

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. Nicholas Baker

Position: Supervisor of Curriculum and Instruction

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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 HB198 Instructional Approach provides the foundation for the standards to be implemented. Colonial's equity work over the past few years has also laid a foundation for our staff and students to engage in the Instructional Approach as well as the content deliverables across various content areas. It has become a part of our vision and mission and strategic planning goals. In Part 3, Below you will read about the processes we used and are using this year to meet the framework requirements in multiple curricular areas.

Social Studies:

Colonial's social studies program utilizes the Delaware Recommended Curriculum and aligned instructional resources to support the Delaware standards. Statewide, social studies programs that utilize the Delaware Recommended Curriculum have embarked on a multi-year plan to revise and update materials to meet adjusted standard configurations. Currently, there are a combination of lessons and model units that are implemented at each elementary grade level that continue to be enhanced to authentically incorporate content components of HB198 . Critical to this is intentionality to authentically be more inclusive with culturally relevant materials.

Colonial is an active member of the Social Studies Coalition of Delaware, a statewide collaborative network of school

districts, university and organizational partners, and the Delaware Department of Education who are embarking on this curriculum work with partner organizations. Such groups include the University of Delaware's Center for Economic Education at the University of Delaware, Delaware Center for Geography Education, Delaware Center for Civic Education. Additional groups involved in this work include the Delaware Historical Society, Delaware State University, and the Delaware Archives. Driving this effort is an intentionality that our diverse populations are exposed to materials and content that reflect their communities. As there is ongoing work in social studies statewide, Colonial ensures that, in identified grades, we have teacher representation on lesson and unit writing committees, and opportunities to field test and pilot lessons prior to broader use. Certain grades are implementing new lessons and units, utilizing the services of the Delaware Department of Education and the New York Metro Center to ensure professional learning and consultation around culturally relevant topics within these units. As curriculum work continues, various affiliate groups consult on these lesson plans as a result of their expertise in the standards pedagogy.

A foundation of our state standards (and the resulting curriculum work) includes opportunities to address the curriculum and content requirements of HB198. Initially, within the social studies department, we reviewed the legislation among teacher leaders and the entire teaching team. Over the past year, we spent professional learning days and afterschool workshops inventorying and enhancing how to authentically include the content deliverables in our grade level programs and within our state standards, while at the same time anticipated curriculum development statewide with the Delaware Recommended Curriculum. Teams of teachers have continued to update their existing lessons and activities to align their course of study with the curriculum requirements within HB198. Teachers have examined a combination of resources to identify what material was missing, and what material can help enhance our standards-driven lessons. Summer professional learning was offered to interested teachers who sought to continue this work.

The examples in Part 2 illustrate that materials not only incorporate contemporary events into discussions of Black history, but develop our students' respect for cultural diversity as reflected in Colonial's community. Social studies materials provide students with a foundation for examining the Black History, increase awareness of the Black experience, and incorporate opportunities to identify the connections locally in Delaware. Lessons also rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons. Through curriculum work with teachers, specialists, and partner organizations as members of the Social Studies Coalition, it is ensured that the material is presented in an age appropriate manner.

Professional learning described in Part 3 has been offered to teachers to not only enhance their pedagogical approach to teaching culturally relevant material, but also to increase their own content expertise in the areas of HB198. As members of the Social Studies Coalition of Delaware, districts collaborate and share different professional learning opportunities with our respective teachers. Each year, we also administer a Title 2 Professional Learning Survey where we provide all teachers with an opportunity for feedback and suggestions for professional learning needs. In social studies, we ensured that deliverables within HB198 were included. All professional learning offered recognizes the impact of racial and historical trauma on students.

Encouraging opportunities for student voice and agency are integral to Colonial's Strategic Plan. Social Studies provides a vehicle for this through our Civics standards and the emphasis on civic engagement and participation. As such, opportunities present to stimulate reflection and discourse about racism, inequality, and discrimination. An example discussed in Part 2 includes Colonial's implementation of Project Soapbox and Issues to Action in Grades 7 and 9 to learn more about the civic engagement process.

The work is ongoing. We're committed to our social studies program continuing to support Colonial's importance in culturally relevant instruction and materials, as well as its linkage to HB198. A variety of resources have been shared by the Delaware Department of Education and are foundational for that curriculum work. As we continue to support our social studies program, we have or plan to continue to investigate resources from the following:

- UDLibsearch Collection for HB198 materials
- Delaware Historical Society and the Mitchell Center for African-American Heritage

- Constitution Center of Philadelphia
- National Museum of African American History and Culture
- Library of Congress National Archives
- PBS Learning Media
- Discovery Education
- 302 Stories
- Bill of Rights Institute
- Newsela African American History Collection
- Ancillary resources from the African American Odyssey by Hines, Hines, and Harrold.
- Facing History and Ourselves
- Teaching Hard History (Learning for Justice)
- Delaware Archives
- Stanford History Education Project , Stanford Civic Reasoning Project
- Center for Civic Education
- Girl Rising
- ICivics
- Next Gen Personal Finance
- Federal Reserve Bank of St. Louis, Philadelphia, and New York

English Language Arts

Our district’s specific vision for quality English/Language Arts is that we read to be empowered in an ever changing world. We build and foster strong literacy foundations in our students, so they are able to access texts across multiple genres to be the change we wish to see in the world. This foundation will allow students to be informed and productive members of our global society.

We communicate to share our ideas and to learn about others and the world around us. To develop our communication skills, we focus instruction on speaking, listening, and writing. Through productive conversations, we encourage students and staff to provide and consider unique thoughts, ideas, and perspectives.

We value our students, staff, and community and their right to read, learn, and grow. We aim to foster student voice and choice, allowing students to read widely and to become lifelong, passionate readers.

The district adopted Amplify CKLA in grades K-5 and continues to utilize standards based units in grades 6-12 in order to help meet this vision. Through curating our units of instruction, we’ve ensured that students have several opportunities to read and view materials and assessments that depict individuals of different genders, races, and other physical characteristics. The curriculum works to maintain a balance of positive portrayals in representation to prevent the prevalence of negative stereotypes harmful to students. Because the curriculum includes a multitude of voices and perspectives, students have the opportunity to see themselves succeed based on the representation of characters in the text they read throughout the units.

CKLA provides a companion equity guide that we are leveraging as we implement this program. The guide for each grade details how the domains (K-2) or units (3-5) align to outcomes identified in the Teaching Tolerance Social Justice Standards. This tool enables teachers to understand how students work toward these outcomes through the Amplify CKLA program. It also includes a DEI question for each domain or unit that teachers may use to further develop students’ understanding of how the content area connects to these issues. While the Amplify CKLA program is not intended to be students’ only opportunity to grapple with the ideas embedded in the Teaching Tolerance standards, it does offer substantial support for progressing toward the standards’ outcomes. The guide for each unit and the alignment charts for each grade band detail which standards are supported in Amplify CKLA, enabling teachers to coordinate this with curricula in other subjects to ensure that students address all standards throughout the course of the school day.

