

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. Maura Kelly Triebenbacher

Position: Vice President

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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.

The Charter School of Wilmington strives to incorporate a multicultural platform to academic and extracurricular activities for all grade levels. To adhere to HB 198, we have implemented the instructional framework within our Social Studies curriculum and have cross curricular aspects within the curriculum of our English Language Arts (ELA) department as well as Art History, Science, and Computer Science departments. Our use of primary sources ensures an age appropriate and engaging curriculum. We push students to make connections and ultimately informed decisions based on their understanding of the content. Reflection is a critical element of the teaching and learning process that allows students to develop respect for cultural diversity and a deeper understanding of the ramifications of prejudice and racism. Providing opportunities for growth includes the opportunity to examine the history of our state and the discrimination that has had a significant impact, including the mechanisms of restorative justice, the impact of trauma, and the impact of contemporary events and trends. Students at CSW have myriad opportunities to discuss current movements and how to effectively participate as an individual to support a group effort. CSW continues to identify opportunities of growth through professional development and identifying robust resources to augment our program. For the 23-24 school year, CSW is committed to professional development in cultural humility and innovation.

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	
b. The significance of enslavement in the development of the American economy.										X	X	X	
c. The relationship between white supremacy, racism, and American slavery.										X	X	X	
d. The central role racism played in the Civil War.												X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.										X		X	
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.												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	
h. Black figures in national history and in Delaware history.										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
10, 11, 12	Social Studies, Art History	<p>Societies & Empires of Africa: A.D. 800 - 1500</p> <p>Societies & Empires of West Africa</p> <p>West African Civilizations - Ghana, Mali & the Songhai Empires - heavy focus on achievements of "Black Africans" to dispel myth that sub-Saharan Africa was illiterate and primitive before the African & Black Diaspora</p> <ul style="list-style-type: none"> ● Chart - W. African Comparison Chart <ul style="list-style-type: none"> ○ Primary Source: Ibn Battuta Visits Mali ○ Road to Timbuktu Documentary & Questions (heavy focus on African American Historian, Henry Louis Gates, and the injustice and inequity regarding the teaching of Black History; also, focus on literature from this area as seen in the library at Timbuktu) https://youtu.be/an5DAPzFS6g ● Kingdoms of Yoruba & Benin <ul style="list-style-type: none"> ○ Primary Source: Benin Bronze Sculpture - Making of Bronzes (example of contributions in Yoruba & Benin art) ○ The Hausa City-States (forms of government and social organization) ○ <p>Students in grades 10th - 12th can take AP Art History which includes the history and culture of Black people prior to the African and Black Diaspora as well as the contributions of Black people to American life, history, literature, economy, politics, and culture.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
9, 10, 11	Social Studies	<p>9th Graders at CSW take Integrated Social Sciences, a class which blends Government, Civics, Economics, and Geography. The following resources/lessons are implemented in our grade 9 Integrated Social Sciences course:</p> <ul style="list-style-type: none"> ● Discussion of the role of slavery in the Constitutional Convention, and compromises around slavery that followed: 3/5ths compromise,

Fugitive Slave Clause, 20-year ban on Congress' ability to regulate the slave trade.

- Discussion of the development of racial attitudes towards Africans as a result of slavery; distinctions between chattel slavery in the US and other forms of enslavement elsewhere in the world.

Although "enslavement in the development of the American economy" is not specifically discussed in 10th grade World History, the Atlantic Slave Trade is. This serves as foundational knowledge for work that is done in the 11th grade - especially in the AP US History course. Here are some issues covered in 10th grade relating to the slave trade:

- [The Atlantic Slave Trade](#) as well as slave trade from the East Coast of Africa
 - [A brief guide to the Transatlantic Slave Trade reading/questions](#)
 - Discussions on African & Arab Muslim slave traders as well as European and Indian Ocean facilitators of this trade.
 - How & why African slaves were used in the Americas
 - [Source Analysis activity tracing the development of the Atlantic Slave Trade](#)
 - [Notes-slides 80-90](#) provide an overview of the development of slavery in the Americas

The United States History and AP United States History courses both cover Black History throughout the year and in a variety of contexts, as evidenced by the links to the resources above. Teachers regularly create and share resources, readings, and assignments like those above, and use them to help students develop a complex and accurate understanding of the roles race, racism, injustice, inequality, and activism against these factors have played throughout our nation's history, and how they continue to affect the present. Students have numerous opportunities to read about the diverse experiences of Black Americans, recognize their contributions to American past and present, and critically examine the social structures that have defined the Black experience.

