate questions with the goal of seeing that the shape of the beak enables the pelicans to scoop up lots of ocean water in hopes of catching fish to eat. Then students will conduct an experiment to test different beak structures to see which shapes work better with specific foods. They will also use different objects to act as beaks and attempt to pick up different “foods” such as rice (seeds) and rubber bands (worms). As a result, they will realize that some beak shapes are better suited for picking up certain foods. The lesson will continue with students watching two videos: <a href="#">Animal Adaptations</a> and <a href="#">Adaptations at Animal Wonders-Field Trip</a>, where they will learn about various other ways animals use their external parts to help them survive, grow, and meet their needs. Then they will watch <a href="#">Bugs aren't brainless, Great Minds: Charles Henry Turner</a> to learn about Chalres Henry Turner, a pioneer in Zoology. Students will conduct research in class about Charles Henry Turner’s contributions to science. The cumulative project will be students dressing up and hosting a “live museum” in the classroom to share what they learned about external animal parts and Charles Henry Turner.</p> <p>Unit: External Animal Parts  Standard(s): 1-LS1-1  Description: Students will test different bird “beaks” to see which are best suited for different “foods.” They will explore various pictures of pelicans and answer appropriate questions with the goal of seeing that the shape of the beak enables the pelicans to scoop up lots of ocean water in hopes of catching fish to eat. Then students will conduct an experiment to test different beak structures to see which shapes work better with specific foods. They will also use different objects to act as beaks and attempt to pick up different “foods” such as rice (seeds) and rubber bands (worms). As a result, they will realize that some beak shapes are better suited for picking up certain foods. The lesson will continue with students watching two videos: <a href="#">Animal Adaptations</a> and <a href="#">Adaptations at Animal Wonders-Field Trip</a>, where they will learn about various other ways animals use their external parts to help them survive, grow, and meet their needs. Then they will watch <a href="#">Bugs aren't brainless, Great Minds: Charles Henry Turner</a> to learn about Chalres Henry Turner, a pioneer in Zoology. Students will conduct research in class about Charles Henry Turner’s contributions to science. The cumulative project will be students dressing up and hosting a “live museum” in the classroom to share what they learned about external animal parts and Charles Henry Turner.</p> <p><b>First Grade Social Studies</b>  Standard(s): K-3a - Students will develop an understanding of the similarities between families now and in the past, including:</p> <ul style="list-style-type: none"> <li>● Daily life today and in other times</li> </ul>
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		<ul style="list-style-type: none"> <li>● Cultural origins of customs and beliefs around the world</li> </ul> <p>Description: Students will read several texts comparing families long ago and today. Specifically we will discuss segregation laws which prohibited certain people living and working together. Students will read the text as a class, <i>Separate is Never Equal</i> by Duncan Tonatiuh, <i>The Little Rock Nine Challenge Segregation (YouTube Video)</i>, <i>The Younger Marcher</i> by Cynthia Levinson and Vanessa Brantley-Newton, and complete a handout comparing civil rights to the 1950s and present day.</p> <p>Unit 3: Holidays Around the World</p> <p>Standard(s): K-3a - Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States, cultural origins of customs and beliefs around the world.</p> <p>Description: While students are learning about different holidays and cultures around the world, students will engage in discussion about different holiday customs and traditions and how they are related to their culture and where they live. Students will also use songs and physical activity to experience the different holiday customs.</p> <p><b>First Grade - Art</b></p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work</p> <p>Standard(s): VA:Cr1.1.1a, VA:Cr1.2.1a</p> <p>Description: Students will be introduced to <a href="#">Faith Ringgold</a> and focus in on her later works with story quilts. <a href="#">Guiding questions</a> relating to quilts will be asked so students all have the same prerequisite knowledge. Students will listen to Ringgold read her book <a href="#">Tar Beach</a> and learn about the process of making the work of art, <a href="#">Tar Beach Quilt</a>. From there, students will collaboratively create their own story quilt square with a variety of materials that can be pieced together to create a first grade quilt.</p>
Second Grade	ELA	<p><b>Second Grade - ELA</b></p> <p>Curriculum: Amplify CKLA</p> <p>Knowledge Unit 6: Cycles in Nature</p> <p>Standard(s): RL.2.1, RL.2.2, RI.2.1, RI.2.2, SL.2.1</p> <p>Description: Students will learn about the many natural cycles that make life on Earth possible. Students will learn about the achievements and contributions of <a href="#">Black scientists</a> in the natural world.</p> <p><b>Second Grade - Social Studies</b></p> <p>Standard(s): K-3a History</p> <p>Students will use artifacts and documents to gather information about the past.</p> <p>Description: Over the course of the year, students will...</p> <ul style="list-style-type: none"> <li>● Observe artifacts obtained from Winterthur Museum from the past to determine how these items were used and compare/identify what related items are used in the present.</li> <li>● Additional artifact items or images will be added to show and discuss items invented by Black inventors (clothes wringer, ironing board, and dough roller).</li> <li>● Observe artwork (documents) created/inspired by Black artists</li> <li>● Read and observe books by Black authors</li> </ul>

		<ul style="list-style-type: none"> <li>Analyze photos as <a href="#">primary source documents</a> from Black History and identify what the photos tell them about the experiences of African Americans in history.</li> </ul> <p><b>Second Grade - Art</b>  Anchor Standard 2: Organize and develop artistic ideas and work  Standard; VA:Cr2.3.2a  Description: Students will learn about the service and artwork of Tyree Guyton, a Detroit based artist who strived to beautify his community. The story, <a href="#">Magic Trash</a>, will introduce the topic and students will explore his famous work, <a href="#">The Heidelberg Project</a>. As a class, students will discuss the choices Guyton made in creating this project and the objects he used to repurpose them to support the community he grew up in. Students will then pick themes of their own houses to create. Using a collage technique, students will be able to create their own homes similar to those in the Heidelberg Project.</p>
Third Grade	ELA Science Art Music	<p><b>Third Grade - ELA</b>  Curriculum: Amplify CKLA  Unit 2: Animal Classification  Standard(s): RI.3.1, SL.3.1  Description: Students will learn and discuss Roger Arliner Young, who was an American scientist of Zoology and her contributions to the science world. She is also known as the first Black woman to receive a doctorate degree in Zoology.</p> <p>Unit 3: The Human Body: Systems and Senses - Lessons 2-9  Standard(s): RI.3.1, RI.3.2, SL.3.2, W.3.2  Description: Students will research and summarize their findings on Alexa Canady, a doctor and surgeon. She was the first female Black neurosurgeon in the United States, and also the first Black female to be certified by the American Board of Neurological Surgery.</p> <p>Unit 4: The Ancient Roman Civilization  Standard(s): RI.3.1, RI.3.2, SL.3.2, W.3.2  Description: Students will research and summarize their findings on Black architect, William Sidney Pittman. They will learn about his family, education in Philadelphia, and how he overcame many challenges to become a pioneer in the architectural world.</p> <p>Unit 5: Light and Sound - Lesson 12 and 13  Standard(s): RI.3.1, RI.3.2, SL.3.2, W.3.2  Description: "The nonfiction Reader for Unit 5, <i>Adventures in Light and Sound</i>, consists of selections describing the science behind light and sound. Students will read about light sources, shadows, mirrors, reflection, refraction, lenses, and color. They will also study the characteristics of sound, as well as the human voice. Later chapters include information about light and photography as well as biographies of two famous inventors who worked with light and sound: Alexander Graham Bell and Thomas Edison." (<i>Amplify CKLA - Teacher Guide Grade 3</i>). Students will also learn about and discuss Lewis Latimer who worked closely alongside these inventors and</p>



		<p>made significant contributions to the development of the lightbulb and the telephone.</p> <p><b>Third Grade - Science</b>  Unit: Environments and Survival  Standard(s): 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3 LS4.B, LS4.C, LS4.D, LS2.C, LS4.A, ETS1.A, ETS1.B, ETS1.C  Description: Students will read about <a href="#">Margaret Collins</a>, the entomologist and zoologist. Known as the "Termite Lady" for her extensive research on termites, she co-discovered the <i>Neotermes luykxi</i> species of termites.</p> <p>Unit: Weather and Climate  Standard(s): 3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3, 3-LS4-3 ESS2.D, ESS3.B, ETS1.A, ETS1.B, ETS1.C, LS4.C  Description: Students will read about <a href="#">Emmett Chappelle</a> who used bioluminescence as a way to quantify the presence of bacteria in water and showed how fluorescence can be used to monitor plant health. At NASA, he researched an ATP-fluorescence assay as a way to detect life on other planets.</p> <p><b>Third Grade - Art</b>  Anchor Standard 6: Convey meaning through the presentation of artistic work  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): VA:Pr6.1.3a, VA:Re.7.1.3a, VA:Re.7.2.3a, VA:Cn.11.1.3a  Description: Students will complete an "Art Detective" activity where students will view Panel #12 of the Migration Series by Jacob Lawrence (1917-2000). Students will view the panel without any explanation of what the painting is, answer questions about what they see, what they think is happening in the painting, and how the painting was created. After collecting their answers, we will discuss the life and work of Jacob Lawrence focusing on his 60 panel series about the migration of African Americans from the rural south to the northeast after the start of World War I, as seen <a href="#">here</a>.</p> <p><b>Third Grade - Music</b>  Anchor Standard 4: Select, analyze, and interpret artistic work for presentation  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, historical context to deepen understanding  Standard(s): MU:Pr4.1.3, MU:Re7.1.3, MU:Cn11.0.3  Description: Students will analyze how pop music has shaped our society by reading about and listening to influential Black artists. Students will be assigned an <a href="#">article</a> (or two) to read and highlight essential questions in <i>green</i>. After reading, they will listen to a song in this <a href="#">Spotify playlist</a> that corresponds to their article artist. Finally, students will respond to the following in a writing prompt:</p> <ul style="list-style-type: none"> <li>● How does this pop artist influence change in society? Use evidence</li> </ul>
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		<p>from both the article and song to support your reasoning.</p> <ul style="list-style-type: none"> <li>How does music influence change?</li> </ul> <p>Third grade will focus specifically on Alicia Keys - "Girl on Fire."</p>
Fourth Grade	ELA Music	<p><b>Fourth Grade - ELA</b> Curriculum: Amplify CKLA Unit 1: Personal Narratives - Lesson 3 Standard(s): RI.4.1 Description: Students will read an excerpt from Condoleezza Rice's memoir, <i>Extraordinary, Ordinary People: A Memoir of Family</i>. Students will work with partners to complete their graphic organizer and identify causes and effects. Students will note how the main events and how the characters change are good clues to finding cause and effect.</p> <p>Unit 3: Poetry - Lessons 4 and 5 Standard(s): L.4.5, RI.4.1, RL.4.2, W.4.5, W.4.8 Description: "Langston Hughes's "Harlem," a classic poem, uses a series of similes to consider the cost of deferring one's dreams. Through colorful language such as fester and stink, Hughes implies the answer to his series of questions. Students may use these diction clues to infer the poem's meaning: that one should not defer one's dreams" (<i>Amplify Teacher Guide - Grade 4</i>).</p> <p>Unit 3 - Poetry "That Is My Dream!: A picture book of Langston Hughes's "Dream Variation" by Langston Hughes and Daniel Miyares (Illustrator) Evocative watercolor paintings bring to life the words of "Dream Variation" by Harlem Renaissance poet Langston Hughes. Teachers might consider this text as a way of exploring implicitly and explicitly stated meaning in poetry. Multiple readings of this book can help deepen and expand young readers' understanding of Hughes's feelings about racial prejudice and his hope for the future" (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p><b>Fourth Grade - Music</b> Anchor Standard 4: Select, analyze, and interpret artistic work for presentation Anchor Standard 7: Perceive and analyze artistic work Anchor Standard 11: Relate artistic ideas and works with societal, cultural, historical context to deepen understanding Standard(s): MU:Pr4.1.4, MU:Re7.1.4, MU:Cn11.0.4 Description: Students will analyze how pop music has shaped our society by reading about and listening to influential Black artists. Students will be assigned an <a href="#">article</a> (or two) to read and highlight essential questions in <i>green</i>. After reading, they will listen to a song in this <a href="#">Spotify playlist</a> that corresponds to their article artist. Finally, students will respond to the following in a writing prompt:</p> <ul style="list-style-type: none"> <li>How does this pop artist influence change in society? Use evidence from both the article and song to support your reasoning.</li> <li>How does music influence change?</li> </ul> <p>Fourth grade will focus specifically on Will Smith's - "The Fresh Prince of Bel Air."</p>