To support our multilingual learners, K-5 MLL teachers use Language Studio, which is the English Language Development companion for CKLA. Language Studio was analyzed by Prime V2, which is a WIDA tool designed to

assist educators in analyzing instructional materials in accordance with WIDA Standards. The WIDA Standards Framework is rooted in an asset-based view of students and their diverse cultures, backgrounds and experiences they bring to our classrooms. WIDA values social justice, promotes equity and challenges discriminatory actions.

Our secondary curriculum addresses issues pertinent to bias and sensitivity in the following ways: provides students opportunities to build knowledge from a suite of rich units containing a variety of texts and topics provides students opportunities to engage with texts written by diverse authors; units include texts written by authors diverse in gender, race, ethnicity, and religion.

We utilize texts that operate as “mirrors, windows, and sliding glass doors” (Bishop) whereby students see themselves within the pages of texts as they learn about the lived experiences of people from various cultures provides student tasks that support and foster dialogue, critique, and analysis about a variety of texts and topics provides student tasks that deconstruct language to build language skills while creating space for students to learn about and develop an understanding of the cultural dynamics of language provides teachers with tools to promote discussions that allow students to explore, examine, and critique ideas, content, language, and their own thinking and understanding.”

Science

Colonial’s vision for science education is reinforced by Bryan Brown’s work, *Science in the City* (guest presenter, Science Coalition/DDOE, 2022). As stated in an overview of his examination of how language and culture matter for effective science teaching, “... this illustrates how science education can flourish if it is connected to students’ backgrounds, identities, language, and culture. In this empowered—and inclusive—form of science classroom, the role of narrative is key: educators use stories and anecdotes to induct students into the realm of scientific thinking; introduce big ideas in easy, familiar terms; and prioritize explanation over mastery of symbolic systems. The result is a classroom that showcases how the use of more familiar, culturally relevant modes of communication can pave the way for improved science learning.” (Harvard Education Press, 2021).

Colonial has researched, piloted, analyzed data, adopted and implemented instructional materials that support culturally responsive and equitable K-12 science instruction. When implementing the curriculum and providing Professional Development we asked ourselves to think about how we would know equitable learning was happening. Observers would see that all students are in the driver’s seat to build on their prior knowledge, bridge related phenomenon and experiences, and give students a voice to identify where we need to go next to figure out the why behind the phenomenon. Observers would see that students are seen and heard as their experiences and previous knowledge base is used to drive instruction. All ways of knowing are elevated.

As members of the Delaware Science Coalition, we implement the Amplify Science program in Grades 2-5, and the OpenSciEd program in grades 6-8. At the elementary level, every unit includes a guide for eliciting and leveraging student’s prior knowledge, personal experiences, and background knowledge. These guides provide entry points to draw out students’ lived experiences and cultural funds of knowledge, often circling back to their family and cultural experiences. Individual units in different grades contain articles or readings that support the contributions of Black people in science. Several are listed in Part 2.

To expand on this concept of eliciting prior knowledge and experiences, students create an understanding of the phenomenon through gathering evidence in investigations. An example of this is in the OpenSciEd Grade 8 Sound Unit, where all students engage in observing and questioning a phenomenon of a loud sound coming from a speaker making a window move far away. All students observe and question a model of a real speaker moving a bowl with plastic wrap. All students share related experiences and these experiences are used to compare and contrast to the unit phenomenon and build understanding throughout the unit. Students develop an initial model to try and explain their observations. As the students work with the teacher to create the classroom norms and use the norms to think about what they as a group need to work on to have a productive class discussion. They work with their classmates in a scientists’ circle to share and discuss using talk moves. They build the classroom model of the speaker, the window, and the air between the window, from which the whole class diagrams what they know about the causes

and effects of this phenomenon and where they need to go next. The group places question marks on any parts of disagreement or confusion. Students use their words to describe the phenomenon. When all students agree to what they are describing and explaining, a science vocab word may then be introduced. This is one example; and, all units in OpensciEd 6-8 Curriculum were created with the same 4 questions in mind, ultimately creating a student centered approach to learning where all students are seen, heard, and supported to develop understanding to figure out the why behind the phenomena developed in class.

In addition, the curriculum was designed to support equity valuing student interest through surveys of at least 5 phenomena per unit, where students chose the one of most interest. The scope and sequence prioritizes coherence and connections and builds over K-12 as the students are using the disciplinary core ideas, science and engineering practices, and crosscutting concepts developed to figure out new phenomena that also build on each other.

At the high school level, as students receive instruction in Biology, Chemistry, Physics, and Integrated Earth and Environmental Sustainability courses, opportunities continue to be linked to identify relevant phenomena to connect scientific concepts addressed in those courses. As shown in Part 2 of this report, some courses have begun to incorporate local issues and data when exploring various phenomena and concepts. Additionally, there is an intentional effort to showcase noted black pioneers in the field of science, as well as those who are trailblazing the sciences in modern times (*I Am A Scientist* resource). This is essential to link the importance of STEM education among our students of color.

Mathematics

We implement Rights and Responsibilities as Learners in our math classrooms, and every math classroom has them posted for reference. We embrace the Five Equity-based Practices in Mathematics Classrooms adapted from *The Impact of Identity in K – 8 Mathematics Rethinking Equity-Based Practices* (NCTM, Aguirre, Mayfield-Ingram, & Martin 2013). Last school year, we piloted and provided feedback on national math social justice lessons. This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Health and Physical Education

Colonial recognizes the important role that Health and Physical Education can play in supporting HB198. Through the Delaware Health and PE Teacher Leader Workgroup, interested teachers across the state assemble to investigate state standards within health education and identify resources and connections that support health and physical education standards when addressing HB198. For health education, for example, there are topics and issues within our communities and in Delaware that pertain to the experiences of our students. Other states have begun similar work and we intend to review their statewide resources to adapt to the topics addressed within our curriculum materials. Colonial maintains representation on this statewide workgroup and looks forward to expanding this within the district for the remainder of the school year.

Library Collections

To help address the above in our school libraries, Colonial is taking steps to create library spaces that are both inclusive and responsive while encouraging students to explore in our spaces the Black experience that include:

- Curating a diverse library collection of materials.
 - We are acquiring a wide range of materials that includes: books, article, videos, and other resources that include difference aspects of the Black experience, including history, culture, literature and contemporary issues
 - Ensuring our collection reflects the diversity within the Black community
 - Collaborating with librarians, teachers, and community member to identify important resources

- Celebrating Cultural and Racial Diversity

- Feature Black authors, artists, and creators in our library spaces, displays, programs, and events
- Promote the appreciation of Black culture, contributions, and achievements
- Foster Discussions and Uplift Voices
 - We are creating spaces for open dialogue about the Black experience, where students can share their thoughts, feelings, and questions
 - Inviting guest speakers, authors, or community members to engage in book talks
- Collaboration
 - Collaborate with curriculum supervisors, coaches and teachers to add library resources to support the curriculum
 - Partner with local library organization to enhance our library offerings

Visual and Performing Arts

For VPA programs, our goal is to engage students in all subjects by using the arts to foster a love of learning while promoting cultural awareness and respect as well as enhancing creativity and critical thinking skills. Our models of aesthetic, hands-on learning through the arts offers students of all ages to experience the creative decision making and critical thinking necessary to see beyond their circumstances and make connections to others and the world around them.