- Origins, motives, and justifications for African Slavery in the US beginning in 1619, and how it differed from other forms of slavery.
 - [TEDed Video](#)
- The economic, political, and social effects of the [Columbian Exchange](#) on [African, European, and North American populations](#).
- The [Middle Passage and Transatlantic Slave Trade](#).
 - Transition from [reliance on indentured servitude](#) to enslaved African labor.
 - How and why slavery expanded in North America [during the Colonial Era](#), including [racial theories, and resulting economic changes and political effects](#)

		<ul style="list-style-type: none"> • Expansion of slavery in the Southern states after invention of the cotton gin in 1793, including the shift from the international slave trade to the internal slave trade. • Racial and religious justifications for colonization, displacement, attempted enslavement, and subsequent eradication of native populations by Europeans; how similar attitudes were applied to justify African slavery. • Slavery and the Constitution, including viewpoints of the founding fathers, the Connecticut and 3/5ths Compromises, Fugitive Slave clause, and 20-year prohibition on Congress' ability to regulate the slave trade. <ul style="list-style-type: none"> • Video from James Madison's Montpelier on Slavery at the Constitutional Convention. • Contradictions between language of Declaration of Independence, Constitution & Bill of Rights and the reality of enslavement. • Reconstruction and its successes/failures in helping transition formerly enslaved people to freedom, including the Freedmen's Bureau, the clash between Radical Republicans in Congress and President Johnson, and federal vs. state powers to protect individual rights. • Differences between the experiences of urban and rural enslaved people • Resistance to slavery by the enslaved and by abolitionists, including study of Frederick Douglas and his views on the Constitution
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c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
10, 11	Social Studies, ELA	<p>"White supremacy & racism" are discussed in world history topics mentioned above (West African & Great Zimbabwe units - see above). Focus is placed on dispelling myths and racist preconceived notions of Africans.</p> <p>This focus specifically allows us to help students understand the detrimental effects of prejudice, racism and stereotyping as well as providing opportunities for students to discuss and uplift the Black experience. In addition, these discussions and lessons allow us to investigate how restorative justice helps us all to move forward.</p> <ul style="list-style-type: none"> • Implement more primary sourcing to offer a better perspective of the Black experience which include the triumphs, setbacks, and

contributions of Black persons. To this end, we plan on accessing the resources offered through the Social Studies Coalition of Delaware, the Historical Society of Delaware, the UDLib/Search tools, etc.

- Work closely with our Black Student Union to discuss specific ways in which we can improve our curriculum in regard to addressing combatting racism, inequality, and discrimination. This student-perspective will also allow us to incorporate contemporary events into Black History.

10th Grade English includes a poetry unit that features poets from the Harlem Renaissance including Georgia Douglas Johnson, Langston Hughes, Paul Lawrence Dunbar, etc. as well as contemporary poets including Clint Smith, Danez Smith, Kevin Young, Tracy K. Smith, Jericho Brown, Lucille Clifton.

11th Graders at CSW take US History (Civil War-Vietnam Era) or AP US History (Pre-Columbian Societies - Present).

The United States History and AP United States History courses both cover Black History throughout the year and in a variety of contexts, as evidenced by the links to the resources above. Teachers regularly create and share resources, readings, and assignments like those above, and use them to help students develop a complex and accurate understanding of the roles race, racism, injustice, inequality, and activism against these factors have played throughout our nation's history, and how they continue to affect the present. Students have numerous opportunities to read about the diverse experiences of Black Americans, recognize their contributions to American past and present, and critically examine the social structures that have defined the Black experience.

- Origins, motives, and justifications for African Slavery in the US beginning in 1619, and how it differed from other forms of slavery.
 - [TEDed Video](#)
- The economic, political, and social effects of the [Columbian Exchange](#) on [African, European, and North American populations](#).
- The [Middle Passage and Transatlantic Slave Trade](#).
 - Transition from [reliance on indentured servitude](#) to enslaved African labor.
 - How and why slavery expanded in North America [during the Colonial Era](#), including [racial theories, and resulting economic changes and political effects](#)
- [Expansion of slavery](#) in the Southern states after invention of the cotton gin in 1793, including the shift from the international slave trade to the internal slave trade.