Fifth Grade	ELA Music Art	<p><b>Fifth Grade - ELA</b>  Curriculum: Amplify CKLA  Unit 3 - Poetry  <i>Out of Wonder: Poems Celebrating Poets</i> by Kwame Alexander  “Kwame Alexander and two other authors pay homage to twenty poets who inspired their passion for the genre. Each poem reverently borrows a trademark stylistic element of the celebrated poet and is accompanied by energetic mixed-media artwork. The poems can be used to introduce readers to a wide variety of poets, both past and present. An “About the Poets Being Celebrated” section gives additional details of the lives and work of each poet” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p>Unit 3 - Poetry  <i>We are Shining</i> by Gwendolyn Brooks  “Gwendolyn Brooks’s hopeful and moving poem appears to float among this book’s vibrant images. Published to coincide with Brooks’s one hundredth birthday, this book could be used to introduce Brooks and encourage students to read her other poems. This poem’s uplifting celebration of worldwide diversity can be fodder for positive classroom discussions” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p><b>Fifth Grade - Art</b>  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): VA:Re.7.2.5a, VA:Cn.11.1.5a  Description: Students will complete an “Art Detective” activity where students will view, “<a href="#">Anaya with Oranges, 2017</a>,” by contemporary fabric artist Bisa Butler from New Jersey. Students will view the artwork without any explanation of what the artwork is, answer questions about what they see, what they think is happening in the painting, and how the painting was created. Afterwards we will discuss the life and work of Bisa Butler and how she is giving a voice to the African American experience not only during World War II, but also today with racial tensions and unrest.</p> <p><b>Fifth Grade - Music</b>  Anchor Standard 4: Select, analyze, and interpret artistic work for presentation  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, historical context to deepen understanding  Standard(s): MU:Pr4.1.5, MU:Re7.1.5, MU:Cn11.0.5  Description: Students will analyze how pop music has shaped our society by reading about and listening to influential Black artists. Students will be assigned an <a href="#">article</a> (or two) to read and highlight essential questions in <i>green</i>. After reading, they will listen to a song in this <a href="#">Spotify playlist</a> that corresponds to their article artist. Finally, students will respond to the following in a writing prompt:</p> <ul style="list-style-type: none"> <li>● How does this pop artist influence change in society? Use evidence from both the article and song to support your reasoning.</li> <li>● How does music influence change?</li> </ul>
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		Fifth grade will focus specifically on Beyonce - “Halo” and “Run the World (Girls).”
Sixth Grade	ELA Math Art Drama	<p><b>Sixth Grade - ELA</b> Curriculum: StudySync Unit 2: You and Me Standard(s): RL.6.4, RL.6.9, RL.6.10 Description: Students will complete a study of <a href="#">Nikki Giovanni</a> and several of her <a href="#">poems celebrating libraries</a>. Students will also complete multiple lessons on the Harlem Renaissance.</p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction to Countee Cullen and the Harlem Renaissance</a></li> <li>• <a href="#">On the Shoulders of Giants video</a></li> </ul> <p>Unit 3: Into the Dark Standard(s): RL.6.4, RL.6.9, RL.6.10 Description: Students will study different poems written by Black authors. One <a href="#">author</a> that they will focus on is <a href="#">Langston Hughes</a> - “Mother to Son” and “Harlem Night Song.”</p> <p><b>Sixth Grade - Math</b> Curriculum: Carnegie Learning Unit: Module 5 - Topic 1: The Statistical Process Standard(s): 6.SP.5.c Description: In 6th Grade, students will be calculating the averages for Basketball players statistics. They will find raw data, average, and percentages of African American basketball players in the NBA or WNBA.</p> <p><b>Sixth Grade - Art</b> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Standard(s): VA:Cn11.1.6a Lesson: <a href="#">Hairstyles as Art</a> Description: Art and literature have always been important tools for humans to reflect and critique the world around us. Often, it is through creating art that we begin to understand ourselves, and through examining art that we begin to understand each other. Black artists and writers throughout American history have offered meaningful insight into the experience of being Black in America, searing critiques of a white supremacist society, and powerful images of pride and resilience, all while pushing the bounds of form and style. In these lessons, you will explore some of the ways Black art and literature has left its imprint on American society. In this lesson, students will think about all the ways that personal style can be a form of art and communication. They will read an article about the history of Black hairstyles, as well as an article on the fight to end discrimination on the basis of non-Eurocentric hair. After analyzing the readings, they will create a digital poster highlighting a Black individual who they believe makes strong artistic or political statements with their style. (Newsela - Black History: Being Seen— Black Artists and Writers)</p>

		<p><b>Sixth Grade - Drama</b></p> <p>Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 7: Perceive and analyze artistic work Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Standard(s): TH:Cr1.1.6, TH: Pr4.1.6, TH.Re7.1.6, TH.Re.9.1.6, TH:Cn.10.1.6, TH:Cn.11.1.6 Description: Students will be doing script reading by the Black playwright, <a href="#">Idris Goodwin</a>. Students will then use those scripts as jumping off points to create their own scripts in class.</p>
Seventh Grade	ELA Math Science Social Studies Art Drama Music	<p><b>Seventh Grade - ELA</b></p> <p>Curriculum: StudySync Unit 1 - Conflicts and Clashes Standard(s): RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.9, W.7.1, W.7.2, W.7.3, W.7.9 Description: Students will read Langston Hughes’s “Thank You, M’am.” After engaging in a close reading and discussion of the text, students will be able to analyze the theme in order to compare and contrast the theme with that of other similar texts in a short, written response.</p> <p><b>Seventh Grade - Math</b></p> <p>Curriculum: Carnegie Learning Unit: Module 1- Topic 4: Proportional Relationships (Lesson 5 - Scale and Scale Drawings) Standard(s): 7.G.1 Description: Students will relate the scale and scale drawings to creating murals on a large scale. Students will look at <a href="#">14 Black Muralists</a> from Los Angeles, California and the work that they have created. Students will watch this <a href="#">video</a> clip (1:55 - 3:51), on the Grid System method showing students how an artist uses math to scale up their sketches to make murals.</p> <p>Unit: Module 2 - Topic 1: Adding and Subtracting Rational Numbers (Lesson 1 - Math Football -Using Models to Understand Integer Addition) Standard(s): 7.NS.1 Description: Students will watch this <a href="#">video</a> on how Prof. John Urschel, a former NFL player now Mathematics professor, could pursue two passions: football and mathematics. Then students will complete a math football game that is used to model the sum of a positive and negative integer. Students use number cubes to generate the integers. They will then use that information and write integer number sentences.</p> <p><b>Seventh Grade - Science</b></p> <p>Curriculum: Curriculum: Teachers’ Curriculum Institute (DOE Science Coalition) Unit 1: Matter</p>

		<p>Standard(s): MS-PS1-4</p> <p>Description: Students will learn about <a href="#">Jessica Esquivel</a>, a Black particle physicist, and her contributions and achievements in the world of science.</p> <p>Unit 2: Cells/Genetics</p> <p>Standard(s): MS-LS3-1</p> <p>Description: Students will be learning how different diseases are passed down from generation to generation and how some diseases affect some races and not others (<a href="#">article</a>). Students will learn how Sickle cell is a codominant trait and how that affects how the trait is passed from one generation to the next. The lesson will entail an <a href="#">article</a> about Henrietta Lack, whose cells were taken without her permission for cancer research. Students will discuss the following questions in small groups and as a class:</p> <ul style="list-style-type: none"> <li>• What are your thoughts on the story of Henrietta Lacks?</li> <li>• What stood out to you from the article?</li> <li>• Why is this important to the study of cells and cell reproduction?</li> </ul> <p>Students will also complete the Punnett Square <a href="#">worksheet</a> to see how different traits are passed down from each generation.</p> <p><b>Seventh Grade - Social Studies</b></p> <p>Unit: Economics</p> <p>Standard(s): Economics 3A</p> <p>Description: Students will identify and analyze prominent Black business people and entrepreneurs and their contributions to society.</p> <p><b>Seventh Grade - Art</b></p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>Standard(s): VA:Cn11.1.7a</p> <p>Lesson: <a href="#">Studying Black Art and Literature</a></p> <p>Description: Art and literature have always been important tools for humans to reflect and critique the world around us. Often, it is through creating art that we begin to understand ourselves, and through examining art that we begin to understand each other. Black artists and writers throughout American history have offered meaningful insight into the experience of being Black in America, searing critiques of a white supremacist society, and powerful images of pride and resilience, all while pushing the bounds of form and style. In these lessons, you will explore some of the ways Black art and literature has left its imprint on American society. In this lesson, students will think critically about the exposure they have gotten to Black writers and artists through their education or in the outside world. They'll read articles about efforts to diversify publishing and school courses, and research one artist or writer that you would like to add to your own school's curriculum. (<i>Newsela - Black History: Being Seen—Black Artists and Writers</i>)</p> <p><b>Seventh Grade - Drama</b></p> <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>
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Eighth Grade	ELA Art Drama Music	<p><b>Eighth Grade - ELA</b>  Curriculum: StudySync  Unit 6: Beyond Reality  Standard(s): RL.8.2, RL.8.5, RL.8.6, RL.8.10  Description: Unit 6 takes students to Africa with Raouf Mama's African Tales and a discussion about African American oral traditions. We end the year by reading <i>Children of Blood and Bone</i> by Tomi Adeyemi, which is a magical story that is allegory for the modern-day black experience and will encourage dialogue about the brutality and violence against Black people that has occurred for decades.  Throughout the year in 8th Grade ELA, students will be presented with a Black figure who has shaped the country in some way. These include authors featured in our anthology, articles for students to read, and questions for students to complete once they have finished reading. These figures are people who students have not previously heard of, from many different time periods. These include people in science, literary, and mathematical roles.</p> <p><b>Eighth Grade - Art</b>  Anchor Standard 1: Generate and conceptualize artistic ideas and work.  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 8: Interpret intent and meaning in artistic work.  Anchor Standard 11: Relate artistic ideas and works with societal, cultural,</p>