Colonial School District will continue to participate in state-wide leadership workshops on how to promote and insert appropriate music and art activities into our K - 12 classrooms that support HB198. Colonial has teacher leaders that represent our Art teachers and Music teachers in these capacities. Colonial teachers and administrators will work with other statewide entities on collecting and organizing resources that teachers can use in the classroom. We will continue to promote the idea that Music and Arts has an impact on identity development, cultural awareness and emotional competencies. Colonial has a very diverse student population and we will ensure that we include studies of artists that reflect the race and ideas of our student population. In particular, we do not want our African American students to shy away from opportunities to be creative, but rather we want them to have an appreciation for the arts, take pride in their cultural identities and embrace a diverse repertoire of the arts. Colonial teachers will work throughout this school year to develop and share an implementation plan and a bank of resources for our VPA teachers.

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			
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		X		X	X	X
d. The central role racism played in the Civil War.			X						X				
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.					X			X	X	X		X	
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.		X	X	X	X	X	X	X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X	X	X

Minimum Content Requirement

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

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

Grade-level	Content Area(s)	Lessons/Resources
KN-5	Visual and Performing Arts	In our elementary Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures.

		Beginning in 4th grade, students may participate in the performing arts through band. Band instructors include pieces representing black/brown artists, as well as genre across time through modern examples.
KN	ELA and Social Studies	Reading about the lives of African Kings and Queens from a diverse set of nations, countries, and time periods, making sure to represent royal families from around the world and throughout human history.
1	ELA	Reading stories from different African cultures and specifically discussing features and traditions of the people who may have first told these stories.
2	Social Studies	In the unit, <i>Past & Present</i> , students will rely on artifacts to learn about ancient civilizations of Egypt and Zimbabwe to gather information about the people of the past and look at how those communities changed over time.
4	Social Studies	Model lessons created in partnership between the Social Studies Coalition of Delaware, its' supporting affiliate groups, Delaware State University, Delaware DOE, and in consultation with the New York University Metro Center. Lessons addressing this content expectation include: <ul style="list-style-type: none"> ● Columbian Exchange ● Using Timelines to Analyze Change over Time ● Ways of Thinking About People and Places In the Past
6-8	Visual and Performing Arts	In our middle school Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Within our specialized music and art opportunities, students connect the history of Jazz music and how it intertwines with the Civil Rights Movement. Students study black musicians and artists that have impacted American History and American Arts Culture. Within the art program, students are exposed to African-inspired fashion, art, and sculpture within the various standards that are addressed. <p>Students may participate in the performing arts through participation in Band. Band instructors include pieces representing black/brown artists, as well as genre across time through modern examples.</p>
6	Social Studies	Model lessons created in partnership between the Soc.Studies Coalition of Delaware, its supporting affiliate groups, and Delaware DOE. These were created to meet new requirements for geography education. <ul style="list-style-type: none"> ● The Importance of Water in SouthwestAsia/North Africa ● Political Borders and Conflict in Sub-Saharan Africa ● Cultural Hearths in SW Asia/North Africa

8	Social Studies	<p>Colonial uses the Newsela platform to enhance the students' experiences through delivery of the history standards. Specific articles are identified for alignment to the content components of HB198.</p> <p>Course: Black U.S. History</p> <p>Text Set:</p> <ul style="list-style-type: none"> ● Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820)
9	Social Studies	<p>As a component of Colonial's geography program, the following activities are implemented in support of this content expectation:</p> <ul style="list-style-type: none"> ● Examining the diffusion of African people and culture from the African Diaspora (Choices Program-Colonization in Africa resource) ● Incorporating African empires and states when examining relationships between groups and how they interact through trade and religion.

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

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	<p>-Colonial implements model lessons that were developed in partnership between the Social Studies Coalition, its affiliate groups at the University of Delaware, Delaware DOE, Delaware State University Dept of History, and the New York University Metro Center.</p> <ul style="list-style-type: none"> ● Lessons addressing this content expectation include:: Using Timelines to Analyze Change Over Time, Ways of Thinking About People and Places in the Past, Columbian Exchange, The Middle Passage, Hidden History: Olaudah Equiano, Forms of Resistance to Enslavement, Enslavement in Delaware, Hidden History: Elizabeth Key Sues for Freedom, Exploring the Delaware Colony, Scripted Mock Trial - Boston "Massacre", Freedom Over Me, History Mystery Ona Judge <p>-Colonial uses the Newsela platform to enhance the students' experiences through delivery of the history standards in the 4th grade curriculum. Specific articles are identified for alignment to the content components of HB198.</p> <p>Course: Black U.S. History</p> <p>Text Set:</p> <ul style="list-style-type: none"> ● Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820) ● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)
8	Social Studies	<p>Colonial implements model lessons that were developed in partnership between the Social Studies Coalition, its affiliate groups at the University of Delaware and Delaware DOE.</p>

		<ul style="list-style-type: none"> ● Lessons include the following topics pertaining to the content of HB 198: Enslavement and the American Economy <p>Colonial uses the Newsela platform to enhance the students' experiences through delivery of the history standards in the 8th grade curriculum. Specific articles are identified for alignment to the content components of HB198.</p> <p>Course: Black U.S. History</p> <p>Text Set:</p> <ul style="list-style-type: none"> ● Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820) ● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877) ● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920) ● Black History, Our History ● Black History Month Quotes: Antebellum Period ● Abbreviated Black U.S. History: Black Stories from Antebellum America <p>Text Set: "Did you Know?" A Series of Influential Black Americans</p> <p>Instructional Set: Black History is U.S. History</p> <p>Project: Black History WeWow</p>
11	Social Studies	<p>Colonial uses the Newsela platform to enhance the students' experiences through delivery of the history standards in the US History curriculum. Specific articles are identified for alignment to the content components of HB198.</p> <p>Course: Black U.S. History</p> <p>Topic: Re-examining Themes of American History</p> <p>Text Set:</p> <ul style="list-style-type: none"> ● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877) ● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920) ● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950) ● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970) ● A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present) ● Black History, Our History ● Black History Month Quotes: Progressive Era ● Black History Month Quotes: Modern Era ● Abbreviated Black U.S. History: Sustaining Black Cultures in Colonial America ● Abbreviated Black U.S. History: Black Cultural Renaissance of the 1920s and 30s ● Black History Month Quotes: Great Depression-Civil Rights Movement <p>Text Set: "Did you Know?" A Series of Influential Black Americans</p>

