

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:** Dr. Deangelo Eley

**Position:** Supervisor of Diversity, Equity, and Inclusion

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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.*

**District**

- Continue to collaborate with K-12 educators in the district to determine how we are already addressing the HB 198 curricular and instructional initiatives.
- Connecting with the strategic plan of buildings.
- Working with the Appoquinimink School District Equity and Student Services team to tailor future teacher professional development around HB 198.
- Working with K-12 school librarians to increase diversity of the books and resources available to teachers and students.
- District HB198 Implementation Team (representations from community members, school board, administrators, staff, students, curriculum directors/coordinators, and higher education institutions).

## Social Studies

- Purchased updated consumable resources for the high school African American History course.
- Piloting AP African American Studies course 2023/24.
- Lessons to address curricula required under this section:
  - “How to be an anti-Racist” (Ibram Kendi) - excerpt mini-lesson: (9th Grade Civics)
  - Unit 5, Political Participation, use of social movements as a means to achieve equality (AP Government)
  - Decolonization of Africa (AP World History)
  - Voting Rights and Representation in Government (Reconstruction & Civil Rights) (African American History)
  - Comparative analysis of minority rights through the BLM Movement/ MLK, Jr. (7<sup>th</sup> Grade Civics)
  - March on Washington - Intro to Unit 4: Active Participation (9th Grade Civics)
  - Civil Rights Movements: Then and Now (African American History)
  - Unit 3 Project: This is My Culture (9th Grade Geography)
  - Unit 3 Lesson: Shirley Bulah (Jim Crow, Plessy v. Ferguson, Brown v. Board) (7<sup>th</sup> Grade Civics)
  - Lesson: Redlining (9th Grade Civics)
  - Lesson: Gerrymandering (AP Government)
  - World Conflicts - Holocaust and Decolonization: Genocide (AP World History)
  - Unit 14 Social Psychology: In-Group/Out-Group Bias and its relationship to creating
  - Stereotypes, Prejudice, and Discrimination (AP Psychology)
  - Research black civil rights leaders (7th Grade Civics)
  - Bi-Weekly spotlight on contemporary and historical political leaders from diverse backgrounds (AP Government)

## ELA

- Collaboration with University of Delaware: Dr. William Lewis (professor of literacy education) and Jill Flynn (professor of English, multicultural education, racial literacy, anti-racist education) to build equity text sets and train secondary ELA teachers on critical conversations related to race in the classroom.
  - Dr. Lewis, Dr. Flynn and I are presenting our work at this year’s NCTE Conference along with four district teachers.
  - Inclusion of diverse novels associated with each ELA at each 6-12 grade level
    - Ghost-Jason Reynolds
    - Brown Girl Dreaming- Jacqueline Woodson
    - March Forward Girl: Melba Patillo
    - March Book 1- John Lewis
    - Underground Railroad- Colson Whitehead
    - The Warmth of Other Suns- Isabel Wilkerson

## Science

- Continue to collaborate with K-12 science educators to determine where and how we are already addressing the HB 198 curricular and instructional initiatives.
- Continued focus on contributions to science in identified units in elementary science programs (e.g. K, Speed and Direction; 1st, Parts of Animals, etc.)

- Allocating time during PLC conversations with secondary science teachers to revise and/or update our curriculum to reflect contributions to the field of science and scientific knowledge base.
  - Where possible, implementing those revisions/updates in the second semester, esp. in semester-based courses.

**World Language/Immersion**

- Working with DDOE to train teachers on interculturality and cultural competencies.
- Integrating DSU course into Immersion Curriculum which recognizes global perspectives on interculturality.
- Integrating culturally responsive teaching into the curriculum.
- Enable students to understand the ramifications of prejudice, racism, and stereotyping through curriculum.

**Performing Arts**

- Teachers have engaged in discussions to share lessons and repertoire that teach Black history in the performing arts.
- Teachers discussed opportunities to increase students’ understanding of contributions by Black musicians and actors.
- Curriculum resources were purchased for elementary music to provide lesson plans that are appropriate for younger learners.
- Teachers met with the Department of Education’s Visual and Performing Arts Associate to receive professional development on teaching Black history in the arts.

**Visual Arts**

- Time has been dedicated for teachers to discuss and share lessons on Black history in visual art that are currently being taught.
- Time has been dedicated for teachers to collaborate on future opportunities to increase students’ understanding of contributions by Black artists in American art.
- Curriculum resources were purchased for elementary visual art with lesson plans that are appropriate for younger learners.
- Teachers met with the Department of Education’s Visual and Performing Arts Associate to receive professional development on teaching Black history in the arts.