		<p>and historical context to deepen understanding  Standard(s): VA:Cr.1.1.6a, VA:Re.7.1.6a, VA:Re8.1.6a, VA:Cn11.1.6a  Description: Middle School Art (Grades 6-8) is designed as a course with a focus on contemporary art and is enriched by offering students another lens through which to view the hardships of, contributions from, and uplift of Black people. The curriculum is a progression and lessons, discussions, themes and projects may cycle between 6th, 7th and 8th grades. Students will cycle through the following activities:</p> <ul style="list-style-type: none"> <li>• Activity 3: Students will study contemporary Black artists by changing standards or who, when, and how art is contributing to national history, specifically Portraiture by <a href="#">Amy Sherald</a> and <a href="#">Kahinde Wiley</a>.</li> <li>• Activity 4: Students will examine works by contemporary artists created as works of protest, uplift and history making for and by Black people, focusing specifically on <a href="#">Faith Ringgold</a>, <a href="#">Romare Bearden</a>, <a href="#">Kerry James Marshall</a>.</li> </ul> <p><b>Eighth Grade - Drama</b>  Anchor Standard 2: Organize and develop artistic ideas and work.  Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 9: Apply criteria to evaluate artistic work.  Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): TH:Cr1.1.8, TH: Pr4.1.8, TH:Re7.1.8, TH:Re.9.1.8, TH:Cn.10.1.8, TH:Cn.11.1.8  Description: Students will be doing script reading by the Black playwright, <a href="#">Keyanna Alexander</a>. Students will then use those scripts as jumping off points to create their own scripts in class.</p> <p><b>Eighth Grade - Music</b>  Unit: Music in the Post-Reconstruction Era  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): MU:Re7.2.8.b, MU:Pr4.2.8c  Description: “Although the post-Reconstruction era was a challenging time and full of upheaval, members of the Black community nonetheless found ways to come together and thrive. They formed new communities and institutions that supported and uplifted each other, many of which are still serving Americans today. All people can find inspiration in the ways that Black Americans resisted oppression while making significant and lasting cultural contributions to the nation” (<i>Newsela - Black Communities and Culture During Jim Crow</i>). Students will <a href="#">read an article</a> about how Beyonce brought Black culture to the forefront of her music. Students will also learn about the importance of community and culture.</p>
Ninth	Math	<b>Ninth Grade - Math</b>



Grade	Science Social Studies Music	<p>Course: Algebra I Curriculum: Carnegie Learning Unit: Module 2 - Topic 2: Solving Linear Equations and Inequalities Standard(s): N.Q.1, N.Q.3, A.CED.1, A.CED.3, A.CED.4, A.REI.1, A.REI.3 Description: Students will learn about the invention of Lonnie Johnson, the engineer who used his knowledge of engineering to create the first Super Soaker gun, the “Power Drencher”. This technology involved compressed water in a container which you could then shoot for a distance. Students will be given information regarding the various compression strengths of various Super Soaker models, XP-75, XP-150, and XP-300 and how far they could shoot water. Students will need to come up with the linear relationships between the compression power of the various models and the distance they can shoot the water. Students will also be responsible for graphing the equations to compare them.</p> <p><b>Ninth Grade - Science</b> Course: Biology Unit 1: Ecology Standard(s): HS-LS2-2 Description: Students will look at the contributions of Black people to American life through the lens of science. Focusing on ecological relationships, students will utilize <a href="#">National Geographic Layered Interactive Maps</a> to do a comparison of population growth in North America vs. Africa. Students will graph, compare and discuss population growth on both continents.</p> <p>Unit 2: Genetics Standard(s): HS-LS2-1 Description: Students will learn about DNA and protein synthesis, specifically focusing on sickle cell. Students will discuss the disease, the history of medicine, and the racial disparity. Students will then learn about Henrietta Lacks and participate in a socratic seminar debating usage of her cells and how they should be used going forward.</p> <p><b>Ninth Grade - Social Studies</b> Course: Civics and Economics Standard(s): Civics 1a, 2a, 2b, 3a, 4a, 4b; Economics 1a, 2a, 3a, 4a Unit: Voting and Elections Description: Students will explore the action and impact of the following: Lesson 1 - Who Can Vote? Explore Action and impact of the following:</p> <ul style="list-style-type: none"> <li>● Fifteenth Amendment</li> <li>● Smith v. Allwright</li> <li>● Civil Rights Act of 1957</li> <li>● Civil Rights Act of 1960</li> <li>● Twenty-fourth Amendment</li> <li>● Voting Rights Act of 1965</li> </ul> <p><b>Ninth Grade - Music</b> The contributions of Black people, specifically to culture and history, in our country cannot be disputed and the way that their music has influenced our</p>
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		<p>country is another way to view the impact. This is currently being done by viewing current music genres and popular musicians today and then tracing their roots backwards to see where they came from. Many Black musicians today can have their roots brought back to early African music or gospel hymns from Black culture. Students will listen to and study many of these musicians, who are also prominent figures in national history.</p>
Tenth Grade	Math Science Drama Art	<p><b>Tenth Grade - Math</b>  Course: Algebra 2  Curriculum: Carnegie Learning  Unit: Module 1 - Topic 1: Exploring and Analyzing Patterns (Lesson 3 - Comparing Multiple Representations of Functions)  Standard(s): A.SSE.1b,A.CED.1,F.IF.8,F.IF.9  Description: Students will access information about the population of African Americans throughout decades spanning back to 1790. They will use this information in the <a href="#">table</a> and their knowledge of linear, quadratic, and exponential functions to discover which type of function is appropriate to use as a model to predict what the population will be like 100 years from now. They will then engage in the article, The Growing Diversity of Black America. In groups students will need to identify one driver of the population they think makes the most impact to the overall population. We will discuss their ideas in a class discussion.</p> <p><b>Tenth Grade - Science</b>  Course: Chemistry  Unit: Mainstreams in Chemistry  Standard(s): HS-PS2-6  Description: Students will complete a research project using UDLib databases on Black contributions to chemistry from the past through the 20th century. They will have the following to choose from and are welcome to research other scientists not listed:</p> <ul style="list-style-type: none"> <li>○ Mary Daley</li> <li>○ James Harris</li> <li>○ Jeanette Brown</li> <li>○ Alma Hayden</li> <li>○ St. Elmo Brady</li> <li>○ Isaiah Warner</li> <li>○ Alice Baul</li> <li>○ Walter Hawkins</li> <li>○ Margert Tolbert</li> <li>○ Gloria Anderson</li> <li>○ Hosea Williams</li> </ul> <p>Unit 9: Organic Chemistry  Standard(s): HS-PS1-5  Description: Students will learn about Percy Julian, a Black research chemist and pioneer in the chemical synthesis of medicinal drugs from plants. After learning about his contributions, students will participate in an <a href="#">aspirin virtual lab</a>.</p> <p><b>Tenth Grade - Drama</b></p>

		<p><i>Odyssey Charter School's course, Acting I-III, is a differentiated elective course that is offered to students in grades 10-12.</i></p> <p>Course: Acting I-III</p> <p>Standard(s): TH:Re9.1.III.c, TH:Cn11.2.III.b</p> <p>Description: Students will compare and contrast two plays written in the same time period - <i>A Raisin in the Sun</i> and <i>All My Sons</i>. They will use historical research in this process about the time period, playwrights, and production history. They will also compare and debate the connection between a drama/theater work and contemporary issues that may impact audiences.</p> <p>This lesson is focused on comparing the work of a white male-identifying playwright and a Black female identifying playwright, both popular writers in the same era. The lesson also looks at the themes in the plays and gives space for students to compare them to important contemporary issues, which is a moment when students can bring up aspects of their community and lives that are not represented in the pieces or how what is presented relates to their community even if it does not explicitly represent their community and a chance for students to talk about how these issues relate to their communities even if they are different from those presented.</p> <p><b>Tenth Grade - Art</b></p> <p><i>Odyssey Charter School's Course, Visual Arts I, is an elective course that is offered to students in grades 9-12.</i></p> <p>Course: Visual Arts I</p> <p>Anchor Standards 1-11</p> <p>Standard(s): VA:Re.7.1.1a, VA:Re.7.2.1a, VA:Re.7.1.1a, VA:Re.7.2.1a, VA:Re8.1.1a, VA:Re9.1.1a, VA:Cn10.1.1a, VA:Cn10.1.1a, VA:Cn11.1.1a</p> <p>Description: Students will research Black artists to learn about expression, color theory and techniques when they begin Unit 6: Exploring Abstraction, Expressionism and Symbolism Through Ideas of Culture and Self. Students will use the link below while they are researching:</p> <ul style="list-style-type: none"> <li>• <a href="#">Norman Lewis</a></li> </ul> <p>Students will focus on creating two pieces of art, one using charcoal and the other one using pastels, with an emphasis on Expressionism and Symbolism. They will view a presentation and discuss how to create emphasis while referencing different examples of art from various cultures and time periods. Then they will create a drawing that expresses an idea of self.</p>
Eleventh Grade	ELA Math Science Social Studies	<p><b>Eleventh Grade - ELA</b></p> <p>Course: English 11</p> <p>Curriculum: StudySync</p> <p>Standard(s): 11-12.RL.1-10, 11-12.RI.1-10, 11-12.SL.1-1d, 11-12.W.1-4</p> <p>Students will study several Harlem Renaissance authors (poetry and excerpts of short fiction). These will include an excerpt from <i>Their Eyes Were Watching God</i> by Zora Neale Hurston, "I Too Sing America" by Langston Hughes, "From the Dark Tower" by Countee Cullen, and "Home" by Gwendolyn Brooks.</p> <p><b>Eleventh Grade - Math</b></p> <p>Course: Geometry</p>