		<p>Instructional Set:</p> <ul style="list-style-type: none"> ● Black History is U.S. History ● Black Athletes in the 1920s and 30s ● Black Power ● Black Nationalist <p>Project: Black History WeWow</p>
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c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
3	ELA	<ul style="list-style-type: none"> ● As students explore Colonial America, students discuss the unfairness of Europeans claiming for themselves land on which people were already living and students discuss the enslavement of Africans and Native American people.
4	ELA	<ul style="list-style-type: none"> ● Optional Lesson modification that helps build educator background around how race and racism has played a role in certain domains of study such as Geology and the lack of diversity in that field. Students read and respond to Nyanhongo’s artistic work in sculpture.
4	Social Studies	<p>-Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment with our current lessons.</p> <p>Course: Black U.S. History</p> <p>Text Set:</p> <ul style="list-style-type: none"> ● Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820) ● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)
6	ELA	<p>We utilize texts, both novels and informational texts to support topics relating to the history of racism.</p>
8	Social Studies	<p>-Colonial implements model lessons created in partnership between the Social Studies Coalition of Delaware, its affiliates at the University of Delaware, and the Delaware Department of Education. In regards to this content expectation, the following lessons are currently implemented:</p> <ul style="list-style-type: none"> ● Unit 1 - Emancipation in the North, Slavery in the Constitution ● Unit 2 - In Pursuit of Freedom in Delaware, Nat Turner, Historical Interpretations of the Battle of the Alamo, John Brown ● Unit 3 - Fort Sumter, Emancipation Proclamation, Memphis Riot, Women’s Suffrage, sharecropping, Reconstruction, Changes in Lincoln’s Views on Slavery, Changes in African American Freedom, Juneteenth, Defining Freedom, The Devastation on War and Healing and Justice, Equality for All, Backlash and the KKK <p>-Colonial implements model lessons that were developed in partnership between the Social Studies Coalition, its affiliate groups at the University of</p>

		<p>Delaware and Delaware DOE.</p> <ul style="list-style-type: none"> Lessons include the following topics pertaining to the content of HB 198: The Words We Use <p>-Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment.</p> <p>Course: Black U.S. History</p> <p>Text Set:</p> <ul style="list-style-type: none"> Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820) Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877) Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920) Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950) Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970) A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present) Black History, Our History Black History Month Quotes: Antebellum Period Abbreviated Black U.S. History: Black Stories from Antebellum America <p>Text Set: "Did you Know?" A Series of Influential Black Americans</p> <p>Instructional Set: Black History is U.S. History</p> <p>Project: Black History WeWow</p>
10	ELA	<ul style="list-style-type: none"> "A Letter from a Birmingham Jail" is included in the Argue for Change Unit. Students will engage in a variety of texts to build background on the Civil Rights Movement and tie in current struggles today such as racism, equality and the socio-economic struggle. Text sets are used to teach about social justice and will connect to King's letter.
11	ELA	<ul style="list-style-type: none"> Explore the Civil Rights Era in conjunction with the novel A Lesson Before Dying. Students look closely at different events from the time period and how state and federal laws impacted African Americans rights in this country. Using the novel, students analyze parallels from the legislation and fictional novel. Demographic disparities in the US prison system; connection to the 13th amendment Housing segregation and discrimination in the 1950s (red lining), Cicero Race Riot of 1951 and its connection to the unit text.
11-12	Social Studies	<p>-Colonial implements an elective course for Sociology. In that course, teachers address the following:</p> <ul style="list-style-type: none"> We currently delve into the topics of prejudice, privilege, and discrimination of marginalized and oppressed groups, focusing on how white supremacy and systemic racism are perpetuated in our society.

		<p>-Colonial implements an elective course for Psychology. In that course, teachers address the following:</p> <ul style="list-style-type: none"> Variables that contribute to Bias, Prejudice, and Discrimination: What experiences do we see in our community? The world? Why is it still around? What can we do at William Penn to educate other students?
11	Social Studies	<p>Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment with the U.S. History Curriculum This content deliverable has articles embedded within the following collection:</p> <p>Course: Black U.S. History Topic: Re-examining Themes of American History Text Set:</p> <ul style="list-style-type: none"> Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877) Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920) Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950) Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970) A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present) Black History, Our History Black History Month Quotes: Progressive Era Black History Month Quotes: Modern Era Abbreviated Black U.S. History: Sustaining Black Cultures in Colonial America Abbreviated Black U.S. History: Black Cultural Renaissance of the 1920s and 30s Black History Month Quotes: Great Depression-Civil Rights Movement <p>Text Set: "Did you Know?" A Series of Influential Black Americans Instructional Set:</p> <ul style="list-style-type: none"> Black History is U.S. History Black Athletes in the 1920s and 30s Black Power Black Nationalist <p>Project: Black History WeWow</p>

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

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	A domain that studies the US Civil War where students learn about the controversy of slavery, as well as historical figures like Harriet Tubman.
8	Social Studies	-Colonial implements model lessons created in partnership between the Social Studies Coalition of Delaware, its affiliates at the University of

		<p>Delaware, and the Delaware Department of Education. In regards to this content expectation, the following lessons are currently implemented:</p> <ul style="list-style-type: none"> ● Unit 1 - Emancipation in the North, Slavery in the Constitution ● Unit 2 - In Pursuit of Freedom in Delaware, Nat Turner, Historical Interpretations of the Battle of the Alamo, John Brown ● Unit 3 - Fort Sumter, Emancipation Proclamation, Memphis Riot, Women’s Suffrage, sharecropping, Reconstruction, Changes in Lincoln’s Views on Slavery, Changes in African American Freedom, Juneteenth, Defining Freedom, The Devastation on War and Healing and Justice, Equality for All, Backlash and the KKK <p>-Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment to this content deliverable: Course: Black U.S. History Text Set:</p> <ul style="list-style-type: none"> ● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877) ● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920) ● Black History, Our History ● Black History Month Quotes: Antebellum Period ● Abbreviated Black U.S. History: Black Stories from Antebellum America <p>Text Set: “Did you Know?” A Series of Influential Black Americans Instructional Set: Black History is U.S. History Project: Black History WeWow</p> <p>-A cohort of teachers have utilized the “Black History in Two Minutes” as a supplemental resource. This channel delivers short stories accessible to students in the form of podcast recordings describing major historical events and less well-known experiences involving Black Americans. The podcasts range from recent events to the founding of the United States, through the Civil rights movement. These have been produced by historian Dr. Henry Louis Gates, Jr. Among the 92 currently recorded podcasts include pertaining to the 8th grade curriculum: Reconstruction, Free Black Americans before the Civil War, Transatlantic Slave Trade, Blacks and the Civil War, 19th century Black Discoveries.</p>
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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
4, 8	Social Studies	<p>Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment to respective grade level lessons to support this content deliverable. Grade 4 addresses the chronological time span through the Revolutionary Era, while Grade 8 address the chronological time span through Reconstruction Era: Course: Black U.S. History Text Set:</p> <ul style="list-style-type: none"> ● Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820)