		<ul style="list-style-type: none"> • Racial and religious justifications for colonization, displacement, attempted enslavement, and subsequent eradication of native populations by Europeans; how similar attitudes were applied to justify African slavery. • Failures of the Progressive Era to deal with continued racism and disenfranchisement of Black Americans • Discussion of the ongoing fight for civil liberties for African Americans and other groups, including contemporary police brutality, mass incarceration, and other forms of disenfranchisement and racial discrimination, including “The New Jim Crow” and the BLM movement <ul style="list-style-type: none"> • Voting Rights in the 21st century & Questions
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d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
9, 11	Social Studies, ELA	<ul style="list-style-type: none"> • Grassroots movements and their efforts to bring attention to cultural, political and economic issues. Different methods chosen by different leaders such as Martin Luther King, Malcolm X, Rosa Parks, and Black Panther Party <ul style="list-style-type: none"> • Non-violent direct action • Self-defense • Non-Cooperation • Media/News • Self-empowerment • Legislation (the Civil Rights Act 1964, The Voting Rights Act of 1965, The Civil Rights Act of 1968) <p>11th Graders at CSW take US History (Civil War-Vietnam Era) or AP US History (Pre-Columbian Societies - Present).</p> <ul style="list-style-type: none"> • Events of the 1850s that preceded the Civil War, including the formation of the anti-slavery Free-Soil and Republican Parties, publication of Uncle Tom’s Cabin, the caning of abolitionist Senator Charles Sumner, the Dred Scot v. Sanford ruling, the Lincoln Douglas debates, and John Brown's raid on Harpers Ferry. <ul style="list-style-type: none"> • Presentations on Antebellum Period • Development of “Positive Good” Theory of Slavery • Background and Primary Source analysis of the Emancipation Proclamation; Lincoln's political/military motives and moral stance on slavery • Northern & Southern views of emancipation; Juneteenth and it’s recent recognition as a federal holiday

		<ul style="list-style-type: none"> • African Americans in military service during the Civil War, including the Massachusetts 54th regiment. • African American migrations to northeastern cities and western frontier after the Civil War.
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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
11	Social Studies	<ul style="list-style-type: none"> • Post WWII Civil Rights movement, battles to end segregation and disenfranchisement, including desegregation of the armed forces, Thurgood Marshall and the Brown v. Board ruling, Montgomery Bus Boycotts, Selma to Montgomery march, Greensboro Sit-ins, Little Rock Nine, James Meredith's integration of U. Mississippi; study of nonviolent protests including those led by Dr. MLK Jr. and John Lewis, CORE, SCLC, and SNCC • Study of disagreements among activists for African American rights/equality and leaders within the movement, including Malcom X; formation of Black Panther Party; Creation of the Nation of Islam • Primary Source Analysis: Olaudah Equiano • Differences between the experiences of urban and rural enslaved people • Resistance to slavery by the enslaved and by abolitionists, including study of Frederick Douglas and his views on the Constitution • Origins of segregation and Plessy v. Ferguson; origins and effects of Jim Crow laws <ul style="list-style-type: none"> • Responses to segregation • Origins and background on the African American Civil Rights movement, including study of the Progressive Movement, Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, the Niagara Movement and the NAACP. <ul style="list-style-type: none"> • Washington & Du Bois Reading & Questions • Is Another Progressive Era Coming? Reading & Questions • African American military service in World Wars I and II, Korea, and Vietnam. <ul style="list-style-type: none"> • Segregation of the Armed Forces during WWI & WWII • Exclusion of African Americans from GI Bill and other contributors to postwar prosperity • Post WWII Civil Rights movement; battles to end segregation and disenfranchisement, including desegregation of the armed forces; Montgomery Bus Boycotts, Brown v. Board of Education, Selma to Montgomery march, Greensboro Sit-ins <ul style="list-style-type: none"> • Civil Rights Webquest