		<p>Curriculum: Carnegie Learning</p> <p>Unit: Module 4 - Topic 1: Circles and Volumes (Lesson 4 - Building Volume and Surface Area Formulas for Pyramids, Cones, and Spheres)</p> <p>Standard(s): G.GMD.1, G.GMD.3, G.MG.1, G.MG.2, G.MG.3</p> <p>Description: Students will use this <a href="#">lesson</a> to explore properties of Saturn's Moon, Titan. Students will use an equation and information regarding Titan's radius to find out the percentage of the moon's volume that is made up by atmospheric haze. Students will work through problems to identify the length of time for Mars Reconnaissance Orbiter to travel around Mars. Students will explore the idea of a transit, a reduction of solar energy, and identify how much fewer watts of energy reaches the top of Earth's atmosphere. We will then discuss two real-life African American women who worked for NASA and what their contributions were: <a href="#">Mary Jackson</a>, <a href="#">Katherine Johnson</a>.</p> <p><b>Eleventh Grade - Science</b></p> <p>Unit 5 - Land and Water Use</p> <p>Standard(s): HS-LS4-6</p> <p>Description: George Washington Carver developed a crop rotation schedule to help increase the cotton crops. From years of growing cotton, the nutrients from the soil became depleted, resulting in low crops. Under Carver's theory, by growing legumes, nitrogen-fixing plants can help rebuild the soil. Students will discuss crop rotation and how George Washington Carver has contributed. Afterward, they will complete a <a href="#">Nitrogen Use Lab</a>.</p> <p>Unit 6 - Energy Resources and Consumption</p> <p>Standard(s): HS-ESS3-1</p> <p>Description: Students will listen to Dr. John Francis's (Planet Walker) <a href="#">Ted Talk</a> and then explore the area around Odyssey by taking a walk looking for ways to maintain and improve our environment.</p> <p><b>Eleventh Grade - Social Studies</b></p> <p>Course: U.S. History</p> <p>Standard(s): US History 1a, 2a, 2b, 3a</p> <p>In Units 4 through 7, students will learn about the contributions of Black people to American life, history, literature, economy, politics, and culture.</p> <ul style="list-style-type: none"> <li>● In Unit 4 - Emergence of Modern America (1890-1930), students will learn about the Harlem Renaissance and research key people from this movement. They will also learn about The Great Migration (1916) - the movement of African Americans out of the South to the North and West leading into the Great Migration and Black Cowboys.</li> <li>● Students will learn about the Great Depression and World War II (1929-1945) in Unit 5. They will discuss Tuskegee Airmen and African Americans and their impact on World War II.</li> <li>● During Unit 6 - Postwar United States (1945 - early 1970s), students will connect to the contribution of Black women to the space program then and now.</li> <li>● In Unit 7 Contemporary United States (1968-1990s), students will select any part of Black Culture to highlight as a moment of <a href="#">Black Joy</a>.</li> </ul>
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Twelfth Grade	Science Social Studies	<p><b>Twelfth Grade - Science</b>  Course: Physics  Unit: Mainstreams in Physics  Standard(s): HS-PS4-4, HS-PS4-5  Description: Students will complete a research project using UDLib databases on Black contributions to physics from the past through the 20th century. They will have the following to choose from and are welcome to research other scientists not listed:</p> <ul style="list-style-type: none"> <li>Ernest Wilkins, Herman Branson, Warren Henry, George Carruthers, Walter Massey, Ronald Mickens, Edward Bouchet, Shirlie Ann Jackson, Arthur Walker, Meredith Gouridine, Valerie Thomas, Robert Bragg, Carolyn Parker, Mae Jemison</li> </ul> <p><b>Twelfth Grade - Social Studies</b>  Course: AP African American Studies  Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a  Unit 2: Freedom, Enslavement, and Resistance</p> <ul style="list-style-type: none"> <li>Objective #12: <i>Explain</i> how African American faith and musical traditions, including spirituals, emerged in their social and cultural context.</li> <li>Objective #13: <i>Explain</i> how African Americans combined influences from African cultures with local sources to develop new musical and artistic forms of self-expression.</li> <li>Objective #25: <i>Describe</i> enslaved and free African American men and women's contributions during the U.S. Civil War.</li> </ul> <p>Unit 3: The Practice of Freedom</p> <ul style="list-style-type: none"> <li>Objective #9: <i>Explain</i> how Black women activists advocated for their own voices and leadership in collective efforts to advance African Americans.</li> <li>Objective #10: <i>Summarize</i> the various ways African American organizations, institutions, and businesses promoted equity, economic stability, and the well-being of their communities.</li> <li>Objective #12: <i>Explain</i> how themes of racial pride and self-definition manifested during the New Negro movement.</li> <li>Objective #13: <i>Describe</i> the context, purpose, and significance of photography by New Negro artists such as James Van Der Zee.</li> <li>Objective #14: <i>Describe</i> the academic context that led New Negro renaissance writers, artists, and educators to research and disseminate Black history and explain the impact of their work on Black students.</li> <li>Objective #15: <i>Identify</i> causes and effects of the Great Migration and explain its impact on Black communities and American culture</li> </ul> <p>Unit 4: Movement and Debates</p> <ul style="list-style-type: none"> <li>Objective #1: <i>Describe</i> the central elements of the concept of négritude and its relationship to the New Negro renaissance.</li> <li>Objective #5: <i>Explain</i> how artists, poets, and musicians of African descent advocated for racial equality and brought international attention to the Black Freedom movement.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Objective #6: <i>Describe</i> the resistance strategies embraced by the four major organizations of the civil rights movement.</li> <li>● Objective #7: <i>Describe</i> the roles women played in the Student Nonviolent Coordinating Committee (SNCC) during the civil rights movement.</li> <li>● Objective #8: <i>Explain</i> the influence of faith and music on the many strategies African Americans developed to combat systemic discrimination and represent themselves authentically.</li> </ul>
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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
Third Grade	Social Studies	<p><b>Third Grade - Social Studies</b></p> <p>Standard: K-3a: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.</p> <p>Description: Students will learn about <a href="#">The Great Migration</a> (1910-1970). They will look at where African Americans were located in America, where they migrated to, and how the struggle it created for their home and work life. Students will dive into the reasons for migration and what events took place during this time period.</p>
Fourth Grade	Math	<p><b>Fourth Grade - Math</b></p> <p>Unit: Module 5 - Fraction Equivalence, Ordering and Operations</p> <p>Standard(s): 4.OA.5, 4.NF.3, 4.NF.4, 4.MD.4</p> <p>Description: Students will analyze classroom, school, state and national information on Black students enrolled in schools from one time period to another, in reference to Brown vs. Board of Education.</p>
Fifth Grade	ELA Social Studies	<p><b>Fifth Grade - ELA</b></p> <p>Curriculum: Amplify CKLA</p> <p>Unit 1: Personal Narratives - Lesson 9: Tone</p> <p>Standard(s): W.5.4, RI.5.6, SL.5.5</p> <p>Description: Students will learn about the author's perspective, tone, and inference as they explore memoirs of Rosa Parks and Bertie Bowman, as well as the treatment of Blacks during the Civil Rights Movement.</p> <p>Novel Study (Honors Program)</p> <p>Standard(s): RL.5.2, RL.5.3, RL.5.4, RL.5.6, W.5.1, W.5.4, SL.5.1</p> <p><i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor</p> <p>Description: <i>Roll of Thunder, Hear My Cry</i> is a historical fiction novel written by a Black author about the struggles of Black families in the South post-construction period and in the Jim Crow Era. This is told from the perspective of a 9-year-old Black child and explores how she is shaped by the events and struggles of the time period. The content is traumatic and sparks discussion for how things were, how far our country has come, and how far we still have to go regarding Civil Rights and equal treatment for all citizens under the law. This is a cross-curricular unit of study that ties into Social Studies - the Bill of Rights and Due Process.</p> <p><b>Fifth Grade - Social Studies</b></p> <p>Unit: Civil Rights (cross-curricular lesson with ELA)</p> <p>Standard(s): Geography 3a</p> <p>Description: The students will learn that "the Civil Rights Movement was a decades-long struggle for social justice that began in the late 1950s. African Americans fought for basic rights long denied to them and inspired other marginalized groups to fight for their own rights. Some historians argue that the Civil Rights Movement "officially" began on December 1, 1955 when an African American woman named Rosa Parks was arrested for refusing to</p>

		<p>move to the back of the bus in Montgomery, Alabama” (<i>Newsela - The Civil Rights Movement Instructional Set</i>). Students will read a variety of <a href="#">Newsela Articles</a> about the Civil Rights Movement in America. By the end of the lesson(s), students will be able to answer and discuss the following question: what were the key events of the Civil Rights Movement nationally and in Tennessee?</p>
Sixth Grade	ELA Music	<p><b>Sixth Grade - ELA</b>  Curriculum: StudySync  Unit 1: Testing Our Limits  Standard(s): RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.6  Description: Students will read “<a href="#">The Mighty Miss Malone</a>” - a story about twelve-year-old Deza Malone who is new in Flint from Gary, Indiana, where she was at the top of her class. When Deza begins again at a new school, her teachers, unlike her beloved former teacher Mrs. Needham, treat her unfairly because of her race.</p> <p>Novel Studies  Standard(s): RL.6.1, RL.6.3, RL.6.6, RL.6.10  Description: Students will have the option of reading a minimum of one of the following books during the first marking period. Students will be required to read a certain amount of chapters each week and discuss them in their literary circle groups.</p> <ul style="list-style-type: none"> <li>● <a href="#">Maniac Magee</a> - “The town of Two Mills is neatly divided into two segregated halves: white people live in the West End and black people live in the East End. When <a href="#">Maniac Magee</a> (a white kid from elsewhere) arrives in town, running from a life as an orphan, he doesn’t know this. In fact, he doesn’t seem to be aware of racial differences at all. Racial prejudice is incomprehensible to him because he is just an orphan looking for a sense of belonging, and he sees everyone he meets as potential friends and family, regardless of race. By telling the story of Two Mills through Maniac’s innocent perspective, Spinelli suggests that racism, which is founded on ignorance and lack of empathy, ultimately doesn’t make sense and can only be defeated by people who are willing to cross invisible boundaries in order to make friends” (<i>LitCharts.com</i>).</li> <li>● <a href="#">The Parker Inheritance</a> - “In <i>The Parker Inheritance</i>, the two main kids are smart, savvy, and plucky as they puzzle out a mystery and bring to light a racist incident that reverberated through their town more than half a century ago. Author Varian Johnson does not shy away from difficult issues, and his take on race is nuanced. In the earlier history, some light-skinned blacks opt to pass as white, the African American characters are aware of relative skin shade, and though some fight for school integration, others have strong affection for their all-black schools and communities” (<i>Commonsensemedia.org</i>)</li> </ul>

		<p>Novel Studies</p> <p>Standard(s): RL.6.1, RL.6.3, RL.6.6, RL.6.10</p> <p>Description: Students will have the option of reading a minimum of one of the following books during the second marking period. Students will be required to read a certain amount of chapters each week and discuss them in their literary circle groups.</p> <ul style="list-style-type: none"> <li>● <a href="#">Finding Langston</a> - “Set in the mid-1940s, Cline-Ransome takes the reader into the heart of the Second Great Migration and details some of the conditions that African Americans faced in the South and the North in this post-war period. The book doesn’t shy away from the topics of segregation and discrimination as Langston encounters it in the libraries in the South, in the passenger cars on the railway to the North, and in the neighborhoods of Chicago” (<a href="#">socialjusticebooks.org</a>).</li> <li>● <a href="#">Revolution</a> - “This book is set in 1964 in the town of Greenwood, Mississippi. Having grown up in this town all her life, twelve-year-old Sunny is rather sheltered, knowing relatively little of the racial strife brewing around the country. Therefore, when she hears that invaders are coming to Greenwood, she is shocked and assumes that they are malevolent. Sunny doesn’t realize that these people have actually come to her town on a mission to fight for the rights of black people” (<a href="#">supersummary.com</a>).</li> </ul> <p><b>Sixth Grade - Music</b></p> <p>Anchor Standard 7: Perceive and analyze artistic work</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>Standard(s): MU:Re7.2.6.b, MU:Re8.1.6.a, MU:Pr4.2.6c</p> <p>Description: Students will highlight details about the relationship between <a href="#">Black art/culture</a> and racism or oppression. After reading an article about the Harlem Renaissance, students will answer the following question at the end of the lesson: in what ways can art and culture act as a resistance to oppression?</p>
Seventh Grade	Social Studies Music	<p><b>Seventh Grade - Social Studies</b></p> <p>Unit: Expansion of Freedom Unit</p> <p>Standard(s): Civics 1A, 1B, 2A, 3A, 4A</p> <p>Description: Students will examine the contributions of African Americans during the Civil Rights Movement and the American Political system - some examples are Martin Luther King Jr., Rosa Parks, Thurgood Marshall, and Lisa Blunt Rochester. Students will complete an individual research project focused on the contributions of African Americans to the United States.</p> <p><b>Seventh Grade - Music/Band</b></p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>