		<ul style="list-style-type: none"> ● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877) ● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920) ● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950) ● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970) ● A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present) ● Black History, Our History ● Black History Month Quotes: Antebellum Period ● Abbreviated Black U.S. History: Black Stories from Antebellum America <p>Text Set: "Did you Know?" A Series of Influential Black Americans Instructional Set: Black History is U.S. History Project: Black History WeWow</p>
7	Social Studies	<p>Model lessons created in partnership between the Soc.Studies Coalition of Delaware, its supporting affiliate groups, and Delaware DOE, and in consultation with the New York University Metro Center. These were created to meet new requirements for civics education.</p> <p>Lesson topics include the following which connect with this content deliverable:</p> <ul style="list-style-type: none"> ● Preambles Paideia, The Constitution and Enslavement, Our Nation's Report Card, No Room at the Inn, Mendez and "the greatest civil rights issue of our time", From Runaround to Remedy, At the Hands of Persons Unknown: The Case of George White, Jury Duty, Equity for the Taking, Not for Sale
7 and 9	Social Studies	<p>Integral to our civics program is empowering our students to embrace citizenship and civic participation. We implement the <i>Mikva Challenge</i> and <i>Issues to Action program</i> in middle and high school, respectively, to empower our students to investigate issues of interest and passion for them in the community. Student topics are self-selected; and past speeches that support this bill have included topics and discussion around racism, equity, movements such as Black Lives Matter, violence in the local community, economic development in the Wilmington/New Castle area, equal rights, health and wellness. The resources as part of these programs are aimed to provide youth with authentic investigative experiences, develop agency and a future commitment to civic action, provide youth with skills and knowledge to be effective citizens, and provide students with the tools to engage in citizenship in the democratic process. As part of these activities, teachers and students are encouraged to have courageous conversations around issues that affect their community, and learn how to navigate through the political process to encourage student voice and, ideally, create change. A culminating experience among the districts is <i>Project Soapbox</i>, where students learn to develop and deliver a speech on a community issue they feel passionately about. Elected officials and community leaders are invited to the showcase.</p>

		To support the standards and content deliverable in HB198, students participate in the Issues to Action program where students examine their communities, identify issues of importance to them, conduct intensive primary research about those issues, analyze power, develop strategies, and take action to impact policy and reflect throughout the entire process.
9	Social Studies	<p>As part of our Civics experience in relation to HB198, our students investigate the following topics utilizing resources from the Center for Civic Education, Constitution Center, We the People, National Archives, and/or Delaware History Museum and Archives, National African American History Museum. For example, the following topics are explored and/or in development:</p> <ul style="list-style-type: none"> ● Review of African political structures and colonization through case studies and connections to current events. ● Examining the evolution of political parties and specific analysis of voting rights, access to voting, and demographic impact ● Case studies in voting rights and impact on Delaware local history. ● Identifying the impact and experiences of black local and national leaders on local, state, and federal legislation.
11	Social Studies	<p>-Eleventh grade students complete a United States History survey course which spans chronologically between 1877 (Reconstruction Era) through the present. Resources to teach this include primary and secondary source materials accessible via locations such as, but not limited to, the Delaware Historical Society, Delaware Archives, Library of Congress, National Archives, Stanford History Education Project, Newsela, etc. U.S History teachers incorporate the following topics pertaining to this content expectation:</p> <ul style="list-style-type: none"> ● Cold War, Social and Demographic Change: Freedom movements, Brown vs. Board of Education, Youth movements, Civil and Voting Rights <p>-Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment to respective grade level lessons to support this content deliverable: Course: Black U.S. History Topic: Re-examining Themes of American History Text Set:</p> <ul style="list-style-type: none"> ● ● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877) ● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920) ● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950) ● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970) ● A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present) ● Black History, Our History

		<ul style="list-style-type: none"> ● Black History Month Quotes: Progressive Era ● Black History Month Quotes: Modern Era ● Black History Month Quotes: Great Depression-Civil Rights Movement <p>Text Set: "Did you Know?" A Series of Influential Black Americans</p> <p>Instructional Set:</p> <ul style="list-style-type: none"> ● Black History is U.S. History ● Black Athletes in the 1920s and 30s ● Black Power ● Black Nationalist <p>Project: Black History WeWow</p>
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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
1-3	Social Studies	<p>Colonial uses the Newsela platform to enhance lessons and resources available to teachers to help address this content deliverable. Additions are ongoing depending on availability. Depending on the specific grade level expectations, the following articles are available for teacher use:</p> <ul style="list-style-type: none"> ● "Black Panther" toy sales fierce as film opens big ● There are many black history stories to be shared in a new show ● Short cartoons teach kids about important African-Americans from the past ● Teenager runs a bakery that hands out cupcakes to the hungry ● Military pilot Robert Lawrence Jr. honored as first black astronaut ● Justice for all: The story of Ida B. Wells ● Journalist Ida B. Wells wrote articles to help African-Americans, women ● Ida B. Wells, journalist and activist, honored with new Barbie doll ● Thurgood Marshall was the Supreme Court's first African American justice ● Ann Lowe: She dreamed of dresses
PreK-12	Math	<ul style="list-style-type: none"> ● We have a Monthly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms. ● We purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.
1st Grade	ELA	<ul style="list-style-type: none"> ● Reading about African-American people who have made significant contributions to our society; specifically Dr. Corbert who helped to develop the COVID 19 vaccine and Mae Jemison who was the first African American woman to travel in space. ● A domain that covers groups who were living in America at the

		<p>same time: enslaved Africans, Native Americans, and women focusing on the two words - liberty and justice. Students will learn and focus on the roles of women, Native Americans, and African Americans during this time period.</p>
2nd grade	ELA	<ul style="list-style-type: none"> • A research unit that studies the Age of Aviation where students will research key figures from the world of aviation such as the Tuskegee Airman.
3rd grade	ELA	<ul style="list-style-type: none"> • Trade books and stories are read that are part of the various domains that build background knowledge and provide diverse perspectives and voice. • Within the Human Body domain, learning about Chicago native Anita Cameron, who has worked and advocated to make public transportation more accessible for people with disabilities. • As students explore Light and Sound and learn about Thomas Edison and his team's contributions, CKLA highlights black American inventor, Lewis Howard Latimer. He is often forgotten or not credited for his contributions to the light bulb and the telephone. Not many Black inventors were given the opportunity or resources to create and expand on their inventions and ideas at this time. Due to many racist and discriminatory practices, institutional and active violence against Black people often made it difficult or impossible for Black students to pursue higher education or professional careers, especially in science and technology industries. • As students explore the Astronomy unit, explain how a team of Black women worked as mathematicians on NASA's first missions to send an astronaut into space, but racist practices and cultures led to them receiving no credit or awards for their work. Whether it was keeping track of test data or computing complex equations to ensure the astronaut's safety, these women played essential roles in ensuring that astronauts were able to exit and re-enter Earth's atmosphere. Among these women, Mary Jackson, Katherine Johnson, and Dorothy Vaughan played instrumental roles in NASA's Mercury missions, and they are highlighted in the movie <i>Hidden Figures</i> as examples of the vital role that Black scientists and mathematicians play throughout our nation's history both in space and throughout society. Read aloud the trade book, <i>Hidden Figures</i>. • As students explore the Ecology domain, students will be exposed to the following environmentalists and discuss their contributions to this work: MaVynee Betsch, George Washington Carver, etc.
4	Social Studies	<p>Teachers can access the <i>Untold Stories</i> from Teacher Created Materials program so that students can explore perspectives from Black Americans within the context of their new units and make parallels to the themes discussed in the lessons. Examples of resources include:</p> <ul style="list-style-type: none"> • Students explore the perspective of Black Americans during enslavement. In one lesson, there is a focus on Frances Watkins Harper who was a free Black woman to help people along the Underground Railroad. • Alice Augusta Ball who was a black chemist who taught science at her college and researched a cure for leprosy. • Dorothy Height who was a leader for civil rights and women's rights