**K-12 Black History Content Implementations**

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

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

**Implementation Summary Table**

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

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X	X		X	X	X	X
b. The significance of enslavement in the development of the American economy.					X				X	X	X	X	X
c. The relationship between white supremacy, racism, and American slavery.					X			X			X	X	X
d. The central role racism played in the Civil War.								X	X	X	X	X	X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.				X				X	X	X	X	X	X
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
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

**Minimum Content Requirement**

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

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

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	<ul style="list-style-type: none"> <li>● African Music and Storytelling: Paco Demba Samb (Master hand drummer from Senegal)</li> </ul>
1	Social Studies	<ul style="list-style-type: none"> <li>● African Music and Storytelling: Paco Demba Samb (Master hand</li> </ul>

		drummer from Senegal)
2	Social Studies	<ul style="list-style-type: none"> <li>● African Music and Storytelling: Paco Demba Samb (Master hand drummer from Senegal)</li> <li>● Picture Book Lesson: <i>Anansi and the Golden Pot</i></li> </ul>
3	Social Studies	<ul style="list-style-type: none"> <li>● African Music and Storytelling: Paco Demba Samb (Master hand drummer from Senegal)</li> </ul>
4	Social Studies	<ul style="list-style-type: none"> <li>● African Music and Storytelling: Paco Demba Samb (Master hand drummer from Senegal)</li> <li>● Unit 2 Lesson 1: Ways of Thinking About People and Places in the Past</li> </ul>
5		<ul style="list-style-type: none"> <li>● African Music and Storytelling: Paco Demba Samb (Master hand drummer from Senegal)</li> </ul>
6	Social Studies	<ul style="list-style-type: none"> <li>● Discovery Education: Unit 4.1: Geography of Egypt</li> <li>● Discovery Education: Unit 4.2: Egyptian Society</li> <li>● Discovery Education: Unit 4.3: Egyptian Innovations and Contributions</li> <li>● African Slave Traditions Live on in the United States CNN (Article and Videos to create Lesson)</li> <li>● Discovery Education: Unit 5.1: Kush Geography and Society</li> <li>● Discovery Education: Unit 5.2: Phoenicia's Geography and Society</li> </ul>
6	Math	<ul style="list-style-type: none"> <li>● U6: Lesson 2: The African Salt Trade</li> <li>● U7: Lesson 5: Ghana Empire and North African trade economy</li> </ul>
7	World Language	<ul style="list-style-type: none"> <li>● French: Level 1, pre-unit- Francophone identities/African roots of language</li> </ul>
9	Social Studies	<ul style="list-style-type: none"> <li>● The documentary "Guns, Germs and Steel, Ep. 3" to highlight the culture and contributions of the Koi Sand people and Zulu Nation in South Africa</li> </ul>
9	World Language	<ul style="list-style-type: none"> <li>● French 1: Unit 1, French Guyana</li> </ul>
10	World Language	<ul style="list-style-type: none"> <li>● Spanish - Unit 2: Migration from Africa to Latin America</li> </ul>
11	ELA	<ul style="list-style-type: none"> <li>● On Being Brought from Africa to America: Phyllis Wheatley</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>● Mansa Musa Case Study (AP Modern World History)</li> <li>● Unit 1: African Origins/Beginnings in Africa: (African American History)</li> <li>● Unit 1: origins of the African Diaspora (AP African American Studies)</li> </ul>
12	World Language	<ul style="list-style-type: none"> <li>● AP: Personal and Public Identities</li> </ul>

**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	<ul style="list-style-type: none"> <li>Unit 4 Enslavement: Lesson 1-Seeking Solutions to the Labor Problem in the Colonies</li> <li>Unit 4 Enslavement: Lesson 2-Enslavement in History</li> <li>Unit 4 Enslavement: Lesson 3-The Case of John Punch,et. al.</li> <li>Unit 4 Enslavement: Lesson 4-The Middle Passage</li> <li>Unit 4 Enslavement: Lesson 5- Hidden History: Oladudah Equiano</li> <li>Unit 4 Enslavement: Lesson 6 -Resistance to Enslavement</li> </ul>
8	Social Studies	<ul style="list-style-type: none"> <li>Unit 1: Development of regional differences in early U.S. history</li> </ul>
9	Social Studies	<ul style="list-style-type: none"> <li>Unit 7 - The transition of the American economy from the primary to the secondary sectors highlights a shift from agriculture to industry (AP HuG)</li> <li>Dynamic Process Unit (Resistance to giving up slave-based labor) (AP HuG)</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>Unit 1: Creation of the Constitution - 3/5 compromise (AP Gov)</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>Unit 2: 1607 - 1754 (APUSH)</li> <li>Unit 3: 1754 - 1800 (APUSH)</li> <li>Unit 4: 1800 - 1848 (APUSH)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>Slave Trade (exploration and imperialism) (African American History)</li> <li>Transatlantic Slave Trade, Colonial America, &amp; American Revolution, Civil Rights Unit (African American History)</li> <li>Triangular trade, indentured servitude and the creation of slavery, roles African-Americans played in the fight for freedom and building a new American government (ex: Phillis Wheatley), the wealth gap and how it relates to reconstruction. (African American History)</li> <li>Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies)</li> </ul>