		<p>Standard(s): MU:Pr4.2.6c, MU:Re.7.2.6</p> <p>Description: “The 1950s was a turning point in U.S. history. It was during that decade that the civil rights movement really began to gain momentum. After centuries of relatively slow progress toward change and equality, the 1950s saw an increase in legal and legislative victories for civil rights advocates. This momentum and those victories paved the way for even more successful campaigns in the 1960s, which would forever change American life and culture, not only for Black people, but for all Americans” (<i>Newsela - Early Fights for Equality 1950-1960</i>). In this <a href="#">lesson</a>, students will describe the role and impact of freedom songs. Students should reflect and answer the following questions as well.</p> <ul style="list-style-type: none"> <li>• What were freedom songs during the civil rights movement?</li> <li>• What are examples of present-day freedom songs?</li> <li>• What methods did Black Americans employ in their fight for equality and justice?</li> </ul> <p>This will be a cross-curricular lesson with 7th grade social studies.</p>
Eighth Grade	Science	<p><b>Eighth Grade - Science</b></p> <p>Unit 2: Weather and Climate</p> <p>Standard(s): MS-ESS3-3, MS-ETS1-1</p> <p>Description: Students will be introduced to the idea that people of color may be disproportionately affected by climate change and pollution. In class, students will investigate whether there is a disparity between the population's access to healthy living environments. This is referred to as environmental racism, described by Petnaik <i>et al.</i>: “Environmental racism refers to the unequal access to a clean environment and basic environmental resources based on race. Communities of color are disproportionately victimized by environmental hazards and are far more likely to live in areas with heavy pollution. People of color are more likely to die of environmental causes, and <a href="#">more than half of the people</a> who live close to hazardous waste are people of color” (<a href="#">Racial Disparities and Climate Change</a>). Students will be introduced to the concept of environmental justice and the history of the environmental justice movement (<a href="#">Environmental Justice &amp; Environmental Racism</a>). Students perform a case study analysis on a specific example they believe to be environmental racism. They will articulate why they believe this is an example of environmental racism. Following their investigation, students will formulate a remediation strategy, focused on the principles of environmental justice, they believe best suits the case study they Identified. Finally, students will design and present a slide deck to the class describing their case study details and remediation strategy. Additional assessment details are currently being developed. Students will also be encouraged to use community members as resources for a final research project.</p> <p>Unit 3: Ecosystems</p> <p>Standard(s): MS-LS2-5</p> <p>Description: Over the last 30 years, biologists have increasingly become interested in how the environmental changes due to urbanization leads to changes in species make-up of urban ecosystems. Between 1965 and 1989, only 123 papers were published with the words “urban ecosystem”;</p>

		<p>however, from 1989 to 2019 the rate of publication of papers focused on this topic has increased exponentially, with over 1,000 papers published in 2019 alone. As a result of these publications, a picture is emerging that understanding the species, populations, and communities within an urban environment requires an understanding of the forces that structure and shape these environments. Schell <i>et al.</i> suggest that systematic inequalities within these urban ecosystems have significant impacts on biological progress and loss of biodiversity, and that these inequalities can lead to disparate ecological outcomes (<a href="#">The ecological and evolutionary consequences of systemic racism in urban environments   Science</a>). Some scientists believe that to solve environmental degradation, we must focus on racial and environmental justice because issues of racism are undeniably linked to the structure and make-up of the urban ecosystem. In this lesson, students will learn about some of the systematic inequalities in urban environments. Then, we will examine how the health of an urban ecosystem, defined by sustained biodiversity and ecological progress, is affected through the lens of systemic inequalities. Finally, students will evaluate the validity of the idea that resolving these inequalities will remediate the degradation of certain urban ecosystems.</p>
Ninth Grade	ELA Social Studies Music	<p><b>Ninth Grade - ELA</b>            Course: English 9            Curriculum: StudySync            Standard(s): 9-10.RL.1, 9-10.RL.6, 9-10.RL.5, 9-10.RI.4, 9-10.RI.3, 9-10.RI.9, 9-10.W.1, 9-10.W.2, 9-10.W.3, 9-10.W.9, 9-10.SL.2, 9-10.SL.4, 9-10.L.2, 9-10.L.1            Description: Through the use of letters, speeches, memoirs, novels, and videos, students learn about racial issues in America in the 1900s. Students will learn about the 13th-15th Amendment as well as Black Codes created by southern states, later nicknamed Jim Crow Laws. Some influential figures of the Black community will be highlighted. Those figures include, but are not limited to: Rosa Parks, Claudette Colvin, Martin Luther King Jr., students part of the integration of public schools, and writers such as Langston Hughes and W.eB. Du Bois. Social-economic struggles will be discussed in correlation with how schools were integrated and how southern states tried to keep businesses segregated. Concepts are covered in preparation for reading <i>To Kill a Mockingbird</i> and other pieces of literature.</p> <p>Students will also learn about Bryan Stevenson, a prominent black lawyer from Delaware who started the Equal Justice Initiative, an organization that works to free wrongfully convicted people and to educate others about the injustices within our criminal justice system. Students will make connections between their reading of <i>To Kill a Mockingbird</i> and the work that Bryan Stevenson strives to do in the present day, and will discuss how much things may have changed or not changed since the 1950s.</p> <p><b>Ninth Grade - Social Studies</b>            Course: Civics and Economics            Standard(s): Civics 1a, 2a, 2b, 3a, 4a, 4b; Economics 1a, 2a, 3a, 4a            Unit: Dealing with Community Issues            Description: Students will learn about education and social issues and the</p>

		<p>effects on the Black community.</p> <p>Lesson 2 Education and Social Issues</p> <ul style="list-style-type: none"> <li>Geoffrey Canada - Educational Activist <ul style="list-style-type: none"> <li>School funding</li> </ul> </li> </ul> <p><b>Ninth Grade - Music</b></p> <p>Course: Music Theory</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Standard(s): MU:Pr4.3.C.IIa, MU:Pr5.1.C.IIb</p> <p>Description: "The 1950s was a turning point in U.S. history. It was during that decade that the civil rights movement really began to gain momentum. After centuries of relatively slow progress toward change and equality, the 1950s saw an increase in legal and legislative victories for civil rights advocates. This momentum and those victories paved the way for even more successful campaigns in the 1960s, which would forever change American life and culture, not only for Black people, but for all Americans" (<i>Newsela - Early Fights for Equality 1950-1960</i>). In this <a href="#">lesson</a>, students will describe the role and impact of freedom songs. Students should reflect and answer the following questions as well.</p> <ul style="list-style-type: none"> <li>What were freedom songs during the civil rights movement?</li> <li>What are examples of present-day freedom songs?</li> <li>What methods did Black Americans employ in their fight for equality and justice?</li> </ul>
Tenth Grade	ELA	<p><b>Tenth Grade - ELA</b></p> <p>Course: English 10</p> <p>Curriculum: StudySync</p> <p>Standard(s): 9-10.RL.1-10, 9-10.RI.1-10, 9-10.SL.1-6, 9-10.W.1-4</p> <p>Description: During Unit 1 - The Power of Communication, students will read <i>A Letter From Birmingham Jail</i> by Martin Luther King Jr. in order to understand the struggle Black people endured in working to achieve fair treatment. They will also analyze rhetorical devices Martin Luther King Jr. uses in this text.</p> <p>During Unit 2 - Moving Forward, students will read the novel <i>Night</i> by Eli Wiesel. They will learn about Nazi Propaganda, specifically the <a href="#">1938 Olympics</a> where Jesse Owens won multiple gold medals. Students will discuss white supremacy in relation to Hitler/The Holocaust as well as in relation to how Jesse Owens was treated upon his return to the states after the Olympics. Jesse Owens was not necessarily celebrated as an athlete due to racism and the residual effects of slavery/reconstruction eras.</p>
Eleventh Grade	ELA Math Science Social Studies	<p><b>Eleventh Grade - ELA</b></p> <p>Course: English 11</p> <p>Curriculum: StudySync</p> <p>Standard(s): 11-12.RL.1-10, 11-12.RI.1-10, 11-12.SL.1-1d, 11-12.W.1-4</p> <p>In Unit 4 - Living the Dream, students study <i>A Raisin in the Sun</i>, discuss the American Dream and how throughout history not all aspects of the</p>

		<p>American Dream were easily attainable for all Americans. Students will also learn about segregation and housing in Chicago and other large cities. Then they will participate in a discussion about the playwright, Hansbury's father's lawsuit (and win) against the city of Chicago, regarding unfair housing practices and the subsequent experience of the family when they resided in a neighborhood that was considered a white neighborhood. <i>This is also a cross-curricular lesson with students participating in Acting I-III.</i></p> <p>In Unit 6 - With Malice Toward None, students will think about the theme of justice and the essential question as they focus on the literary period of postmodernism, analyzing <i>Invisible Man</i> by Ralph Ellison. In addition, nonfiction texts, such as "I've Been to the Mountaintop" by Rev. Dr. Martin Luther King Jr. and Abraham Lincoln's "Second Inaugural Address," will encourage students to think about real-life leaders as they read across genres. Students will also read <i>The Color of an Awkward Conversation</i>. In this nonfiction text, author Chimamanda Ngozi Adichie reflects on her experiences as a Nigerian woman in America in an effort to challenge the ways Americans think about race. <i>The Color of an Awkward Conversation</i> blends honesty and humor to persuade readers to reflect on their own behaviors with a critical eye. Students will think about how their own experiences have shaped their view and beliefs on equality.</p> <p><b>Eleventh Grade - Math</b>  Course: Financial Algebra  Standard(s): FA-4.3  Description: Students will calculate the <a href="#">living wage</a> for New Castle County in Delaware. They will translate these hourly wages to identify what a household of different makeup will need to make yearly to survive. Students will identify yearly amounts that single adults with no children, single adults with 1, 2, or 3 children, two adults where only one is working and has 1, 2, or 3 children, or two adults who are both working with 1, 2, or 3 children will need to make to survive. They will then choose a job to research on the <a href="#">Bureau of Labor Statistics website</a> to see what types of jobs would help them survive in this economy. Students will then read about the racial wage gap disparities in the <a href="#">article</a> and discuss the inequities around this topic.</p> <p><b>Eleventh Grade - Science</b>  Course: Environmental Science  Unit 9 - Global Change  Standard(s): HS-ESS3-4  Description: Students will watch a <a href="#">video</a> featuring Van Jones that discusses Climate Justice. Students will answer and discuss the following questions:</p> <ul style="list-style-type: none"> <li>● What are some ways we can address the climate crisis?</li> <li>● How are you able to reduce your carbon footprint and make a healthier environment in your home and community?</li> <li>● How can access be granted to all and not just those who can afford it?</li> </ul> <p><b>Eleventh Grade - Social Studies</b>  Course: U.S. History  Standard(s): US History 1a, 2a, 2b, 3a</p>
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Twelfth Grade	Social Studies	<p><b>Twelfth Grade - Social Studies</b>  Course: AP African American Studies  Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a  Unit 2: Freedom, Enslavement, and Resistance</p> <ul style="list-style-type: none"> <li>● Objective #14: <i>Describe</i> the impact of the expansion of slavery in the U.S. South on relations between Black and Indigenous peoples.</li> </ul> <p>Unit 3: The Practice of Freedom</p> <ul style="list-style-type: none"> <li>● Objective #1: <i>Explain</i> the importance for African Americans of reuniting families after abolition and the Civil War.</li> <li>● Objective #16: <i>Describe</i> the factors that spurred Black Caribbean migration to the U.S. during the first half of the 20th century and the impact that migration had on Black communities in the U.S.</li> </ul>