4	ELA	<ul style="list-style-type: none"> ● Personal narratives domain: As students reflect on the stories in this unit, they discuss why it is important to hear first-person narratives—that they learn about a variety of people’s experiences, and that they hear those experiences from the people themselves. The narratives students draft reflect on how their individual heritages, traditions, and experiences have helped shape who they are. Some of the various personal narratives read in this unit include those of Condoleeza Rice and Ruby Bridges. ● Reading poetry that represents a wide variety of time periods and the contributions of Black people to poetry, including the work of Langston Hughes. ● Exploration of various inventors and their contributions to history and life, including reading about black American inventors, Lewis Howard Latimer, George Washington Carver, etc.
5	Science	<p>Through implementation of the Amplify Science Curriculum, the following text are incorporated to support the content expectation at this grade level:</p> <ul style="list-style-type: none"> ● Ecosystem Restoration Book “Walk in the Woods”: Nonfiction book profiles Eritrean-born scientist Asmeret Asefaw Berhe, who studies soil to better understand this complex system that underlies many of Earth's ecosystems. ● Patterns of Earth and Sky Book “Star Scientist”: Nonfiction book profiles astrophysicist Gibor Basri, discussing his work with the Kepler mission identifying stars with exoplanets orbiting them.
5	ELA	<ul style="list-style-type: none"> ● Personal narratives domain: Students compare and contrast different ways African Americans grappled with life in a segregated society through various personal narratives, describing how historical figures such as Rosa Parks challenged injustices during the Civil Rights movement. ● Reading poetry that represents a wide variety of time periods and the contributions of Black people to poetry, including the work of Langston Hughes, Amanda Gorman, Carrie Allen McCray, etc. ● A research unit: Juneteenth, 1865 to Present. This unit will take students on a journey beyond Juneteenth, as they study specific contributions of African Americans from 1865 to present day.
5	Social Studies	<p>Model lessons created in partnership between the Soc.Studies Coalition of Delaware, its supporting affiliate groups, and Delaware DOE, and in consultation with the New York University Metro Center. These were created to meet new requirements for geography education. Lesson topics include the following which connect with this content deliverable:</p> <ul style="list-style-type: none"> ● Lessons also have recommended children’s literature that can be used by the teacher to supplement the lesson. ● Students will learn about York, William Clark’s enslaved person, who accompanied the explorers on the expedition. Two books are provided to the teachers along with image analysis skills and

		<p>readings to understand more about York the person. Teachers are also provided with information and skills on why our words matter and how to use people's first language when speaking about York and his enslavement.</p>
6	ELA	<ul style="list-style-type: none"> • Students will engage in texts written by Black authors and engage in discussions on the contributions these authors have made to American life. • Famous Black leaders, explorers, athletes, and writers will be celebrated through reading and writing across units of study.
6-8	Math	<p>We have adopted a new math curriculum with culturally relevant contexts and highlights diverse mathematicians.</p>
6-8	Visual and Performing Arts	<p>In our middle school Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Within our specialized music and art opportunities, students connect the history of Jazz music and how it intertwines with the Civil Rights Movement. Students study black musicians and artists that have impacted American History and American Arts Culture. Within the art program, students are exposed to African-inspired fashion, art, and sculpture within the various standards that are addressed.</p> <p>Students may participate in the performing arts through participation in Band. Band instructors include pieces representing black/brown artists, as well as genre across time through modern examples.</p>
6	Science	<ul style="list-style-type: none"> • Colonial implements the OpenScied program as members of the Science Coalition. Colonial supplements our science curriculum and scientific literacy in classrooms through our partnership with Newsela to incorporate grades 6-8 science readings that are culturally diverse. Through that partnership, we have collaborated to identify articles that are culturally diverse and enhance content deliverables within HB198. • These texts engage the students in culturally diverse perspectives through past and present scientists and engineers contributions with relation to the phenomenon and content addressed in the curriculum. One example is a grade 6 reading called, "NASA Star Katherine Johnson blazed a path for #blackgirlmagic". In an effort to encourage all students to see themselves as scientists and engineers and to elevate careers that all students can pursue in the future , we included readings that highlight diverse groups of students solving real world problems. We have begun to analyze the equity resource guide that accompanies the OpenScied program to identify ways to make scientific phenomena culturally relevant to our students and their communities.

		<ul style="list-style-type: none"> ● Another example is titled, “Teenage Girl Who Wanted to Help Friend Builds Cheap Engine for Electricity.” The article is about a 15-year-old high school student from Boca Raton, Florida, who has developed an alternative energy source to help generate power in developing countries such as Ethiopia. Students learn about the country in Africa and the culture of the friend living there. Another article, titled, “Dream Jobs: Meteorologist in Charge,” is about William "Bill" Parker, a black scientist, the meteorologist-in-charge (MIC) at the Jackson, Mississippi office of the National Weather Service, and his career path and advice for those interested in a similar career. ● In addition, another text, “Kids Turn on the Lights for People in Need,” students learn about the culture of Uganda an East African Country as they learn about a project at Tildenville Elementary School where fourth and fifth-grade students, with the help of Valencia College students and professor Deb Hall, are building solar generators to send to an orphanage in Uganda. Another example of an article “Dream Jobs: Thermal systems engineer,” highlights a black female scientist who specializes in a type of science learned through the 6th grade curriculum, thermal energy.
7	ELA	<ul style="list-style-type: none"> ● Students will engage in texts from famous Black writers such as Walter Dean Myers and Langston Hughes. ● The “Agents of Change” Unit will highlight the contributions of Richard Turere, a 13 year old inventor and speaker. Students will research and write about young people and their contributions to society. ● The “Argument” Unit showcases Congressman Elijah Cummings as a U.S. Congressman and his statement on adopting a Zero-Tolerance Drug Policy.
7	Science	<ul style="list-style-type: none"> ● Colonial implements the OpenScied program as members of the Science Coalition. Colonial supplements our science curriculum and scientific literacy in classrooms through our partnership with Newsela to incorporate grades 6-8 science readings that are culturally diverse. Through that partnership, we have collaborated to identify articles that are culturally diverse and enhance content deliverables within HB198. ● These texts engage the students in culturally diverse perspectives through past and present scientists and engineers contributions with relation to the phenomenon and content addressed in the curriculum. One example in 7th grade is titled “How Black Scientists and Nature Lovers are using social media to elevate their voices.” In addition, another text, titled, “Dream Jobs: Particle Physicist,” is about Jessica Esquivel, a black and Mexican woman particle physicist who works at Fermilab in Batavia, Illinois, and her passion for discovering. Another article, “Dream Jobs: Doctor and researcher” highlights a black scientist who has his PhD and is studying to become a doctor so that he can help cure cancers that

