

Team of Teachers for Equity

Lessons and Unit Plans

A collaboration with JCPS Teachers and the Diversity, Equity, and Poverty Department



What is TOTE?

TOTE is a team of teachers who have boldly challenged curriculum and problematizing it in such a way so that it can be transformed.

By confronting the hegemony of history, literature, science, art, and more, students are given a more holistic, diversified view of a specific content area.



How to Navigate This Resource

This resource is a collection of units and lessons developed by the TOTE teachers. It is organized as follows:

- ✓ Elementary-specific lessons and units
- ✓ Middle school-specific lessons and units
- ✓ High school-specific lessons and units

Each participant has a slide that contains their picture, a brief bio, a link to their lesson(s) and/or unit(s), a description of how their lesson(s)/unit(s) align to standards, and a pacing guide.



Additional Considerations

Upon selecting a lesson for use, read it thoroughly. If necessary, engage in additional reading or research to fully understand a concept, moment in time, or perspective. Your understanding is critical to facilitating a lesson with students in a way that supports their learning and doesn't further perpetuate stereotypes, bias, or oppression.

When using these lessons, be aware that they require a supportive classroom community that has established expectations for student discourse, disagreement, and opposing viewpoints.

See “Empowering Classroom Culture” within the ARE Tool for more guidance in this area.

See also “[Let's Talk!](#)”, a guide for navigating critical conversations before, during, and after discussions of violence, injustice, race, and more.



Final Considerations

As the classroom teacher, you know your students and their needs best. Provide background information, context, and scaffolded support when utilizing a lesson plan or unit in your classroom. Adjust pacing and provide mini-lessons as needed throughout the course of the lesson or unit.



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Elementary School Lessons and Units



Lesson Title: (Justice through Current Events)

Author: Kamaria Wesley

Content Area: Social Studies



Bio: I am Kamaria Wesley; mother of one superstar of an 8-year old girl named Malia and two fur babies named Prince (dog) and Elsa (cat). I am wrapping up my 10th year of teaching and I've spent my years teaching all content areas in grades 3-5. I've always had a passion for teaching anything, especially social studies! Outside of teaching, I am an avid documentary watcher and lover of all things that make me laugh!

Lesson Description: I have created a lesson that can be used consistently throughout the school year by teachers and students in all grade levels. The vocabulary and content included in this lesson come with interactive activities that will allow students to learn the meaning of the words as well as how they apply to the world. Students will use their justice knowledge and vocabulary to dissect a current event of their choosing. Through thoughtful reflection on the meaning of justice, students will identify biases found in the current event or in the reporting of the event, analyze the impact of the event on the world around them, and plan for activism. See slide 8 for the CRT Template.

Themes: Justice

Content Standards Addressed: ELA (all informational, speaking and listening, and writing standards), MATH (based on events students select), SCIENCE (based on events students select), SOCIAL STUDIES (all domains, concepts, and practices)

Pacing Guide: 1- 60 minute lesson or 2- 30 minute lessons



Additional Notes

- ✓ When viewing the linked lesson, be sure to look at the speaker's notes under each slide. There is important user guidance throughout.
- ✓ Slide 6 contains a sample primary worksheet; slide 7 contains a sample intermediate worksheet



Middle School Lessons and Units



Lesson Title: Children of Blood and Bone: West African Mythology as a Mirror to Our Time

Author: Randi Skaggs

Content Area: English
Language Arts



Bio: I'm the 7th & 8th grade ELA teacher at The Brown School. I've taught for 18 years in public schools in NYC, Bullitt County, and JCPS. I'm passionate about writing, both as a teacher and as a professional storyteller. I am a member of the 2019-2020 CTEPS cohort, and have led PD sessions through LWP, KDE, and JCPS. I'm a NBCT and a proud mother of two JCPS kiddos.

Lesson Description: Students will read the novel as well as supplementary non-fiction texts to explore how mythology and narrative writing in general can provide a means of addressing important issues.

Themes: West African mythology, police brutality, hero's journey, systemic racism

Content Standards Addressed:

RL: 1,2,4,6,7,9

RI: 1,2

C: 3,4,5

L:2

Pacing Guide: Nine weeks is ideal; can be adapted. (See [link](#) for details.)



Lesson Title: Disturbing the Distilled Waters of King

Author: Bryan Smith

Content Area: Social Studies

Bio: 15 years as a middle school teacher in JCPS has allowed me to develop an awareness of the systemic gaps and challenges this unique crossroads present to our students. My very own childhood wasn't far lived from the stain of poverty, the insecurity of basic needs met, and a cold world to navigate. My experiences fuel my desire to teach at CSI schools to support other teachers, students, families, and administrators to help bridge that very gap we all see.



Lesson Description: Analyzing the life and contributions of Dr. King to develop an understanding of his work, philosophy, and ability to change the world through the force of love. A blueprint for social discourse and self discovery will empower students to lead a life of efficacy.

Themes: Disrupting King, Exploring Assimilation, & King's Progressive Ideologies, The Progressive Disposition of a King Generation

Content Standards Addressed:

W.8.1: Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant

6.I.CC.2 Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.

(CERCA) Pacing Guide: This may vary



Additional Notes

This unit of lessons embeds principles of [The CERCA Framework](#), a “scaffolded approach to literacy that helps students develop their critical thinking skills.”

The creation of CERCA is the tool for assessing skill and reasoning. Though a rubric is not included, use of one would assist in tracking student growth towards mastery.



High School Lessons and Units



Lesson Title: Our Bodies: Medicine, Vaccines, and Medical Testing

Author: JéCoiya Moore

Content Area: Science



Bio: JéCoiya Moore (she/hers) is a young Blackwoman from Boston, MA who teaches 9th grade physics in JCPS. She earned her B.S. in behavioral neuroscience from Centre College in 2019 and just graduated with her masters degree from the University of Louisville. She resides in Louisville with her puppy Gwenivere.

Lesson Description: This unit is centered around unpacking and understanding the significance of the medical community and its relation to our bodies. Beginning with the creation of medicine as a discipline, students learn about the contributions of both hidden and known figures. This unit culminates with various projects that encourage students to draw upon their newfound knowledge.

Themes: Indigenous medicine, Ethics, History, Blackness, Medicinal practices, Healing practices, Infectious disease, STEAM

Content Standards Addressed:
HS-PS2-6, RST.11-12.1, WHST.11-12.1

Pacing Guide: +/- 15 days



Lesson Title: Cultural Appropriation– Unit plan

Author: Kiara Gray

Content Area: Social Studies



Bio: I'm Kiara Gray, a third year Social Studies teacher at Valley High School. Throughout my first three years I have taught a variety of Social Studies classes, coached/sponsored activities and joined committees in and outside of JCPS. As a JCPS graduate I am passionate about ensuring other students from my city receive an equitable education and have positive experiences while learning.

Lesson Description: Students will learn the history of Cultural Appropriation and analyze the role it has played in History as well as make connections to present day. The purpose of the unit is to create discourse around the topic and for students to take note of their roles in preventing continued appropriation.

Themes: Cultural Appropriation, Black/POC creators

Content Standards Addressed:

U.S. History- UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.

HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.

Developing Black Historical Consciousness Essential Questions-

How did white America embrace Black entertainment while embracing white supremacy?

How did white supremacists challenge Black spaces through violence?

Pacing Guide: Varies by school/teacher- 5 day unit