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA Math Science Social Studies	<p><b>Kindergarten - ELA</b>  Curriculum: Amplify CKLA  Knowledge Unit 2: The Five Senses - Lesson 7: Ray Charles  Standard(s): W.K.2, S.L.K.2, S.L.K.5  Description: Students will review the facts about the five senses and will identify the meaning of biographies. Students will describe the experiences and challenges of someone who is blind. With assistance, students will sequence facts and events to retell the story of Ray Charles's life.</p> <p>Unit 2 - The Five Senses  <i>Squeak, Rumble, Whomp! Whomp! Whomp!: A Sonic Adventure</i> by Wynton Marsalis  "In this book, readers explore the sounds emitted from everyday life in New Orleans. The main character makes his way around town in this fun rhyming story that features the use of onomatopoeia. Use this delightful text to show how the sense of sound can create a symphony right in our own neighborhoods" (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p>Unit 4 - Plants (cross-curricular lesson with science)  <i>In the Garden with Dr. Carver</i> by Susan Grigsby  "This text introduces students to one of the most notable American scientists and inventors of modern time, Dr. George Washington Carver. In Alabama during the early 1900s, Dr. Carver visits a small town on a wagon he calls his "moveable school" stocked with seeds, plants, and tools. The story is told from the perspective of a young girl, Sally, who shares how Dr. Carver came to her school one day to share his knowledge of plants and demonstrates how to care for the plants and the soil" (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p><b>Kindergarten - Math</b>  Unit: Module 4 - Number Pairs, Addition and Subtraction to 10  Standard(s): K.CC.B., K.OA.A.1, K.OA.A.2 (Lesson 13-15)  Description: Students will read a biography of Martin Luther King Jr. and learn about the dynamic of his family. They will also talk about how many the different family members he had and work on addition word problems (i.e. MLK Jr. had two sons and two daughters. How many kids did he have?). Two books that will be used: <i>I am Martin Luther King Jr.</i> by Brad Meltzer and <i>My Daddy, Dr. Martin Luther King Jr.</i> by Martin Luther King III.</p> <p><b>Kindergarten - Science</b>  Curriculum: Carolina Biological (DOE Science Coalition)  Unit: Forces and Interactions: Pushes and Pulls  Standard(s): K-PS2-1  Description: Students will plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. They will learn specifically about Lonnie Johnson, the inventor of the <a href="#">Super Soaker</a>. Students will determine how much force</p>

		<p>is needed to push the water out of the super soaker. They will see how far the water will go depending how much force they apply.</p> <p>Unit: Interdependent Relations in Ecosystems: Animals, Plants, and Their Environment</p> <p>Standard(s): K-LS1-1</p> <p>Description: This is a cross-curricular lesson with Amplify CKLA Unit 4: Plants - Lesson 11: George Washington Carver. Students will learn about George Washington Carver in ELA and watch the video about the <a href="#">Life Cycle of a Plant</a> in science. Students will complete the life cycle of a plant worksheet.</p> <p><b>Kindergarten - Social Studies</b></p> <p>Unit: Citizenship</p> <p>Standard: K-3a Students will develop an understanding of the similarities between families now and in the past, including:</p> <ul style="list-style-type: none"> <li>• Daily life today and in other times</li> <li>• Cultural origins of customs and beliefs around the world</li> </ul> <p>Description: Students will learn about President Barack Obama becoming the first Black President. They will also learn about Martin Luther King Jr. and how he fought for citizenship for all.</p> <ul style="list-style-type: none"> <li>• Teach about President Barack Obama as the first African American President</li> <li>• Teach about Martin Luther King; how he fought for citizenship for all.</li> </ul>
First Grade	ELA Math Science Social Studies	<p><b>First Grade - ELA</b></p> <p>Curriculum: Amplify CKLA</p> <p>Knowledge Unit 6: Astronomy - Lesson 6: History of Space Exploration and Astronauts</p> <p>Standard(s): SL.1.2, RI.1.2, L.1.5, W.1.1, SL.1.1, RI.1.3</p> <p>Description: Students will learn about Mae Jemison (NASA Astronaut) who was the first black woman to travel into space. Students will begin by reading two stories: <a href="#">Mae Jemison</a> and <a href="#">Mae Among the Stars</a>. Then they will answer <a href="#">comprehension questions</a>, complete a <a href="#">story map</a>, create a <a href="#">main character portrait</a>, and <a href="#">make connections</a> from the story to themselves.</p> <p>Addition resources include:</p> <ul style="list-style-type: none"> <li>• Watch <a href="#">"Who is Mae Jemison? Facts for Kids"</a> for additional background knowledge.</li> <li>• <a href="#">Mae Jemison Mini-Book</a>: students can read the mini-book together as a whole group, then in pairs, then independently.</li> <li>• Watch <a href="#">Mae Jemison Brainpop Jr Video</a>: students can write down three facts they learned about the astronaut.</li> </ul> <p><b>First Grade - Math</b></p> <p>Curriculum: EngageNY/Eureka</p> <p>Unit: Module 3 - Data Interpretation (Lessons 10-13)</p> <p>Standard(s): 1.OA.1</p> <p>Description: Students will watch a brief video on <a href="#">President Barack Obama</a> to learn about his history as the first African American President. This video specifically discusses the history he made during his election and what made</p>



		<p>it historical. Then students will look at these <a href="#">slides</a> and count how many states voted for Obama versus how many states voted for his opponent. Students will discuss the results and interrupt how to take that data and fill it into a graph form. Then we will fill in the graph on the following slides in the presentation. After the graph is completed, a whole group discussion will take place on what information the completed graph provides.</p> <p><b>First Grade - Science</b>  Curriculum: Carolina Biological (DOE Science Coalition)  Unit: Solids and Liquids  Standard(s): 1-PS4-1  Description: Students will learn about George Washington Carver and specifically his discovery of uses of the peanut. Students will watch a video <a href="#">The Story of George Washington Carver</a> and they will learn about the peanut and other products such as shampoo, lotion and ink that were developed from the peanut. Students will make connections and discuss which of those products are solids and liquids.</p> <p><b>First Grade - Social Studies</b>  Unit: Black History Month  Standard(s): K-3a - Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents  Description: Students will learn about and identify various leaders in Black History, such as Jackie Robinson, Ruby Bridges, Louis Armstrong, etc. Students will read different texts, answer comprehension questions, and complete group activities based on each Black History leader.</p>
Second Grade	ELA Science	<p><b>Second Grade - ELA</b>  Curriculum: Amplify CKLA  Knowledge Unit 8: Insects  Standard(s): RL.2.1, RL.2.2, RI.2.1, RI.2.2, SL.2.1  Description: Students will learn about the contributions of <a href="#">Black entomologists</a> in history, such as Charles Turner, Margaret Collins, and Sophie Lutterlough.</p> <p>Knowledge Unit 9: Civil War - Lessons 1-12  Standard(s): CC2RL1, CC2RL2, CC2RI1, CC2RI2, CC2SL1  Description: “Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. Students will also learn about some women and men who were significant during this time, including Harriet Tubman, Abraham Lincoln, Clara Barton, Robert E. Lee, and Ulysses S. Grant” (<i>Amplify CKLA, Teacher Guide - Grade 2</i>).</p> <ul style="list-style-type: none"> <li>● Lessons 1-2: Harriet Tubman <ul style="list-style-type: none"> <li>○ What was the significance of Harriet Tubman’s heroism to enslaved people?</li> </ul> </li> <li>● Lessons 4-12: War, Advocates, and Emancipation proclamation <ul style="list-style-type: none"> <li>○ What figures advocated for emancipation and supported freedom for enslaved people during and after the Civil War?</li> </ul> </li> </ul> <p><b>Second Grade - Science</b></p>



		<p>Curriculum: Engineering is Elementary (DOE Science Coalition)</p> <p>Unit: Designing Bridges; Balance, Forces, and Civil Engineering,</p> <p>Standard(s): K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3</p> <p>Description: Students will read a variety of stories where they will identify different technologies, recognize the role of civil engineers in designing structures, identify the steps of the engineering design process, explain how technology affects the world, and learn about engineers of different races, ethnicities, and genders. Students will then plan and construct their own bridge while learning about the science of balance and forces used to design and improve bridges. At the end of the unit, students will have a guest speaker come into the class and speak about their job as an engineer. The stories that students will include, <i>Javier Builds a Bridge</i>, <i>Madam CJ Walker</i>, <i>George Washington Carver</i>, <i>Rosie Revere Engineer</i>, and <i>Benjamin Banneker</i>. Students will answer comprehension questions and discuss the successes and achievements of notable Black engineers in history.</p>
Third Grade	ELA Math Science Social Studies	<p><b>Third Grade - ELA</b></p> <p>Curriculum: Amplify CKLA</p> <p>Unit 7: Astronomy: Our Solar System and Beyond</p> <p>Standard(s): RI.3.1, RI.3.2, W.3.1, SL.3.1</p> <p>Description: Students will read and analyze “What’s in Our Universe?” (their nonfiction reader) that includes a selection about Mae Jemison, the first Black woman to travel into space when she served as a mission specialist aboard the Space Shuttle Endeavour. Students will also learn more about other Black astronomers/astronauts, such as Neil deGrasse Tyson, Benjamin Banneker, Beth Brown, Barbara Williams, Jedidah Isler, or Reva Williams.</p> <p><b>Third Grade - Math</b></p> <p>Curriculum: EngageNY/Eureka</p> <p>Unit: Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10</p> <p>Standard(s): 3.OA.1-8</p> <p>Description: In this unit, students will represent and solve problems involving multiplication and division. As an extension activity, students will learn about Katherine Johnson, an influential female Black mathematician that helped launch the first and subsequent space flights.</p> <p>Unit: Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10</p> <p>Standard(s): 3.OA.3-8</p> <p>Description: Students will learn about Jesse Ernest Wilkins, who was a world-class American mathematician, mechanical engineer, and nuclear scientist..Wilkins worked as a contributor to the Manhattan Project during World War II. He wrote almost 100 scientific papers (over 55 in mathematics). He was the second African American elected to the National Academy of Engineering (1965). In 1970, Wilkins served Howard University as its distinguished professor of Applied Mathematical Physics and founded the university’s new PhD program in mathematics.</p> <p>Unit: Module 4: Multiplication and Area</p> <p>Standard(s): 3.MD.5-7</p>

		<p>Description: Students will research the architectural contributions of famous African Americans using UDLib databases.</p> <p>Unit: Module 5: Fractions as numbers on the number line. Standard(s): 3.NF.3 Description: Students will complete math problems while learning about a Black historical leader. As students type their answers into the spaces, an image will appear in the space to the right. When all answers are correct and complete, the answer to the mystery will be revealed! For example, explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.</p> <p>Unit: Module 6: Collecting and displaying data. Standard(s): 3.MD.3 Description: Students will roll a box (a tissue box works best) and will record their rolls onto their corresponding recording sheets. There are sheets for bar graphs, picture graphs, and line plots. Included are also question sheets with questions such as which had the most, what had the least, and how many more. The activities include 12 famous Black Americans that students will be rolling and graphing. Examples include Martin Luther King Jr., Sarah E. Goode, Marcus Garvey, Harriet Tubman, Jesse Owens, Rosa Parks, Thurgood Marshall, Booker T. Washington, Ruby Bridges, Sojourner Truth, Frederick Douglas, and Jackie Robinson.</p> <p>Unit: Module 7: Geometry and Measurement word problems. Standard(s): 3.MD.6, 3.G.1 Description: Students will look at mystery pictures for Black History Month that are made by coloring in the correct squares on the grid using the colors and coordinates given. Each picture is a full page puzzle.</p> <p><b>Third Grade - Science</b> Curriculum: Amplify Science Unit: Balancing Forces Standard(s): 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4, 3-5-ETS1-1, 3-5ETS1-2, PS2.A, PS2.B, ETS1.A, ETS1.B Description: Students will work in groups to learn about the top five most influential African American engineers that have contributed to the modern development of train travel. Students will use databases provided by UDLib to gather their information.</p> <p>Unit: Inheritance and Traits Standard(s): 3-LS1-1, 3-LS2-1, 3-LS3-1, 3-LS3-2, LS1.B, LS3.A, LS3.B, LS2.D Description: Using databases provided by UDLib, students will research influential Black biologists to research and present to the class.</p> <p><b>Third Grade - Social Studies</b> Standard(s):K-3a: Students will understand that American citizens have distinct rights, responsibilities, and privileges. Description: Students will learn about influential Black leaders in Wilmington, Delaware and the surrounding area. Examples are listed</p>
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		<p>below.</p> <ul style="list-style-type: none"> <li>○ Tony Allen, who as chair of the Wilmington HOPE Commission, oversaw an increase of resources for troubled Southbridge: a family crisis therapist at its elementary school, a juvenile probation officer for Southbridge only and an outreach worker.</li> <li>○ Sylvia Banks of Wilmington, Harold Stafford of Camden and Bernice Edwards of Milton direct the African American Empowerment Fund of Delaware through Delaware Community Foundation.</li> <li>○ Bernice Edwards the Director of First State Community Action Agency.</li> <li>○ Monty Hayman and Kia Evans were graduates of the first Leadership Delaware class, an intense, yearlong program to groom leaders in business, philanthropy, and politics.</li> <li>○ Raye Jones Avery founded Christina Cultural Arts Center and the charter school Kuumba Academy in Wilmington partly to stress the cultural contributions of African Americans.</li> </ul>
Fourth Grade	ELA Math Science Social Studies Art	<p><b>Fourth Grade - ELA</b></p> <p>Curriculum: Amplify CKLA            Unit 7: American Revolution            Standard(s): RI.4.1, RI.4.3, RI.4.4, SL.4.1, SL.4.6, L.4.1, RI.4.3, RI.4.6            Description: Students will learn about and discuss important Black figures in the American Revolution, such as Saul Matthews, Peter Salem, Elizabeth Freeman, and Phyllis Wheatley.</p> <p>Extension Unit: Research Project            Standard(s): W.4.2            Students will also research and celebrate famous Black Americans during February (Black History Month). Teachers will use the database Pebble Next as their database.</p> <p>Unit 4 - Eureka! Student Inventor  <i>A Weed Is a Flower: The Life of George Washington Carver</i> by Alik George Washington            “Carver’s life reminds readers of the power of the human mind to solve our problems. Buoyed by a strong work ethic, Carver’s creative mind eventually led him to further our understanding of plant science and to improve agricultural practices. Carver, ever mindful of his own roots and the plight of African Americans who worked the land, dedicated his life to helping the lives of his people” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p>Unit 4 - Eureka! Student Inventor  <i>Whoosh!: Lonnie Johnson’s Super-Soaking Stream of Inventions</i> by Chris Barton            “Lonnie Johnson’s early fascination with engineering and rockets led him to college and eventually to working for NASA. But what may surprise and delight readers is that while pursuing his scientific career, Johnson accidentally invented a super-soaking water toy. Readers of this lighthearted storybook will come away with the message that some of our</p>