		<ul style="list-style-type: none"> Integration Primary Source Reading & Questions
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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
9, 10, 11,12	Social Studies, ELA, Art History, Computer Science	<ul style="list-style-type: none"> “Ain’t I A Woman” by Sojourner Truth “People and Peace, Not Profits and War” by Shirley Chisholm “Remarks by the President at the 50th Anniversary of the Selma to Montgomery Marches” by Barack Obama Between the World and Me by Ta-Nehisi Coates (excerpt) “Letter to Thomas Jefferson” by Benjamin Banneker “Restoring Black History” by Henry Louis Gates, Jr. LaToya Ruby Frazier’s Ted Talk “A Creative Solution to the World’s Water Crisis in Flint” Explained “World’s Water Crisis” Ron Finley’s Ted Talk “A Guerilla Gardener in South Central LA” Michael Tubbs’ “The Political Power of Being a Good Neighbor” Dr. King’s “Beyond Vietnam: A Time To Break Silence” Condoleeza Rice’s “Southern Methodist University Commencement” Speech Gabriel Coxhead’s “When You Put Black People in a Picture, What Should They Be Doing? - An Interview with Kerry James Marshall” Past Times painting by contemporary artist Kerry James Marshall “Museums Should Honor the Everyday, Not Just the Extraordinary” by Ariana Curtis (Ted Talk) “How I Accidentally Changed the Way Movies Got Made” by Franklin Leonard (Ted Talk) <p>Students in 12th Grade English 4 and AP English Literature courses utilize the following resources to explore the contributions of Black people to American life:</p> <ul style="list-style-type: none"> Fences by August Wilson Red at the Bone by Jacqueline Woodson “How It Feels” by Zora Neale Hurston “It Rained in Ohio on the Night Allen Iverson Hit Michael Jordan with a Crossover” by Hanif Abdurraqib Salvage the Bones, Jesmyn Ward Passing, Nella Larson Various poems by Clint Smith, Kevin Young, Tracy K. Smith, Jericho Brown, Lucille Clifton, Terrence Haye <p>Students in grades 10th - 12th can take AP Art History which includes the history and culture of Black people prior to the African and Black Diaspora</p>

		<p>as well as the contributions of Black people to American life, history, literature, economy, politics, and culture.</p> <p>Unit 6 of the curriculum centers on African Art produced from c. 1100 BCE to 1980 CE. We explore the innovations of various African cultures and the influence they had on one another as well as their influence on western culture.</p> <p>Themes studied and analyzed: religious and spiritual beliefs, architectural innovation and tradition, technical innovation and tradition, the importance and meaning of ritual and ceremony, social hierarchies and their expression through art, architecture, and artifacts, the significance of historical memory, the exchange of artistic styles and materials and between African and western cultures, and the theft of African art and artifacts by western colonials</p> <p>Works of art studied:</p> <ul style="list-style-type: none">● Great Zimbabwe● The Great Mosque at Djenne● Brass Plaques of Oba from the Benin culture● Golden Stool of the Asante culture● Royal portraiture of the Kuba culture● Spiritual figures of the Kongo, Igbo, Fang, and Yoruba cultures● Masks of the Chokwe, Baule, Sande, and Kuosi cultures● Lukasa Memory Board <p>The AP Art History Syllabus contains works by Black artists that address specific struggles and successes of the African American experience</p> <p>These include:</p> <ul style="list-style-type: none">● Jacob Lawrence’s “Migration Series” which deals with the hardships, injustices and prejudice experienced by Black people as they migrated north in the 20th century● Wifredo Lam, an Afro-Cuban artist, depicts the struggles faced by Afro-Cubans due to slavery and colonialism in the context of the sugar cane trade● Jean-Michel Basquiat celebrates the impact of African-American musicians on jazz music● Faith Ringgold uses African American quilting techniques to tell the story of a fictional woman who moves to Paris in the early 20th in “Dancing at the Louvre” from her “French Collection”● Kara Walker creates works of art that reflect on the ways in which African Americans have been portrayed by American white society <p>The Syllabus contains works by European artists that were influenced by Black people, such as Pablo Picasso’s “Les Demoiselles d’Avignon”</p> <p>Computer Science</p> <ul style="list-style-type: none">● Katherine Johnson● Dorothy Vaughan● Clarence Ellis
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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
9, 11	Social Studies, ELA	<ul style="list-style-type: none"> Discussion of wealth and income inequality; correlation between race and lifetime earnings. Reading and discussion on racial integration, busing, and contemporary disparities in American schools. Brown v. Board, 60 Years Later. The United States History and AP United States History courses both cover Black History throughout the year and in a variety of contexts, as evidenced by the links to the resources above. Teachers regularly create and share resources, readings, and assignments like those above, and use them to help students develop a complex and accurate understanding of the roles race, racism, injustice, inequality, and activism against these factors have played throughout our nation’s history, and how they continue to affect the present. Students have numerous opportunities to read about the diverse experiences of Black Americans, recognize their contributions to American past and present, and critically examine the social structures that have defined the Black experience. Study of disagreements among activists for African American rights/equality and leaders within the movement, including Malcom X; formation of Black Panther Party; Creation of the Nation of Islam 11th Grade English includes a speech unit that examines the contributions of significant figures in national history and includes the speeches of John Lewis, Martin Luther King Jr., and President Obama. Students also view a Ted Talk by Chimamanda Ngozi Adichie, “The Dangers of a Single Story”. In this Ted Talk, the writer challenges viewers to consider the power of stories to influence identity, shape stereotypes, and build empathy. Additionally, students read Just Mercy, the life story of a Delaware native who is the executive director of the Equal Justice Initiative and who has dedicated his life to eliminating excessive and unfair sentencing.