**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	<ul style="list-style-type: none"> <li>Unit 4 Enslavement: Lesson 1-Seeking Solutions to the Labor Problem in the Colonies</li> <li>Unit 4 Enslavement: Lesson 2-Enslavement in History</li> <li>Unit 4 Enslavement: Lesson 3-The Case of John Punch,et. al.</li> <li>Unit 4 Enslavement: Lesson 4-The Middle Passage</li> <li>Unit 4 Enslavement: Lesson 5- Hidden History: Oladudah Equiano</li> <li>Unit 4 Enslavement: Lesson 6 -Resistance to Enslavement</li> </ul>

7	Social Studies	<ul style="list-style-type: none"> <li>● Court Cases and Case Studies: Bulah/Brown vs. Board/Jim Crow/13th&amp;14th amendments; Tulsa Oklahoma Race Massacre 1921, segregation as a violation of minority rights</li> <li>● Civics St. 2 Lesson 6: The Constitution and Enslavement</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>● Unit 3 background information, Brown v. Board of Education (AP Gov)</li> <li>● Unit Three - Dred Scott Decision precursor to 14th Amendment (AP Gov)</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>● Unit 2: 1607 - 1754 (APUSH)</li> <li>● Unit 3: 1754 - 1800 (APUSH)</li> <li>● Unit 4: 1800 - 1848 (APUSH)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>● Unit 5: Imperialism (White Man's Burden) (World History)</li> <li>● All Units: (African American History)</li> <li>● Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies)</li> <li>● Unit 3: The Practice of Freedom (AP African American Studies)</li> <li>● Unit 4: Movements and Debates (AP African American Studies)</li> </ul>

**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
7	Social Studies	<ul style="list-style-type: none"> <li>● Civics St. 2 Lesson 6: The Constitution and Enslavement</li> </ul>
8	Social Studies	<ul style="list-style-type: none"> <li>● Unit 2 (Sectionalism)</li> <li>● Unit 3 (Civil War) <ul style="list-style-type: none"> <li>○ Causes of the Civil War</li> </ul> </li> <li>● DWP5b: Fort Sumter Lesson</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>● Unit 3: Civil War Amendments (AP Gov)</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>● Unit 5: 1844 - 1877 (APUSH)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>● African Americans on the Road to Freedom/ Antebellum &amp; Civil War (African American History)</li> <li>● Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies)</li> </ul>

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

Grade-level	Content Area(s)	Lessons/Resources
3	Social Studies	<ul style="list-style-type: none"> <li>● Civics Unit: Rights, Responsibilities, Privileges (Rosa Parks, MLK, Ruby Bridges)</li> <li>● Picture Book Lesson: <i>Let the Children March</i></li> </ul>

