

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: Michelle Kutch

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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.

Equity Champions Teacher Leaders: The (virtual) Equity Binder was designed to provide all Equity Champions Teacher Leaders with a place to capture their works around culturally responsive teaching and equitable initiatives that are being utilized within their buildings. This binder helps to guide collaborative conversations around issues of student access to and success in rigorous engagement within all subject areas, while keeping in mind that all students should receive what they need in order to reach their academic and social potential.

Up for Learning in Collaboration with BSD Student Youth Voice Leaders: The Student Voice Advisory is a group of students and adults from all three high schools who meet to create a vision of student voice and empowerment as we utilize direct action to move towards a more equitable future and school culture and climate for all students. In collaboration with the Equity Champions at each school, students connect at three separate retreats to discuss issues around culture, acceptance, student voice, social emotional learning and advocacy. In association with their peers from diverse student groups, such as the Black Student Union, BSD Student Youth Voice Leaders, are engaging in ongoing conversations that speak to their passion around the necessity of culturally responsive teaching.

Panorama Survey 2023-2024: Students in grades 6 -12 engaged in the Panorama Survey to gain insight on their Sense of Belonging, Self-Management, Self-Efficacy, Emotional Regulation, Diversity & Inclusion, and Cultural Awareness. In 2022-2023 the Panorama Survey was expanded to capture student voice at the elementary level including students in grades 4 - 12. The survey prompted students to share their perceptions/perspectives about their Sense of Belonging, Mental Health, Expectations, Diversity & Inclusion, and Cultural Awareness.

Brandywine School District Joint Student Council held two student conferences in the spring of 2023 that placed emphasis on Delaware Strategic Intent 2.0: Elevating & Empowering Student Voice. During both sessions, students focused on Mental Health and Racial Discrimination. Students engaged in Restorative Circles, Data Digs, and action planning with their peers.

ELA K-5: Selections in Bookworms curriculum include Black characters to help develop students' respect for cultural and racial diversity. Issues surrounding racism and prejudice are addressed in an age-appropriate manner. Informational texts include the stories about Black figures that provide opportunities for students to reflect on the responsibilities of citizens to combat racism and to uplift the Black experience.

ELA 6-12: Our secondary curriculum review committees committed to ensuring that the curriculum adopted and implemented would include both primary sources and historical fiction accounts that represent both diverse authors and characters. In Middle School, author examples from the three grade levels include Jacqueline Woodson, Walter Dean Myers, Langston Hughes, Frederick Douglas, and Gwendolyn Brooks. Part of our criteria for review includes ensuring that there are opportunities throughout the curriculum for students to engage in personal reflection and peer discussions that broaden and deepen their understanding about the implications of racism and prejudice through the texts they read. In High School, ninth grade includes a unit called "Promise and Progress" with a focus on Civil Rights. Tenth grade includes a unit called "Extending Freedom's Reach," which includes several different topics, several of which lend themselves to analysis and discussion of who has power and who does not and why?

Performing Arts K-12: We have created a diverse [library resource](#) for our music program

Science K-5: Every elementary unit includes a guide for Eliciting and Leveraging Students' Prior Knowledge, Personal Experiences, and Background Knowledge. These guides provide entry points for teachers to draw out students' lived experiences and cultural funds of knowledge, often circling back to their family and cultural lives. Individual units in different grades contain articles or readings, many of which focus on the contributions of Black people in science. Several other lessons include specific information on representation in science, as well as background on melanin for a lesson which may bring up questions of race or ethnicity.

Social Studies K-5: Lessons have been locally developed for K-3 around age-appropriate children's literature that develop respect for cultural and racial diversity, highlight tools of resistance to racism, and uplift the Black experience.

Social Studies 6-12: Teachers encouraged to select primary sources that allow Black figures in history to speak in their own voices. Teachers have reviewed lessons to see whose stories have not been told and need to be included. Delaware's history of discrimination and segregation is included in lessons, as well as local examples of resistance. Courses such as World Regional Geography in grade 6 and World Geography and History in grade 10 explicitly develop students' respect for cultural and racial diversity by celebrating the contributions of societies around the globe.