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

Grade-level	Content Area(s)	Lessons/Resources
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9, 10, 11	Social Studies, ELA	<p>11th Grade English includes a speech unit that examines the contributions of significant figures in national history and includes the speeches of John Lewis, Martin Luther King Jr., and President Obama. Students also view a Ted Talk by Chimamanda Ngozi Adichie, “The Dangers of a Single Story”. In this Ted Talk, the writer challenges viewers to consider the power of stories to influence identity, shape stereotypes, and build empathy. Additionally, students read Just Mercy, the life story of a Delaware native who is the executive director of the Equal Justice Initiative and who has dedicated his life to eliminating excessive and unfair sentencing.</p> <ul style="list-style-type: none"> ● Discussion of the role of slavery in the Constitutional Convention, and compromises around slavery that followed: 3/5ths compromise, Fugitive Slave Clause, 20-year ban on Congress’ ability to regulate the slave trade. ● Discussion of the development of racial attitudes towards Africans as a result of slavery; distinctions between chattel slavery in the US and other forms of enslavement elsewhere in the world. ● Discussion of the role of slavery in the Constitutional Convention, and compromises around slavery that followed: 3/5ths compromise, Fugitive Slave Clause, 20-year ban on Congress’ ability to regulate the slave trade. <ul style="list-style-type: none"> ● Crash Course video on the US Constitution & Viewing Guide ● Discussion of 13th, 14th, 15th Amendments in the context of expanding popular sovereignty and protection against the abuse of individual rights by state governments. ● Discussion of poll taxes and literacy tests in the effort to disenfranchise the black vote. <ul style="list-style-type: none"> ● 24th Amendment ● Discussion of wealth and income inequality; correlation between race and lifetime earnings. ● Reading and discussion on racial integration, busing, and contemporary disparities in American schools. Brown v. Board, 60 Years Later. ● Grassroots movements and their efforts to bring attention to cultural, political and economic issues. Different methods chosen by different leaders such as Martin Luther King, Malcolm X, Rosa Parks, and Black Panther Party <ul style="list-style-type: none"> ● Non-violent direct action ● Self-defense ● Non-Cooperation ● Media/News ● Self-empowerment ● Legislation (the Civil Rights Act 1964, The Voting Rights Act of 1965, The Civil Rights Act of 1968) ● Eyes on the Prize (Fighting Back 1957- 1962)
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		<ul style="list-style-type: none"> ● Tulsa Burning: The 1921 Race Massacre (Documentary) ● Elections of Barack Obama in 2008 and 2012 ● Election of Lisa Blunt Rochester, Delaware’s Representative in the House of Representatives ● Confirmation of Ketanji Brown Jackson to the US Supreme Court <p>9th Grade English students read <i>The Color of Water</i>, by James McBride, where there is a lesson on the Harlem Renaissance celebrating the fine art, literature and music of the period as well as highlighting cultural leaders and activists. Additionally, students read “Everyday Use”, a short story by Alice Waters, that includes characters who prioritize the importance of African culture and heritage.</p> <p>Looking ahead, 9th grade Integrated Social Studies teachers will implement more discussion of current events, specifically in regard to political participation, inequities in US society and their historical causes, and the effects of activism on government policy. It is important to discuss current race relationships with our classes and help to connect previous events or legislation that has allowed systemic racism to exist in the United States.</p> <p>The department will work collaboratively to develop lessons that highlight the progress that can be made by young people towards achieving social justice and help students to view current events from multiple perspectives and identify their role in combating racism and systemic injustice in an effort to create change.</p> <p>10th Grade English includes a poetry unit that features poets from the Harlem Renaissance including Georgia Douglas Johnson, Langston Hughes, Paul Lawrence Dunbar, etc. as well as contemporary poets including Clint Smith, Danez Smith, Kevin Young, Tracy K. Smith, Jericho Brown, Lucille Clifton</p>
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Professional Learning

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

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

Date	Description of Professional Learning
April 2023	2 consultation sessions with a curriculum expert to aid with identifying opportunities to embed content requirements into social studies courses
Summer 2023	Teacher curriculum development to locate primary source documents that support the content

	requirements of HB 198
2023-2024 School Year	6 part series of professional learning dedicated to cultural awareness, diversity, and examination of our own personal bias that impacts how we navigate the world