7	Social Studies	<ul style="list-style-type: none"> <li>● Shirley Bulah Case and connection to Brown v. Board, Jim Crow laws, segregation as a violation of minority rights;</li> <li>● Discovery Education Ch. 3.3: 14th Amendment; Ch. 3.4: Civil Rights and Civil Liberties; Equal Protection Clause</li> <li>● Civics St. 1 Lesson 2: Preamble Paideia</li> <li>● Civics St. 2 Lesson 6: The CONstitution and Enslavement</li> <li>● Civics St. 2 Lesson 7: Our Nation’s Report Card</li> <li>● Civics St. 3 Lesson 1: No Room at the Inn</li> <li>● Civics St. 3 Lesson 2: Mendez and “the greatest civil rights issue of our time”</li> <li>● Civics St. 3 Lesson 3: From Runaround to Remedy</li> <li>● Civics St. 3 Lesson 6: At the Hands of Persons Unknown: The Case of George White”</li> <li>● Civics St. 3 Lesson 7: Jury Duty</li> <li>● Civics St. 3 Lesson 12: Equity for the Taking</li> <li>● Civics St. 3 Lesson 13: Not for Sale</li> </ul>
8	Social Studies	<ul style="list-style-type: none"> <li>● Unit 1 (Slavery and the Constitution)</li> <li>● Unit 3 (Reconstruction)</li> </ul>
8	ELA	<ul style="list-style-type: none"> <li>● Narrative of the Life of Frederick Douglass; from: Harriet Tubman: Conductor on the Underground Railroad;</li> </ul>
9	Social Studies	<ul style="list-style-type: none"> <li>● Unit 6 - Urbanization Patterns and Processes - Topic 6.10 - Challenges of Urban Changes - ---Use of restrictive covenants to restrict African Americans from purchasing properties in white neighborhoods AP Human Geography)</li> </ul>
9	ELA	<ul style="list-style-type: none"> <li>● I Have a Dream: Martin Luther King</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>● Unit 3: Letter from Birmingham Jail (AP Gov)</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>● Unit 5: 1844 - 1877 (APUSH)</li> <li>● Unit 6: 1865 - 1898 (APUSH)</li> <li>● Unit 7: 1890 - 1945 (APUSH)</li> <li>● Unit 8: 1945 - 1980 (APUSH)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>● The Road Ahead/Reconstruction &amp; Jim Crow (African American History)</li> <li>● Unit 1: History of Psychology: Contributions to Research and Academia (Psychology/AP Psychology)</li> <li>● Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies)</li> <li>● Unit 3: The Practice of Freedom (AP African American Studies)</li> <li>● Unit 4: Movements and Debates (AP African American Studies)</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	<ul style="list-style-type: none"> <li>● CKLA Unit 2 (Five Senses-Lesson 7: Ray Charles)</li> <li>● CKLA Unit 4 (Plants-Lesson 11: George Washington Carver)</li> <li>● CKLA Unit 12 (Presidents and American Symbols)- Learn about Barack Obama</li> </ul>
K	Science	<ul style="list-style-type: none"> <li>● Scientist Spotlight - Katherine Johnson</li> </ul>
K	Music	<ul style="list-style-type: none"> <li>● Black composers in Composer of the Month lessons</li> <li>● Quaver Ed "When the Saints go Marching In" (Jazz, Freedom Songs, Louis Armstrong)</li> </ul>
1	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 1: Fables and Stories (Anansi the Spider: An African Folktale)</li> </ul>
1	Social Studies	<ul style="list-style-type: none"> <li>● Picture Book Lesson: Let Freedom Sing</li> <li>● Picture Book Lesson: Have you Thanked an Inventor Today?</li> </ul>
1	Performing Arts	<ul style="list-style-type: none"> <li>● Black composers in Composer of the Month lessons</li> <li>● Quaver Ed "When the Saints go Marching In" (Jazz, Freedom Songs, Louis Armstrong)</li> </ul>
1	Visual Art	<ul style="list-style-type: none"> <li>● Black artists in Artist of the Month lessons</li> </ul>
2	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 9-The U.S. Civil War (Harriet Tubman, Underground Railroad, the North's victory reunited the North and South as one country and ended slavery)</li> </ul>
2	Social Studies	<ul style="list-style-type: none"> <li>● Picture Book Lesson(Civics)-The Vast Wonder of the World: Ernest Everett Just</li> </ul>
2	Science	<ul style="list-style-type: none"> <li>● Scientist Spotlight - Lloyd Augustus</li> </ul>
2	Performing Arts	<ul style="list-style-type: none"> <li>● Black composers in Composer of the Month lessons</li> <li>● Quaver Ed "When the Saints go Marching In" (Jazz, Freedom Songs, Louis Armstrong)</li> </ul>
2	Visual Art	<ul style="list-style-type: none"> <li>● Black artists in Artist of the Month lessons</li> </ul>
3	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 7 - Astronomy: Lesson 16- (Learn about Mae Jemison's life)</li> </ul>
3	Social Studies	<ul style="list-style-type: none"> <li>● Civics Unit: Rights, Responsibilities, Privileges (Rosa Parks, MLK, Ruby Bridges)</li> <li>● Picture Book Lesson: <i>Let the Children March</i></li> <li>● Picture Book Lesson: <i>Fearless Mary-American Stagecoach Driver</i> (Mary Fields)</li> </ul>
3	Science	<ul style="list-style-type: none"> <li>● Scientist Spotlight - George Washington Carver</li> </ul>