World Languages 6-12: Language and Cultural Studies I and II are middle school exploratory classes, which help set the stage for students to be able to meet the rigor of the Delaware World-Readiness Standards for Learning Languages. These new World-Readiness Standards move away from a knowledge-based understanding of cultures and communities and focus more on such skills as interaction, reflection, and collaboration—the intersection of language and culture. The phrase “cultural competence” that is found in the standards emphasizes the ability to work within different cultural contexts. In High School, learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. The purpose is to develop students' respect for cultural and racial diversity.

Libraries: Each purchase for the library includes diverse materials. These materials include, but are not limited to biographies of African Americans, collective biographies on the contributions of African Americans to American culture, nonfiction on the history of slavery, racism, Jim Crow Laws, Civil Rights struggle, and the Civil War. We continue to broaden our collection, adding more materials to support the understanding of history and the Black experience. Students in all schools have access to the UdLib Search collection of HB 198 resources.

STEM and CTE: Brandywine School District joined the Program Improvement Process for Equity™ (PIPE) - research-based, effective professional development program to increase the participation and success of students – in STEM and career and technical education (CTE) programs of study. This program has a particular focus on the closing of racial equity gaps that exist in STEM and CTE.

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
b. The significance of enslavement in the development of the American economy.					X				X		X		X
c. The relationship between white supremacy, racism, and American slavery.					X				X		X		X
d. The central role racism played in the Civil War.									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
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
h. Black figures in national history and in Delaware history.	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
3	Social Studies	Locally-created unit that includes lessons on Africa’s geography, trade in the kingdom of Ghana, and the leadership of Mansa Musa in the kingdom of Mali
4	Social Studies	Model lesson on pre-diaspora Africa (unit 2, lesson 1)
6	Social Studies	Geography lessons on adaptation to the environment and the rise of kingdoms in West, South, and East Africa prior to 1500 using resources from National Geographic textbook World Cultures and Geography, chapter 13.

10	Social Studies	Lessons on the development of African civilizations prior to the diaspora in Ghana, Mali, and Songhai, specifically using SHEG’s lesson on Mansa Musa and Ibn Battuta’s travelog. Lesson that examines the cultural diffusion of Islam in Africa, 700-1500 CE, specifically the development of Timbuktu as a center of trade scholarship (NEH lesson)
12	Social Studies	African American Studies elective begins with an investigation into early civilizations in Africa, including Axum, Kush, Egypt, Kongo, Great Zimbabwe, Benin, Ghana, Mali, and Songhai using historical artifacts and sources from textbook The African American Odyssey.

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

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	Unit 4 model lessons on the development of slavery in the American colonies
8	Social Studies	Model lessons on the development of slavery, the invention of the cotton gin, and the role of enslaved labor in the economics of both northern and southern states.
10	Social Studies	In world history, lessons on the connections between the Atlantic slave trade and the production of cash crops in the Americas (sources from the Choices program, pre-AP World History, OER Project)
12	Social Studies	In African American Studies, lessons on the Atlantic slave trade and the development of plantation economies throughout the western hemisphere (sources from The African American Odyssey).

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

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	Model Lessons 2 and 3 in Unit 4 explicitly address the role of racism in the development of slavery in the Americas.
8	Social Studies	Model lessons on slavery in the Constitution and the Pursuit of Freedom address the role of racism in American slavery

10	Social Studies	In world history, lessons on the development of the Atlantic slave trade and the creation of racial hierarchies in the New World (sources from the Choices program, pre-AP World History, OER Project)
12	Social Studies	In African American Studies, lessons on the Atlantic slave trade and the development of racial-based social structures in the western hemisphere (sources from The African American Odyssey).

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

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	Model lessons on Fugitive Slave Laws and the Balance of Power and John Brown address the role that racism played in the slavery-related debates that led to secession of the Confederacy.
11	Social Studies	In U.S. History, lessons on the KKK, Jim Crow, and the myth of Lost Cause address racism and slavery as causes of the Civil War (SHEG and locally developed)
12	Social Studies	In African American Studies, lessons on race-based slavery as the cause of the Civil War (sources from The African American Odyssey).