		<p>are highly prevalent within his family and black americans.</p> <ul style="list-style-type: none"> • We have begun to investigate the equity resource guide that accompanies the OpenScied program to identify ways to make scientific phenomena culturally relevant to our students and their communities.
8	ELA	Using CommonLit 2.0 students will read poetry by well-known poets like Audre Lorde, Maya Angelou, and Amanda Gorman
8	Social Studies	A cohort of Colonial teachers have utilized the “Black History in Two Minutes” as a supplemental resource. This channel delivers short stories accessible to students in the form of podcast recordings describing major historical events and less well-known experiences involving Black Americans. The podcasts range from recent events to the founding of the United States, through the Civil rights movement. These have been produced by historian Dr. Henry Louis Gates, Jr. Among the 92 currently recorded podcasts include pertaining to the 8th grade curriculum: Reconstruction, Free Black Americans before the Civil War, Transatlantic Slave Trade, Blacks and the Civil War, 19th century Black Discoveries.
8	Science	<ul style="list-style-type: none"> • Colonial implements the OpenScied program as members of the Science Coalition. Colonial supplements our science curriculum and scientific literacy in classrooms through our partnership with Newsela to incorporate grades 6-8 science readings that are culturally diverse. Through that partnership, we have collaborated to identify articles that are culturally diverse and enhance content deliverables within HB198. • These texts engage the students in culturally diverse perspectives through past and present scientists and engineers contributions with relation to the phenomenon and content addressed in the curriculum. One example in 8th grade is an article titled, “Students Search for Space Rocks, Turned up Different Kind of Alien” highlights a group of diverse middle school scientists, who when working with a team of researchers and scientists search and find meteorites that lead to a discovery. Another article, “First Black Astronaut Honored on 50th Anniversary of Death,”students learn about the 50th anniversary of the death of America's first black astronaut, Air Force Major Robert Lawrence Jr.. Another article focuses on the Ecosystem in East Africa. This article is titled, “Hippos Do a Lot of Pooping in the River....A lot. But It’s Good for Nature.” . Students learn about the ecosystem and geography of East Africa. Another example of a contribution of a black scientist can be understood through reading, “The Explorers: Dr. Mae C. Jemison.” • Within the OpenSciEd Curriculum, one example of integrating this content deliverable would be within the anchoring phenomenon routine of the 8.4 Earth in Space Unit. Students investigate the question, How could we find out more about what phenomena and patterns people across the world have observed in the sky over thousands of years?, through listening to podcasts from around the world. One podcast is from Thebe Medupe, a black professor of astronomy and the Deputy Dean of Faculty in Natural and

		<p>Agricultural Sciences at North-West University in South Africa. Students answer the following after listening: How did the people you learned about: 1) observe the sky and keep track of what they saw?, and 2) use their observations of the sky? 3. What patterns in the sky did you hear about in the podcast? 4. Why did the people you learned about observe those patterns? How can observing the sky help us better understand our own planet and our own lives.</p>
9-12	Visual and Performing Arts	<p>In our high school Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Within our specialized music and art opportunities, students connect the history of Jazz music and how it intertwines with the Civil Rights Movement. Students study black musicians and artists that have impacted American History and American Arts Culture. Within the art program, students are exposed to African-inspired fashion, art, and sculpture within the various standards that are addressed.</p> <p>Students may participate in the performing arts through orchestra, band, or other specialized programs. Band instructors include pieces representing black/brown artists, as well as genre across time through modern examples. We continue to incorporate literature into these courses as well to connect music and arts activities that promote black/brown culture.</p>
10-12	Science	<p>Students in Chemistry, Biology, Physics, and Integrated Earth and Environmental Studies learn how Black Americans contributed and continue to contribute to advancements in science, including the role of Black women. Examples include identified scientists and instructional resources shared from <i>I Am A Scientist</i>, which provides educator materials to lesson activities that reinforce the importance of STEM within communities of color. For example:</p> <ul style="list-style-type: none"> ● Students in Chemistry read excerpts from Neil de Grasse Tyson to learn about the origins of elements on Earth, making connections to concepts of atomic structure and nuclear chemistry (this is created from a unit inspired by the Delaware Teacher Institute). ● Students in Biology learn about the achievements of Dr. Georgia Dunston, Dr. Ernest Everett Just, James E. Bowman, MD; and Alice Ball and their influence on the study of human genetics. ● In Physics, students learn about engineer and physicist Mae Jemison who became the first African American woman in orbit.

9	ELA	<ul style="list-style-type: none"> • Students will participate in novel studies or excerpts of novels such as <i>The Narrative of the Life of Frederick Douglass</i> and <i>Kindred</i>. • Speeches, Ted Talks, and Poetry by Black authors will be analyzed for rhetoric, perspective, and meaning.
10	ELA	<ul style="list-style-type: none"> • Outside reading project includes student choice from the NNSTOY Social Justice Book List.
11	Social Studies	<p>-Eleventh grade students complete a United States History survey course which spans chronologically between 1877 (Reconstruction Era) through the present. Resources to teach this include primary and secondary source materials accessible via locations such as, but not limited to, the Delaware Historical Society, Delaware Archives, Library of Congress, National Archives, Stanford History Education Project, Newsela, etc. U.S History teachers incorporate the following topics pertaining to this content expectation:</p> <ul style="list-style-type: none"> • Social change:political activism, black politics of the 80s-today <p>-U.S. History teachers regularly incorporate the <i>Stanford History Education Project</i> materials to support and develop lessons and assessments. To address the HB198 content connections noted within this section, sample lessons include topics such as Biddy Mason, The Liberator and the Black Press, Booker T Washington and W.E.B Du Bois, Women’s Movement of the 20th century, Marcus Garvey, Chicago Race Riots, Zoot Suit Riots.</p>
11	ELA	<ul style="list-style-type: none"> • Poetry and the Harlem Renaissance era and the work of Langston Hughes • Through poetry, novel study, and text sets, students will have many opportunities for discourse surrounding Black authors and their contributions to literature and culture. •
11-12	Social Studies	<p>-Colonial implements an elective course in “Storytelling for Social Justice”. In that course, sample units and topics include the following:</p> <ul style="list-style-type: none"> • Unit: Exploring Self and Celebrating You: Read and discuss on the works that various Black authors have written about identity and their experiences related to their identifies, such as Hammond, Morrison, and Baldwin <p>-Colonial implements an elective course for Sociology. In that course, sample topics include the following:</p> <ul style="list-style-type: none"> • We currently explore Afrofuturism as a subculture that lives within various forms of literature, philosophy, music, fashion, and film that can be expanded to be a political identity or ideology. We also relate Afrofuturism to cultural resilience and Black excellence and influence in our society.
12th grade	ELA	<ul style="list-style-type: none"> • Annotation of speeches and historical documents. Examples include Shirley Chisolm’s Presidential Campaign announcement.