3	Performing Arts	<ul style="list-style-type: none"> <li>● Black composers in Composer of the Month lessons</li> <li>● Quaver Ed “When the Saints go Marching In” (Jazz, Freedom Songs, Louis Armstrong)</li> </ul>
3	Visual Art	<ul style="list-style-type: none"> <li>● Black artists in Artist of the Month lessons</li> </ul>
4	Social Studies	<ul style="list-style-type: none"> <li>● Unit 1 Lesson 1-Garrett Morgan</li> <li>● Unit 1 lesson 4-Rosa Parks</li> <li>● Unit 4 Enslavement: Lesson 3-The Case of John Punch,et. al.</li> <li>● Unit 4 Enslavement: Lesson 5- Hidden History: Oladudah Equiano</li> </ul>
4	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 1: Personal Narratives Lesson 3 - (Learn about Condoleezza Rice)</li> <li>● CKLA Unit 3: Poetry (A few of the poems in the unit are written by African American poets)</li> <li>● CKLA Unit 7: The American Revolution (Unsung Heroes: James Armistead, Elizabeth Freeman)</li> </ul>
4	Science	<ul style="list-style-type: none"> <li>● Scientist Spotlight - Lloyd Augustus Hall</li> </ul>
4	Performing Arts	<ul style="list-style-type: none"> <li>● Black composers in Composer of the Month lessons</li> <li>● Quaver Ed “When the Saints go Marching In” (Jazz, Freedom Songs, Louis Armstrong)</li> </ul>
4	Visual Art	<ul style="list-style-type: none"> <li>● Black artists in Artist of the Month lessons</li> </ul>
5	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 1: Personal Narratives Lesson 11 (Rosa Parks)</li> <li>● CKLA Unit 3: Poetry (African American poets - i.e. Langston Hughes)</li> </ul>
5	Science	<ul style="list-style-type: none"> <li>● Scientist Spotlight - Neil DeGrasse Tyson</li> <li>● Economics and Geography Lessons being created for 23-24 school year</li> </ul>
6	ELA	<ul style="list-style-type: none"> <li>● Finding Your Voice Unit : Brown Girl Dreaming-Jacqueline Woodson, Words Like Freedom: Langston Hughes</li> </ul>
6	Visual and Performing Arts	<ul style="list-style-type: none"> <li>● MS Band: Introductions of Jazz Music - Blues Genre - Rock n' Roll - R&amp;B - Variety of content both in concert repertoire and existing method books - Connections to local establishments that were key in the history of African American present in Delaware.</li> <li>● MS Band: Connections to current repertoire - analyzing relation to genres of music pioneered by African Americans such as jazz &amp; blues leading to development of rock n' roll, R&amp;B etc. Connections to Delaware's own performers past and present (Cab Calloway, Fostina Dixon, Bob Marley) - Connections to local landmarks of historical nature such as Rosedale Beach - Current Festivals (Wilmington Jazz Festival, Clifford Brown Jazz Festival etc..)</li> </ul>
6	Math	<ul style="list-style-type: none"> <li>● U2: Lesson 8 Ron Buckmire</li> </ul>

		<ul style="list-style-type: none"> <li>● U4: Sub-Unit 2 Antoinette Clinton</li> <li>● U5: Lesson 6 Mary Deconge-Watson</li> </ul>
6	Performing Arts	<ul style="list-style-type: none"> <li>● Black composers in Composer of the Month lessons</li> <li>● Quaver Ed “When the Saints go Marching In” (Jazz, Freedom Songs, Louis Armstrong)</li> </ul>
6	Visual Art	<ul style="list-style-type: none"> <li>● Black artists in Artist of the Month lessons</li> </ul>
7	Social Studies	<ul style="list-style-type: none"> <li>● Brown v Board/Shirley Bulah/Black Heroes Project during Black History Month/Econ: -Economic Freedoms: Equal Property Rights ; The second line tradition of New Orleans (EMMS), Civil Rights Leaders/Movement in unit on Minority Rights</li> </ul>
7	Math	<ul style="list-style-type: none"> <li>● U3 Lesson 21 Bob Moses</li> <li>● U5: Lesson 16 Ebony Washington</li> <li>● U8: Lesson 18 Gladys West</li> </ul>
7	Visual and Performing Arts	<ul style="list-style-type: none"> <li>● MS Band: Introductions of Jazz Music - Blues Genre - Rock n' Roll - R&amp;B - Variety of content both in concert repertoire and existing method books - Connections to local establishments that were key in the history of African American present in Delaware.</li> <li>● MS Band: Connections to current repertoire - analyzing relation to genres of music pioneered by African Americans such as jazz &amp; blues leading to development of rock n' roll, R&amp;B etc.. Connections to Delaware's own performers past and present ( Cab Calloway, Fostina Dixon, Bob Marley) - Connections to local landmarks of historical nature such as Rosedale Beach - Current Festivals (Wilmington Jazz Festival, Clifford Brown Jazz Festival etc..)</li> </ul>
8	Social Studies	<ul style="list-style-type: none"> <li>● Unit 2 (African American Culture)</li> </ul>
8	Math	<ul style="list-style-type: none"> <li>● U1: Lesson 1 Jelani Nelson</li> <li>● U1: Lesson 28 Warren Washington</li> <li>● U2: Sub-Unit 3 Day Zero</li> <li>● U3: Lesson 1 Blues &amp; Jazz</li> <li>● U3: Sub-Unit 1</li> <li>● U3: Sub-Unit 2</li> <li>● U3 Sub-Unit 3: Ray Charles, Miles Davis, B.B. King, Nina Simone, Gladys Knight</li> <li>● U3: Lesson 18: Center of Blues</li> <li>● U5 Lesson 17 Katherine Johnson</li> </ul>
9	Social Studies	<ul style="list-style-type: none"> <li>● Unit 3 - Cultural Patterns &amp; Processes - Folk v. Popular Culture - Blues, Jazz, Harlem Renaissance</li> </ul>
9	ELA	<ul style="list-style-type: none"> <li>● Hidden Figures: Margot Lee Shetterly</li> <li>● Interview with John Lewis</li> </ul>