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

Grade-level	Content Area(s)	Lessons/Resources
7	Social Studies	Model lessons on the Delaware's Innkeeper's Act and the lynching of George White show how the racist principles and institutions of slavery were recreated in the post Civil War era
8	Social Studies	Model lessons on Reconstruction, sharecropping, and Black education show how the racist principles and institutions of slavery were recreated in the post Civil War era.
11	Social Studies	In U.S. History, lessons on Washington v. Du Bois (SHEG), sharecropping (SHEG), the Great Migration (SHEG), and Ida B. Wells show how the racist principles and institutions of slavery were recreated in the post Civil War era.
12	Social Studies	In African American Studies, lessons on Jim Crow laws, lynching, and Black

		education (sources from The African American Odyssey).
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f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Grade-level	Content Area(s)	Lessons/Resources
K	ELA/Social Studies	Bookworms required texts include books on Dr. Martin Luther King, Jr., Harriet Tubman, and the Tuskegee Airmen. Integrated social studies/ELA lessons based on Pies from Nowhere (Montgomery Bus Boycott) and Wind Flyers (Tuskegee Airmen)
1	ELA/Social Studies Science	Bookworms required texts include books on Duke Ellington, Dr. Martin Luther King, Jr., and Harriet Tubman. Integrated social studies/ELA lesson based on Black inventors Light & Sound unit highlights Black inventors Lewis Latimer and Robert Flemming Jr.
2	ELA/Social Studies Science	Bookworms required texts include books on Jackie Robinson, Ruby Bridges, and Neil DeGrasse Tyson. Integrated social studies/ELA lessons on Jackie Robinson and Children of the Civil Rights Movement Plant & Animal Relationships unit highlights George Washington Carver
3	ELA Science	Bookworms required texts include books on Frederick Douglass, Rosa Parks, and Marian Anderson Balancing Forces unit highlights Granville T. Woods
4	ELA Social Studies Science	Bookworms required texts include books on Mamie “Peanut” Johnson, Ruby Bridges, Mae Jemison, and Molly Williams Model lessons that feature Crispus Attucks and Ona Judge Vision & Light, Energy Conversions, and Waves, Energy & Information units feature multiple Black inventors
5	ELA Social Studies Science	Bookworms required texts include books on Harriet Tubman and Matthew Henson. Macroeconomics model lesson on Sheila Johnson Modeling Matter unit highlights George Crum
6	ELA	Students read texts by and about authors Langston Hughes, Gwendolyn Brooks, Jerry Craft, Maya Angelou, and Jewell Parker Rhodes (Into Literature by HMH)

7	ELA Social Studies	Students read texts by and about authors Eddy Harris, Nikki Giovanni, Kwame Alexander, and Langston Hughes (Into Literature by HMH) In civics, model lesson “From Runaround to Remedy” focuses on the contributions of the Bulah family and Louis Redding
8	ELA Social Studies	Students read texts by and about authors Frederick Douglass, Nikki Grimes, Marilyn Nelson, Ann Petry, and Jason Reynolds (Into Literature by HMH) Model lessons include the contributions of Henry Brown, Nat Turner, and Black abolitionists
9	ELA Social Studies	“Promise and Progress” unit focuses on the Civil Rights Movement (myPerspectives, Savvas) In civics, lessons on Plessy v. Ferguson, Brown v. Board of Education, and Virginia v. Loving focus on the role of Black Americans (United States Government, HMH) In economics, a lesson on the Great Migration features the work of Jacob Lawrence (St. Louis Fed)
10	ELA	“Extending Freedom’s Reach” unit features work by Maya Angelou (myPerspectives, Savvas)
11	Social Studies	U.S. History lessons feature Booker T. Washington, W.E.B. Du Bois, Ida B. Wells, Langston Hughes, Jesse Owens, Rosa Parks, Martin Luther King Jr, Malcolm X, John Lewis, members of the Little Rock Nine and the Claymont 12, Tuskegee Airmen, and Shirley Chisholm (SHEG and local lessons; Black History in Two Minutes, Crash Course Black History)
12	Social Studies	African American Studies units focus on the contributions of Black Americans to the Civil Rights Movement, science, and the arts (The African American Odyssey). In psychology and AP Psychology, lessons on the contributions of Black scientists and researchers.