		<p>greatest successes can be found in unexpected moments of invention” (<i>Amplify CKLA - GK-5 Tradebook List</i>).</p> <p><b>Fourth Grade - Math</b>  Curriculum: Engage NY/Eureka  Unit: Module 4 - Angle Measure and Plane Figures  Standard(s): 4.MD.5, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2, 4.G.3  Description: Students will read aloud <i>Hidden Figures</i> as a class to support the knowledge of Black women’s contributions in space technology (angles and measurements). This is a cross curricular lesson with science.</p> <p><b>Fourth Grade - Science</b>  Curriculum: Amplify Science  Unit 2 - Energy Conversions  Standard(s): PS3.B-E3, CEDS-E1, SYS-E1  Students will learn about influential Black engineers and their impact on our lives today. Students will read aloud <i>Hidden Figures</i> as a class. This is a cross curricular lesson with Math.</p> <p>Unit 3 - Vision and Light  Standard(s): 4.LS1.1, 4.LS1.A  Description: Students will learn about Black environmental activists, such as Wangari Maathai, and how they contributed to society and made history.</p> <p><b>Fourth Grade - Social Studies</b>  Curriculum: DDOE Model Lessons  <a href="#">Unit 1</a>: Introduction to History - <a href="#">Lesson 11</a>  Standard(s): History 2a, 3a  Description: Students will analyze first and secondhand accounts of Rosa Parks.</p> <p><a href="#">Unit 5</a> - English Colonies - <a href="#">Lesson 7</a>  Standard(s): History 2a, 3a  Description: Students will learn about Elizabeth Key Grinstead and how she paved the way</p> <p><a href="#">Unit 5</a> - English Colonies - <a href="#">Lesson 12</a>  Standard(s): History 2a, 3a  Description: Students will learn about Onesimus and his contribution to helping those with smallpox.</p> <p><b>Fourth Grade - Art</b>  Anchor Standard 7: Perceive and analyze artistic work  Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding  Standard(s): VA:Re.7.2.4a, VA:Cn.11.1.4a  Description: Students will complete an “Art Detective” activity where students will view “<a href="#">Quebec, 1970</a>” by Delaware artist Edward Loper Sr. (1960-2011). Students will view the artwork without any explanation of what the artwork is, answer questions about what they see, what they think is happening in the painting, and how the painting was created. After</p>
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		collecting their answers, we will discuss the life and work of Edward Loper Sr. and how his traveling abroad and paintings of Quebec served as a way of escaping the racism he experienced living his life in Delaware.
Fifth Grade	Math Science	<p><b>Fifth Grade - Math</b>  Course: Math  Curriculum: EngageNY/Eureka  Unit: Module 6 Topic D - Problem Solving in the Coordinate Plane (Lessons 18-20)  Standard(s): 5.OA.B.3, 5.G.A.2  Description: Students will be read “Counting on Katherine” as a warm-up activity to their introductory lesson on graphing points on a coordinate plane. After the read aloud, we will discuss Katherine Johnson’s use of graphing that helped her contribute to the launch of the first rocket ship to outer space.</p> <p>Course: Honors Math  Curriculum: Carnegie Learning  Unit: Module 2 - Topic 1: Ratios (Lesson 5 - Graphs and Ratios)  Standard(s): 5.OA.B.3, 5.G.A.2  Description: Students will be read “Counting on Katherine” as a warm-up activity to their introductory lesson on graphing points on a coordinate plane. The honors class will be introduced to graphing at this time as well as graphing ratios. After the read aloud, we will discuss Katherine Johnson’s use of graphing that helped her contribute to the launch of the first rocket ship to outer space.</p> <p><b>Fifth Grade - Science</b>  Curriculum: Teachers’ Curriculum Institute (DOE Science Coalition)  Unit: Matter  Standard(s): 3-5-ETS1-1, 3-5-ETS1-2, 5-PS1-1  Description: Students will read different picture books that highlight Black scientists and their contributions to society. Students will be listening to, “Notable Notebooks,” which highlights different scientists and their notebooks. Throughout the Matter unit, students are required to make written observations and draw models of those experiments. We will read this book in the beginning of the year before having students set up their notebooks to model extraordinary examples. Charles Henry Turner, an entomologist, is one of the scientists highlighted in the book. Students will also read <i>Whoosh</i>, highlighting Lonnie Johnson’s super soaker. This explains the engineering process and how engineers develop new technologies. This book will be used to introduce the scientific and engineering process. Students will answer comprehension questions about the book and reflect on the contributions of the scientists.</p>
Sixth Grade	Science Music	<p><b>6th Grade Science</b>  Curriculum: Teachers’ Curriculum Institute (DOE Science Coalition)  Unit 2: Planet Earth  Standard(s): MS-ESS2-2</p>

		<p>Description: Students will learn about Gladys West, a Black mathematician who used mathematical and computer calculations to help create the military forerunner of the widely used GPS now used in our everyday lives. Students will look at GPS maps from varying times of the same location to try to determine what happened at the location between the two dates, i.e. landslide, hurricane, or another natural disaster. Students will also read this <a href="#">article</a> and answer the comprehension questions.</p> <p>Unit 3: Space Standard(s): MS-ESS1-2 Description: Students will <a href="#">read</a> about Katherine Johnson, Dorothy Vaughn, and Mary Jackson and how their successes and achievements contributed to the world of science. Students will end the unit by watching clips from the movie, Hidden Figures, while answering <a href="#">comprehension questions</a>.</p> <p><b>6th Grade Music/Band</b> Unit: History of Jazz Anchor Standard 4: Select, analyze and interpret artistic work for presentation Anchor Standard 7: Perceive and analyze artistic work Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Standard(s): MU:Pr4.2.6.c, MU: Re7.1.6.a, MU:Re7.2.6.b, MU:Pr4.2.6c Description: Students will study the History of Jazz. This unit is tied closely with Black musicians of the early 1900s. In addition to learning about specific pieces of music, we talk about some of the struggles that the performers faced due to the time period. The main figures we listen to and analyze are Duke Ellington (Grade 6), Ella Fitzgerald (Grade 6), Charlie Parker (Grade 7), Billie Holiday (Grade 7), and Louis Armstrong (Grade 8), as well as other modern day performers.</p>
Seventh Grade	ELA	<p><b>Seventh Grade - ELA</b> Unit 2 - Highs and Lows Standard(s): RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, W.7.2 Description: Students will read a short story about “American gymnast Simone Biles who overcame a difficult childhood to become the most decorated athlete in the history of her sport. In this profile, author Alex Shultz explores the pressures of great expectations, and the many sacrifices Biles has made on the road to glory” (<i>StudySync - Grade 7 Unit 2 Instructional Path</i>). Students will be able to identify and restate the text’s key ideas and details in the text <i>No Dream Too High: Simone Biles</i>. They will also be able to determine two or more central ideas in a text and analyze their development over the course of the text.</p> <p>Unit 3 - Chasing the Impossible Standard(s): RI.7.1, RI.7.2, RI.7.3, RI.7.4, W.7.2 Description: In the autobiography excerpt, <i>We Beat the Street</i>, <a href="#">Dr. George Jenkins</a> describes how his third-grade teacher, Miss Johnson, helps him realize for the first time that going to college is a real possibility. Students will be able to establish a purpose for reading in order to improve reading comprehension, identify and restate the text’s key ideas and details, and</p>

		<p>analyze the author's use of connotations and denotations (<i>StudySync - Grade 7 Unit 3 Instructional Path</i>).</p> <p>Students will complete bell ringers each Friday throughout the year that are focused on Black History. Texts will include biographies, speeches, quotes, poems, and a literacy test for voters, Videos are used to support students with background knowledge. This series of activities allows students to write about and discuss significant figures in Black history. Students reflect on the contributions of activists, authors, politicians, judges, and athletes. Students compare the injustices in America's past to the injustices that continue in America today.</p>
Eighth Grade	Math Science	<p><b>Eighth Grade - Math</b>  Curriculum: Carnegie Learning  Unit: Module 1 - Geometric Transformation  Standard(s): 8.G.1, 8.G.2, .8.G.3  Description: Under the topic of Matrix theory, explaining in brief how matrix multiplication relates to geometric transformations, students will watch this <a href="#">video</a> on how Prof. John Urschel, a former NFL player now Mathematics professor, could pursue two passions: football and mathematics.</p> <p>Unit: Module 2 - Developing Function Foundations  Standard(s): 8.EE.5, 8.EE.6, 8.G.1za, 8.G.1.c  Description: Under the topic of Space Science, the class will be describing and observing (through technology) the acceleration and velocity of a rocket launch with respect to time. This wonderful <a href="#">video</a> is a tribute to the life of Katherine Johnson and her contributions to NASA.</p> <p>Unit: Module 3 - Topic 2: Systems of Linear Equations  Standard(s): 8.EE.8  Description: Students will study some examples of systems of equations as they would relate to the functions of the parts of a mechanical clock. This <a href="#">video</a> will be shown, a recited speech by Benjamin Banneker, famous astronomer and mathematician who recreated a mechanical clock, regarding Slavery and Freedom in the United States.</p> <p>Unit: Module 4 - Topic 1: Real Number System  Standard(s): 8.NS.1, 8.NS.2, 8.EE.2  Description: The class will watch this <a href="#">video</a>, a talk by Dr. Ricco Wright on his personal journey and on Philosophy of Mathematics. This will tie into our investigation into real numbers and countability from a philosophical perspective as well as an investigation into real numbers and countability from a philosophical perspective.</p> <p>Unit: Module 5 - Topic 1: Scientific Notation  Standard(s): 8.EE.1, 8.EE.3, 8.EE.4  Description: The class will watch this <a href="#">video</a>, a talk from Mae Jemison and the reasons and passions that made her become an astronaut. Under the topic of Space Science, students will calculate volume inside a conical and cylindrical space capsule and calculate the escape velocity of an object using technology and real data.</p>