		<ul style="list-style-type: none"> <li>● We Wear a Mask: Paul Lawrence Dunbar</li> <li>● Underground Railroad: Colson Whitehead</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>● Bi-weekly highlight using: <a href="https://www.302stories.com/voices-of-delaware-black-history">https://www.302stories.com/voices-of-delaware-black-history</a></li> <li>● Personal Finance: Black Entrepreneurs, CEO's Project</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>● Unit 1: Reconstruction (U.S. History)</li> <li>● Unit 4: 1920's (U.S. History)</li> <li>● Unit 5: World War I (U.S. History)</li> <li>● Unit 6: World War II (U.S. History)</li> <li>● Unit 8: 1960's and Civil Rights (U.S. History)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>● All Units: (African American History)</li> <li>● All Units: (AP African American Studies)</li> </ul>
12	World Language	<ul style="list-style-type: none"> <li>● ASL 4: Unit 1 BASL</li> <li>● Afro Latino innovators and inventors in the U.S.</li> </ul>

**g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.**

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 5: The War of 1812-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.</li> </ul>
3	Social Studies	<ul style="list-style-type: none"> <li>● Picture Book Lesson: <i>Fearless Mary-American Stagecoach Driver</i> (Mary Fields)</li> </ul>
4	Social Studies	<ul style="list-style-type: none"> <li>● Unit 4 Enslavement: Lesson 6 -Resistance to Enslavement</li> </ul>
5	Social Studies	<ul style="list-style-type: none"> <li>● Macroeconomics Unit Lesson 3: Impact of Bank Loans on a Community</li> <li>● Macroeconomics Unit Lesson 4: Not Everyone Uses Banks</li> <li>● Macroeconomics Unit Lesson 5: Banks Don't Serve Everyone Equally</li> <li>● Macroeconomics Unit Lesson 6: Twenty-Two Cents</li> <li>● Macroeconomics Unit Lesson 7: Extension Activity</li> </ul>
7	Social Studies	<ul style="list-style-type: none"> <li>● Econ St. 2 Lesson 11: Not the Whole Story: Inflation Disaggregated</li> <li>● Econ St. 2 Lesson 14: Not All Unemployment Is Created Equal</li> <li>● Econ St. 2 Lesson 20: How Does Where You Live Influence How You Live? (Redlining)</li> <li>● Civics St. 3 Lesson 12: Equity for the Taking</li> <li>● Civics St. 3 Lesson 13: Not for Sale</li> </ul>

8	Social Studies	<ul style="list-style-type: none"> <li>● DWP4a: Nat Turner (H2ab)</li> <li>● DWP5a: John Brown (H2ab)</li> <li>● DWP6d: Reconstruction</li> </ul>
8	Visual and Performing Arts	<ul style="list-style-type: none"> <li>● MS Music: Performance restrictions for African American musicians and composers, pay in-equality for African American musicians throughout history. The pioneers who broke the race division barriers into previously restricted areas of music performance.</li> </ul>
9	Social Studies	<ul style="list-style-type: none"> <li>● Geography Unit 5 - Redlining &amp; Gerrymandering</li> <li>● Unit 6: Urbanization Patterns and Processes, Topic 6.10 Challenges of Urban Changes</li> <li>● Students will be able to explain how the discriminatory real estate practices of Redlining</li> <li>● Blockbusting, and Steering contributed to de facto segregation in American residential areas.</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>● Shaw v. Reno, 14th Amendment ( AP Gov)</li> <li>● Loan discrimination (AP Gov)</li> </ul>
10	World Language	<ul style="list-style-type: none"> <li>● Struggles of Afro Latino athletes in the United States</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>● Unit 1: Reconstruction (sharecropping/tenant farming), Great Migration (U.S. History)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>● The Road Ahead (Reconstruction &amp; Jim Crow), The Modern Movement (African American History)</li> <li>● Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies)</li> <li>● Unit 3: The Practice of Freedom (AP African American Studies)</li> <li>● Unit 4: Movements and Debates (AP African American Studies)</li> </ul>
12	World Language	<ul style="list-style-type: none"> <li>● Struggles of afro Latino athletes in the United States</li> </ul>