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/Social Studies	Bookworms required texts include books on Jackie Robinson and Ruby Bridges. Integrated social studies/ELA lessons on Jackie Robinson and

		Children of the Civil Rights Movement
3	ELA	Bookworms required texts include books on Frederick Douglass, Rosa Parks, and Marian Anderson who struggled for equal treatment
4	ELA Social Studies	Bookworms required texts include books on the Underground Railroad, school desegregation, and the Greensboro sit-ins Model lesson on Ona Judge
5	ELA Social Studies	Bookworms required texts include books on Harriet Tubman and Matthew Henson. In economics, “Banks Don’t Serve Everyone Equally” model lesson. In geography, the Underground Railroad model lesson
6	ELA	Students read texts by and about authors Langston Hughes, Gwendolyn Brooks, Jerry Craft, Maya Angelou, and Jewell Parker Rhodes (Into Literature by HMH)
7	ELA Social Studies	Students read texts by and about authors Eddy Harris, Nikki Giovanni, Kwame Alexander, and Langston Hughes (Into Literature by HMH) In civics, model lessons on school desegregation and lynching. In economics, model lesson on redlining
8	ELA Social Studies	“The Fight for Freedom” unit features Frederick Douglass Model lessons on Nat Turner, Henry Brown, The Pursuit of Freedom in Delaware, Abolitionism, Changes in American Freedom during Reconstruction, and Sharecropping
9	ELA Social Studies	“Promise and Progress” unit focuses on the Civil Rights Movement (myPerspectives, Savvas) In civics, Lessons on Reconstruction Amendments, School desegregation, the Voting Rights Act (United States Government, HMH); In economics, lessons on redlining and the Great Migration
10	ELA	“Extending Freedom’s Reach” unit features work by Maya Angelou (myPerspectives, Savvas)

11	Social Studies	Lesson topics include Booker T. Washington v. W.E.B. Du Bois, Ida B. Wells' campaign against lynching, the Tulsa Massacre, Jesse Owens at the Nazi Olympics, major events in the Civil Rights Movement (SHEG and local lessons; Black History in Two Minutes, Crash Course Black History)
12	Social Studies	In African American Studies, lessons on civil rights movements from the nineteenth century to today (The African American Odyssey); Warriors Don't Cry by Melba Patillo Beals. In AP Psychology, lessons on bias, prejudice, and racism through the lens of psychology. In AP Government and Politics, lessons on Plessy v. Ferguson, Brown v. Board, voting rights, policies on affirmative action

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA/Social Studies	Bookworms required texts include books on Dr. Martin Luther King, Jr., Harriet Tubman, and the Tuskegee Airmen. Integrated social studies/ELA lessons based on Pies from Nowhere (Georgia Gilmore) and Wind Flyers (Tuskegee Airmen)
1	ELA/Social Studies Science	Bookworms required texts include books on Duke Ellington, Dr. Martin Luther King, Jr., and Harriet Tubman. Integrated social studies/ELA lesson based on Black inventors Light & Sound unit highlights Black inventors Lewis Latimer and Robert Flemming Jr.
2	ELA/Social Studies Science	Bookworms required texts include books on Jackie Robinson, Ruby Bridges, and Neil DeGrasse Tyson. Integrated social studies/ELA lessons on Jackie Robinson and Children of the Civil Rights Movement Plant & Animal Relationships unit highlights George Washington Carver
3	ELA Science	Bookworms required texts include books on Frederick Douglass, Rosa Parks, and Marian Anderson Balancing Forces unit highlights Granville T. Woods
4	ELA Social Studies Science	Bookworms required texts include books on Mamie "Peanut" Johnson, Ruby Bridges, Mae Jemison, and Molly Williams Model lessons that feature Crispus Attucks and Ona Judge Vision & Light, Energy Conversions, and Waves, Energy & Information units