		<p><b>Eighth Grade - Science</b>  Curriculum: Curriculum: Teachers' Curriculum Institute (DOE Science Coalition)  Unit 1: Waves  Standard(s): MS-PS4-3  Description: Students will learn about the way waves are used to transfer information. When discussing wireless transfer of information, students learn about the difference between digital and analog signals. Students will learn about Jesse Russell's advancement of digital wave communication technology.</p> <p><a href="#">Jesse Russell</a> was a "pioneer in the field of cellular and wireless communications. In 1988, he led the first team from Bell Laboratories to introduce digital cellular technology in the United States. This was 15 years after the first mobile phone call was made. But when that call was placed, it was over an analog system, and what Russell's team did was develop the technology that transformed communications. Using digital technology, it was dubbed "2G" for the "second generation" of mobile phone systems" (Connected Nation; <a href="#">Black History Maker in Technology: Jesse Russell   Connected Nation</a>). Jesse Russell was already a leading expert in the digitization of cellular phone data storage; however, he played one of the most, if not the most, important role in digitizing cellular phone data transmission. We will discuss how this breakthrough changed the way phones were engineered and the differences between the phones that existed prior to this technology compared to after this technology. It is an excellent example of the reliability and efficacy of digital signals over analog signals for data transmission. Without this technology, we would not have the cell phones and communication technologies that are important to not just science, but life, the economy, and modern culture.</p>
Ninth Grade	Social Studies	<p><b>Ninth Grade - Social Studies</b>  Course: Civics and Economics  Standard(s): Civics 1a, 2a, 2b, 3a, 4a, 4b; Economics 1a, 2a, 3a, 4a  Throughout the course, students will learn about various Black figures in national history and in Delaware history</p> <ul style="list-style-type: none"> <li>● Dr. Martin Luther King Jr. and his non-violent resistance to the struggle of civil rights</li> <li>● President Barack Obama and his achievements and contributions while in office</li> </ul>
Tenth Grade	ELA	<p><b>Tenth Grade - ELA</b>  Course: English 10  Curriculum: StudySync  Standard(s): 9-10.RL.1-10, 9-10.RI.1-10, 9-10.SL.1-6, 9-10.W.1-4  During the spring, students will study a variety of different Black poets in the poetry unit. Listed below are a few examples:</p> <ul style="list-style-type: none"> <li>● <i>We Real Cool</i> by Gwendolyn Brooks</li> <li>● <i>Harlem</i> by Langston Hughes</li> <li>● <i>In Memoriam: Martin Luther King, Jr.</i> by June Jordan</li> </ul>

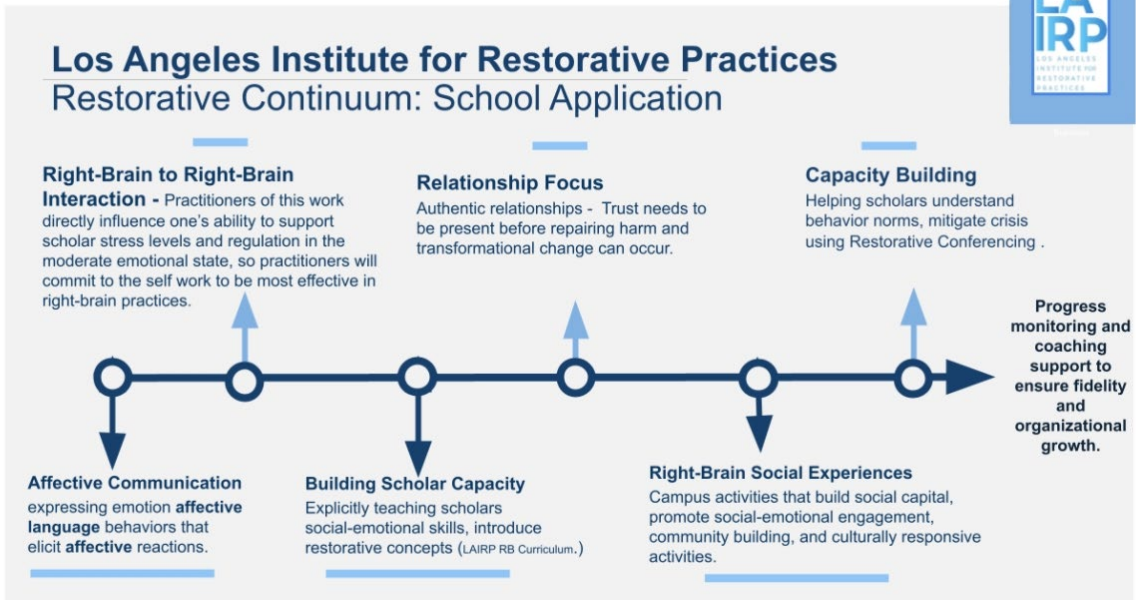


Eleventh Grade	Social Studies	<p><b>Eleventh Grade - Social Studies</b></p> <p>Course: U.S. History</p> <p>Standard(s): US History 1a, 2a, 2b, 3a</p> <p>In Units 2, 4, and 7, students will learn about Black figures in National History and Delaware history.</p> <ul style="list-style-type: none"> <li>● Unit 2: The Civil War and Reconstruction (1850 – 1877) <ul style="list-style-type: none"> <li>○ Frederick Douglass, David Walker, Maria Stewart</li> </ul> </li> <li>● Unit 4: <a href="#">Emergence of Modern America</a> (1890-1930) <ul style="list-style-type: none"> <li>○ Booker T. Washington, WEB DuBois, Marcus Garvey, Ida B. Wells, Langston Hughes, Gladys Bentley, Zora Neal Hurston, Duke Ellington, Bessie Smith</li> </ul> </li> <li>● Unit # 7 <a href="#">Contemporary United States</a> (1968-1990s) <ul style="list-style-type: none"> <li>○ Bayard Rustin, Martin Luther King Jr., James Baldwin, Marsha P. Johnson</li> </ul> </li> </ul>
Twelfth Grade	Social Studies	<p><b>Twelfth Grade - Social Studies</b></p> <p>Course: AP African American Studies</p> <p>Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a</p> <p>Unit 4: Movement and Debates</p> <ul style="list-style-type: none"> <li>● Objective #9: <i>Explain</i> how Malcolm X's ideas represent a transition from the strategies of the civil rights movement to the Black Power movement.</li> <li>● Objective #10: <i>Describe</i> the social, political, and economic aims of the Black Panther Party.</li> <li>● Objective #11: <i>Analyze</i> James Baldwin's evaluation of the origins and limitations of the civil rights movement and the Nation of Islam.</li> <li>● Objective #12: <i>Analyze</i> how the conclusion of James Baldwin's <i>The Fire Next Time</i> documents the spiritual and political changes whites and Blacks will need to make to "achieve our country" and how it warns of the destruction failure could bring.</li> </ul>

## Professional Learning

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

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

Date	Description of Professional Learning
August 2025 - June 2026	<p>Monthly School Culture Meetings with LAIRP (System Development)</p> <ul style="list-style-type: none"> <li>Principals, Assistant Principals of Culture and Climate, and the School Culture Team will meet monthly with Los Angeles Institute of Restorative Practices (LAIRP) to review implementation of Odyssey's core values and alignment with the school mission and vision. Meetings will occur monthly for each building (Immersion, Lower, Intermediate, Middle, and High School).</li> </ul> <p>Odyssey Charter School continues its partnership with <a href="#">Los Angeles Institute of Restorative Practices</a>, LAIRP, to provide ongoing professional development and support related to students' social-emotional needs and restorative practices. Since March 2021, OCS faculty and staff have completed training in right-brain understanding and restorative circles, earning certification in Circle Training to facilitate community circles and foster a positive classroom culture. During the 2025-2026 school year, the focus will include systems, routines, and behavior review, as well as restorative and culturally responsive practices.</p>  <p>The diagram, titled 'Los Angeles Institute for Restorative Practices Restorative Continuum: School Application', illustrates a process flow. It features a central horizontal line with six circular nodes. Above the line, from left to right, are: 'Right-Brain to Right-Brain Interaction' (describing practitioners' self-work), 'Relationship Focus' (describing trust and repair), and 'Capacity Building' (describing scholar support). Below the line, from left to right, are: 'Affective Communication' (describing emotion and language), 'Building Scholar Capacity' (describing social-emotional skills), and 'Right-Brain Social Experiences' (describing campus activities). The final node on the right is 'Progress monitoring and coaching support to ensure fidelity and organizational growth.' The LAIRP logo is in the top right corner of the diagram area.</p> <p>LAIRP Education - INFORMATION AND PUBLICATION. © 33</p>
August 2025	<p>Curriculum Updates and Alignment</p> <ul style="list-style-type: none"> <li>Teachers who participated in summer curriculum writing shared updated scope and sequences with the Curriculum, Instruction, and Assessment (CIA) Team and with their respective departments and grade-level teams.</li> </ul>

September 2025	<p>Implementation Review</p> <ul style="list-style-type: none"> <li>The CIA Team met with teachers during PLCs to review prior year HB198 implementation, identify strengths and areas for improvement, and ensure alignment of updated scope and sequences with lesson plans.</li> </ul>
October 2025	<p>Documentation Update</p> <ul style="list-style-type: none"> <li>The CIA Team revised the HB198 implementation document to reflect current instructional practices as Odyssey Charter School.</li> </ul> <p>LAIRP Site Visit</p> <ul style="list-style-type: none"> <li>Activities included: <ul style="list-style-type: none"> <li>Classroom Culture Observations</li> <li>Systems, Routines, and Behavior Review</li> <li>Restorative and Culturally Responsive Practices</li> <li>Administrator Professional Development and Debrief</li> <li>Data Dashboard Support</li> </ul> </li> </ul>
February 2026	<p>Black History Month Initiatives</p> <ul style="list-style-type: none"> <li>School-wide events celebrating Black History Month, including grade-level assemblies, student-led presentations, and educational activities highlight contributions of African American leaders and innovators. High school students will participate in college visits and awareness programs focused on Historically Black Colleges and Universities (HBCUs) to promote postsecondary access and cultural understanding.</li> </ul>
March 2026	<p>K-12 PLCs: Reflection and Resource Development</p> <ul style="list-style-type: none"> <li>Teachers will review lessons taught throughout the year, analyze outcomes, and research new resources for upcoming units.</li> </ul> <p>March 20, 2026 - CharterCon</p> <ul style="list-style-type: none"> <li>Teachers will attend sessions centered around HB198 implementation and culturally responsive practices.</li> </ul>
May 2026	<p>K-12 PLCs: Year-End Reflection</p> <ul style="list-style-type: none"> <li>Teachers will engage in discussion around HB198 implementation, celebrating successes and identifying areas for growth. Discussion topics include: <ul style="list-style-type: none"> <li>What can we celebrate?</li> <li>What opportunities did we miss?</li> <li>What additional skills and tools do teachers need?</li> <li>How can lessons align with current events?</li> </ul> </li> </ul> <p>Teachers will also add lessons to the OCS Implementation Report and discuss training needs for the 2026-2027 school year.</p>