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

Grade-level	Content Area(s)	Lessons/Resources
1	Social Studies	<ul style="list-style-type: none"> <li>● Picture Book Lesson: Let Freedom Sing</li> <li>● Picture Book Lesson: Have you Thanked an Inventor Today?</li> </ul>
1	Music	<ul style="list-style-type: none"> <li>● “We Shall Overcome” (Civil Rights Movement, Martin Luther King Jr)</li> <li>● “Lift Ev’ry Voice and Sing” (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as ‘The Black National Anthem’)</li> </ul>
2	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 12*-Fighting for a Cause (Civil Rights Movement, Jackie Robinson, Rosa Parks, Martin Luther King Jr., inequality, discrimination and suffrage)</li> </ul>

		<ul style="list-style-type: none"> <li>● CKLA Unit 9*- The U.S. Civil War (Harriet Tubman, Underground Railroad, North's victory reunited the North and South as one country and ended slavery)</li> </ul>
2	Social Studies	<ul style="list-style-type: none"> <li>● Picture Book Lesson(Civics)-<i>The Vast Wonder of the World: Ernest Everett Just</i></li> </ul>
2	Music	<ul style="list-style-type: none"> <li>● "We Shall Overcome" (Civil Rights Movement, Martin Luther King Jr)</li> <li>● "Lift Ev'ry Voice and Sing" (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as 'The Black National Anthem')</li> </ul>
3	Social Studies	<ul style="list-style-type: none"> <li>● Civics Unit: Rights, Responsibilities, Privileges (Rosa Parks, MLK, Ruby Bridges)</li> <li>● Picture Book Lesson: <i>Let the Children March</i></li> <li>● Picture Book Lesson: <i>Fearless Mary-American Stagecoach Driver</i> (Mary Fields)</li> </ul>
3	Music	<ul style="list-style-type: none"> <li>● "We Shall Overcome" (Civil Rights Movement, Martin Luther King Jr)</li> <li>● "Lift Ev'ry Voice and Sing" (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as 'The Black National Anthem')</li> </ul>
4	Social Studies	<ul style="list-style-type: none"> <li>● Unit 1 Lesson 1-Garrett Morgan</li> <li>● Unit 1 lesson 4: Rosa Parks</li> <li>● Unit 4 Enslavement: Lesson 3-The Case of John Punch,et. al.</li> <li>● Unit 4 Enslavement: Lesson 5- Hidden History: Oladudah Equiano</li> </ul>
4	ELA	<ul style="list-style-type: none"> <li>● CKLA Unit 7: The American Revolution (Unsung Heroes: James Armistead, Elizabeth Freeman)</li> </ul>
4	Music	<ul style="list-style-type: none"> <li>● "We Shall Overcome" (Civil Rights Movement, Martin Luther King Jr)</li> <li>● "Lift Ev'ry Voice and Sing" (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as 'The Black National Anthem')</li> </ul>
5	Music	<ul style="list-style-type: none"> <li>● "We Shall Overcome" (Civil Rights Movement, Martin Luther King Jr)</li> <li>● "Lift Ev'ry Voice and Sing" (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as 'The Black National Anthem')</li> </ul>
7	Social Studies	<ul style="list-style-type: none"> <li>● Civil Rights, Political Freedom, Economic Freedom (Bulah Case) Louis L Redding/Ruby Bridges</li> <li>● Economics - Labor Costs and Costs of Production</li> <li>● Civil Rights Leaders, Black Inventors</li> </ul>
7	World Language	<ul style="list-style-type: none"> <li>● French: Level 1 - pre-unit - Francophone identities/ African roots of language</li> </ul>
8	Social Studies	<ul style="list-style-type: none"> <li>● DWP4a: Nat Turner (H2ab)</li> <li>● DWP5a: John Brown (H2ab)</li> <li>● DWP6d: Reconstruction</li> <li>● Changes in African American Freedom</li> </ul>