		feature multiple Black inventors
5	ELA Social Studies Science	Bookworms required texts include books on Harriet Tubman and Matthew Henson. Macroeconomics model lesson on Sheila Johnson Modeling Matter unit highlights George Crum
6	ELA	Students read texts by and about authors Langston Hughes, Gwendolyn Brooks, Jerry Craft, Maya Angelou, and Jewell Parker Rhodes (Into Literature by HMH)
7	ELA Social Studies	Students read texts by and about authors Eddy Harris, Nikki Giovanni, Kwame Alexander, and Langston Hughes (Into Literature by HMH) In civics, model lesson "From Runaround to Remedy" focuses on the contributions of the Bulah family and Louis Redding
8	ELA Social Studies	Students read texts by and about authors Frederick Douglass, Nikki Grimes, Marilyn Nelson, Ann Petry, and Jason Reynolds (Into Literature by HMH) Model lessons include the contributions of Henry Brown, Nat Turner, and Black abolitionists
9	ELA Social Studies	"Promise and Progress" unit focuses on the Civil Rights Movement (myPerspectives, Savvas) In civics, lessons on Plessy v. Ferguson, Brown v. Board of Education, and Virginia v. Loving focus on the role of Black Americans (United States Government, HMH) In economics, a lesson on the Great Migration features the work of Jacob Lawrence (St. Louis Fed)
10	ELA	"Extending Freedom's Reach" unit features work by Maya Angelou (myPerspectives, Savvas)
11	Social Studies	U.S. History lessons feature Booker T. Washington, W.E.B. Du Bois, Ida B. Wells, Langston Hughes, Jesse Owens, Rosa Parks, Martin Luther King Jr, Malcolm X, John Lewis, members of the Little Rock Nine and the Claymont 12, Tuskegee Airmen, and Shirley Chisholm (SHEG and local lessons; Black History in Two Minutes, Crash Course Black History)
12	Social Studies	African American Studies units focus on the contributions of Black Americans to the Civil Rights Movement, science, and the arts (The African

		American Odyssey). In psychology and AP Psychology, lessons on the contributions of Black scientists and researchers.
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Professional Learning

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

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

Date	Description of Professional Learning
March 2023	Required: All teachers grades 3-12 attended the BSD Learning Summit. Virtual sessions aligned to HB 198 included: <ul style="list-style-type: none"> ● From the Ground Up: Using street data as a pathway toward equitable, effective, anti-racist schools ● Implicit Biases? Not !! ● Where Do I Start? Teaching with HB 198 ● Who Are You? How Identity and Privilege Intersect
April 2023	Required: Culturally Relevant Professional Learning two-day workshop for Equity Champions Teacher Leaders, building administrators, and curriculum and instruction (BSD Equity & Culture)
June 2023	Required: All K-3 teachers attended PD that included an overview of HB 198 and grade-specific lessons (Lisa Prueter)
April 2023	Optional: Africa is Not A Country (Delaware Center for Civic Education)
July 2023	Optional: African American Experiences during the Reconstruction Era (Facing History & Ourselves) Optional: Reckoning with Our Racial Past (Smithsonian Institution)
October 2023	Optional: 400 Years: Teaching the Transatlantic Slave System in World History (Liberating Narratives)
October 2023	Required: Elementary teachers attended (1/2 day) and secondary social studies teachers attended (full day) the SSCD Fall Virtual Conference. Sessions aligned to HB 198 included: <ul style="list-style-type: none"> ● Keynote: What's In Your Black History Toolbox? ● African Empires in Geography ● Picture Books with HB 198 ● Social Studies for a Better World: Teaching Anti-Oppressive Content in Contentious Times ● Do You Know Your Black History? ● The House of Swann and the 1888 Black Queer Rebellion ● Delaware Historical Society Educator Resources ● Economics for All: A Culturally Responsive Approach

<p>October 2023</p>	<ul style="list-style-type: none"> ● The Negro Leagues: Behind the Curve ● First (Unfree) State: Scholarship and Sources for Teaching the History of Unfreedom in Delaware ● A Historian’s Guide to The 1619 Project ● A Great Moral and Social Force: Black Banking in the U.S. ● To Preserve Slavery? Debating the Causes of the American Revolution <p>Required: State Arts Conference attended by all Visual and Performing Arts Staff</p> <ul style="list-style-type: none"> ● Make Music Matter: Culturally Responsive Instructional Design ● Let's Get Real: Equity and Justice for Music Education in Delaware
<p>November 2023</p>	<p>Optional: The Lynching of George White: A Case Study - Teaching Civics and Social Studies in an Age of Mass Disruption (Yohuru Williams; DEDOE and the Delaware Center for Civic Education)</p>
<p>December 2023</p>	<p>Optional: More Than Mansa Musa: Teaching Medieval West Africa webinar (Liberating Narratives)</p> <p>Optional: Delaware’s Profound Role in Brown v. Board of Education webinar (DEDOE and the Delaware Center for Civic Education)</p>