8	Visual and Performing Arts	<ul style="list-style-type: none"> <li>MS Band: Introductions of Jazz Music - Blues Genre - Rock n' Roll - R&amp;B - Variety of content both in concert repertoire and existing method books - Connections to local establishments that were key in the history of African American present in Delaware.</li> </ul>
9	Social Studies	<ul style="list-style-type: none"> <li>Civics Unit 2 - Supreme Court Cases</li> </ul>
10	Social Studies	<ul style="list-style-type: none"> <li>Bi-weekly highlight using: <a href="https://www.302stories.com/voices-of-delaware-black-history">https://www.302stories.com/voices-of-delaware-black-history</a></li> <li>Unit 3 - Cultural Patterns &amp; Processes - Folk v. Popular Culture - Blues, Jazz, Harlem Renaissance</li> </ul>
11	Social Studies	<ul style="list-style-type: none"> <li>Buffalo Soldiers, Tuskegee Airmen, W.E.B. Dubois, Civil Rights leaders, etc. (African American History)</li> <li>All Units: (AP African American Studies)</li> </ul>
12	Social Studies	<ul style="list-style-type: none"> <li>Unit 1: History of Psychology: Contributions to Research and Academia</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
<p>Trainings are ongoing throughout the year.</p> <p>Spring 2024</p> <p>8/24/2023</p> <p>9/28/2023</p> <p>10/26/2023</p> <p>12/7/2023</p> <p>2/1/2023</p>	<p><b>District</b></p> <ul style="list-style-type: none"> <li>Restorative Language</li> <li>Intersection of Social Emotional Learning and Restorative Practices</li> <li>Repairing Harm</li> <li>Restorative Circles</li> <li>Take Care Delaware Trauma Informed Training</li> <li>Grades K-12 Restorative Group (job embedded Coaching)- Equity, cultural competency, restorative-6 half days per year grades 1-12, 6-12 additional full day, PD sessions after school all grades, K- separate sessions- generally content is similar but is differentiated to each individual school's need</li> <li>Reimagining Professional Grant- text sets with focus on equity-racial literacy</li> <li>SEL toolkits-grades K-12 daily (connections, belonging)</li> <li>Secondary- Compass-SEL daily (connections, belonging)</li> <li>Success for All-community members-diversity, equity, inclusion-tied to strategic plan (quarterly meetings)</li> <li>Restorative Professional Learning - Rolonda Tyler</li> <li>Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li> </ul>

	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>● MIKVA Challenge Group (Starting with Self, Creating Democratic Classrooms Grades 6-12 (9/1 and 9/13))</li> <li>● Expanding the Narrative in Social Studies Classrooms: How to Meet HB198 with an Inclusive Lens Virtual Conference (10/14) (Grades 6-12)</li> <li>● Historical Consciousness Framework, Dr. LaGarrett King</li> <li>● Public Education, Memory, Race, and History in Delaware</li> <li>● Social Studies for a Better World: Teaching Anti-Oppressive Content in Contentious Times</li> <li>● How Does Where You Live Influence How You Live: Redlining</li> <li>● Shining light in the shadows: Finding and bringing the stories of Blacks in America out from the shadows of our existing curriculum and into our classrooms.</li> <li>● Civil War to Civil Rights</li> <li>● #BecauseofHerStory: Exploring Untold Stories Through Portraiture and American Art</li> <li>● Delaware's African American History</li> <li>● Bringing an Inclusive Lens to Elementary Economics</li> <li>● Reading children's books about enslavement</li> <li>● The Intersections of HB 198 and LGBTQ History</li> <li>● Juneteenth and the Destruction of Slavery</li> <li>● Discussing Contentious Topics in Your Classroom</li> <li>● Heroes Abroad, Activists at Home: Stories from African American GIs in the Civil Rights Movement</li> <li>● Stolen: Delaware's Connection to the Reverse Underground Railroad</li> <li>● Economics and the Great Migration</li> <li>● Teaching "Racial Slavery in the Americas" with the Choices Program</li> <li>● Delaware's Other Black History</li> </ul>
	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>● Critical Conversation About Race in the Classroom University of Delaware: Dr. William Lewis (professor of literacy education) and Jill Flynn (professor of English, multicultural education, racial literacy, anti-racist education) (Grades 6-12)</li> </ul>
	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>● Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li> </ul>
	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>● Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li> </ul>
Nov 1, 2023	<p><b>World Language</b></p> <ul style="list-style-type: none"> <li>● Equity, Justice and Inclusion in Culturally Relevant World Language Classrooms (K-12 Immersion/WL, DDOE)</li> <li>● Yearlong PL on Interculturality for Immersion Teachers/Administrators (DDOE)</li> </ul>
	<p><b>Performing Arts</b></p> <ul style="list-style-type: none"> <li>● Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li> </ul>
	<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>● Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li> </ul>



	<b>CTE</b> <ul style="list-style-type: none"><li>• Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li></ul>
	<b>Health/Physical Education</b> <ul style="list-style-type: none"><li>• Compassionate Dialogue professional development with Epoch Education. (Spring 2024)</li></ul>