		<ul style="list-style-type: none"> Argumentative units that include Mitch Landrieu's address on removal of Civil War statues in New Orleans, Barack Obama A more perfect Union Speech, etc.
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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
1-3	Social Studies	<p>Colonial uses the Newsela platform to enhance lessons and resources available to teachers to help address this content deliverable. Depending on the specific grade level expectations, the following articles are available for teacher use:</p> <ul style="list-style-type: none"> "Black Panther" toy sales fierce as film opens big There are many black history stories to be shared in a new show Short cartoons teach kids about important African-Americans from the past Teenager runs a bakery that hands out cupcakes to the hungry Military pilot Robert Lawrence Jr. honored as first black astronaut Justice for all: The story of Ida B. Wells Journalist Ida B. Wells wrote articles to help African-Americans, women Ida B. Wells, journalist and activist, honored with new Barbie doll Thurgood Marshall was the Supreme Court's first African American justice Ann Lowe: She dreamed of dresses
3	Social Studies	<p>Colonial implements the Delaware Recommended Curriculum and teaches a unit supporting the Civics, Economics, and Geography standards. Within the unit <i>Citizens Have Rights and Responsibilities</i>, students are introduced to the Civil Rights Movement within the context of this standard.</p>
4	Social Studies	<p>Colonial utilizes the Newsela platform to gather articles that are available for use in the respective grade level curricula to address this content deliverable. Articles available within this grade span include the following from the Black History collection:</p> <p>Course: Black U.S. History Text Set:</p> <ul style="list-style-type: none"> Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820) Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877) Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920) Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950) Illusion of Equality: Course and Consequence of the Civil Rights

		<p>Movement (1950-1970)</p> <ul style="list-style-type: none"> ● A Job Unfinished: Fighting Racism and Oppression in the Modern Era
5	Social Studies	<p>Model lessons created in partnership between the Soc.Studies Coalition of Delaware, its supporting affiliate groups, and Delaware DOE, and in consultation with the New York University Metro Center. These were created to meet new requirements for economics education.</p> <p>Lesson topics include the following which connect with this content deliverable:</p> <ul style="list-style-type: none"> ● Students begin by analyzing the circular flow model to see how people and businesses are interconnected. They then gain understanding on what a bank does, learn how bank loans impact the community and what might prevent people from using banks. Then they take a deep dive into how banks treat people differently and how people can stand up against discrimination. Finally they look at how bank loans impact the community and how banks make loan decisions.
6	Social Studies	<p>Colonial utilizes the Newsela platform to gather articles that are available for use in the respective grade level curricula to address this content deliverable. Articles available within this grade span include the following from the Black History collection:</p> <p>Text Set:</p> <ul style="list-style-type: none"> ● “Did you Know?” A Series of Influential Black Americans ● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950) ● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970)
7	Social Studies	<p>Model lessons created in partnership between the Soc.Studies Coalition of Delaware, its supporting affiliate groups, and Delaware DOE, and in consultation with the New York University Metro Center. These were created to meet new requirements for economics education.</p> <p>Lesson topics include the following which connect with this content deliverable:</p> <ul style="list-style-type: none"> ● Students begin by understanding how redlining contributed to wealth inequalities that exist today and how where you grow up affects how you live. ● Macroeconomics: The Geography of Opportunity, Gender Wage Gap, How does Where you Live Influence How you Live (Redlining), Not All Unemployment is Created Equal ● Spotlighting noted individuals in the field of economics. This includes Dr. Sadie Alexander, Dr. Willene Johnson, Dr. Raphael Bostic, Dr. Belinda Archibong,
7 and 9	Social Studies	<p>Integral to our civics program is empowering our students to embrace citizenship and civic participation. We implement the <i>Mikva Challenge</i> and <i>Issues to Action</i> program in middle and high school , respectively, to</p>

		<p>empower our students to investigate issues of interest and passion for them in the community. Student topics are self-selected; and past speeches that support this bill have included topics and discussion around racism, equity, movements such as Black Lives Matter, violence in the local community, economic development in the Wilmington/New Castle area, equal rights, health and wellness. The resources as part of these programs are aimed to provide youth with authentic investigative experiences, develop agency and a future commitment to civic action, provide youth with skills and knowledge to be effective citizens, and provide students with the tools to engage in citizenship in the democratic process. As part of these activities, teachers and students are encouraged to have courageous conversations around issues that affect their community, and learn how to navigate through the political process to encourage student voice and, ideally, create change. A culminating experience among the districts is <i>Project Soapbox</i>, where students learn to develop and deliver a speech on a community issue they feel passionately about. Elected officials and community leaders are invited to the showcase.</p> <p>To support the standards and content deliverable in HB198, students participate in the Issues to Action program where students examine their communities, identify issues of importance to them, conduct intensive primary research about those issues, analyze power, develop strategies, and take action to impact policy and reflect throughout the entire process.</p>
8	ELA	<p>Using CommonLit 2.0 students will build knowledge about:</p> <ul style="list-style-type: none"> ● How the justice system selects jurors that are impartial. ● The benefits of having a diverse jury on case outcomes.
8-12	Social Studies	<p>Colonial utilizes the Newsela platform to gather articles that are available for use in the respective grade level curricula to address this content deliverable. Articles available within this grade span include the following from the Black History collection:</p> <p>Course: Black U.S. History Text Set:</p> <ul style="list-style-type: none"> ● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877) ● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920) ● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950) ● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970) ● A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present) ● Black History, Our History ● Black History Month Quotes: Progressive Era ● Black History Month Quotes: Modern Era ● Abbreviated Black U.S. History: Sustaining Black Cultures in Colonial America ● Abbreviated Black U.S. History: Black Cultural Renaissance of the

		<p>1920s and 30s</p> <ul style="list-style-type: none"> ● Black History Month Quotes: Great Depression-Civil Rights Movement <p>Text Set: “Did you Know?” A Series of Influential Black Americans</p> <p>Instructional Set:</p> <ul style="list-style-type: none"> ● Black History is U.S. History ● Black Athletes in the 1920s and 30s ● Black Power ● Black Nationalist <p>Project: Black History WeWow</p> <p>Text Set: “Did you Know?” A Series of Influential Black Americans</p> <p>Instructional Set: Black History is U.S. History</p> <p>Project: Black History WeWow</p>
9	Social Studies	<p>Within Colonial’s 9th grade Geography program, the following topics are addressed in support of the content expected of this deliverable:</p> <ul style="list-style-type: none"> ● Investigating racial disparities in access to resources due to structural inequities in society (redlining, food deserts, access to polling stations) ● Use of ArcGis software to include mapping activities to integrate local community patterns and trends over time (ex: consumption and wealth, food deserts, development of northern Delaware school districts and busing) ● Impact of environmental and physical geography and the economic development of an area (i.e. Flint and Detroit Case Studies) ● Comparing the site and situation of diverse communities within Wilmington and the impact of redlining. ● Case study investigating the human and physical geography of New Orleans and comparing it with environmental factors such as flooding. ● The effects of globalization and urbanization in the 21st century ● Unequal access to drinking water across various population centers
10	Social Studies	<p>In Colonial, tenth grade students complete a course in Economics and Personal Finance. Lessons that are being implemented include “The Economics of Racial Discrimination” where students identify ways in which higher incomes, cash purchases, and boycotts helped African Americans challenge segregation. Students also demonstrate how segregation laws limited African Americans economic, social , and political opportunities, as well as the costs that segregation laws imposed on all residents of the South. Students are also participating in lessons around Redlining where students learn the history of redlining and its impact on wealth and health inequalities using historical maps and other primary sources. Currently, our seventh grade program is implementing lessons in these areas for the first time this year, but there are high school lessons and resources that are designed to complement those topics. Students utilize instructional materials that not only highlight this at a national level, but also using local Delaware resources. Resources have also been compiled for teacher investigation of banking deserts and their effects on the peoples of the</p>

		<p>United States, as well as a focus on the Route 9 Corridor within the Colonial School District boundaries. Teachers utilize resources from the economic inequality research series to help students learn the effects of policies and economic trends and how they vary across geographic, demographic, and socioeconomic boundaries focusing on race, gender, age, income, education, and other factors.</p> <p>Within the full-year economics course, Colonial teachers spend roughly half of that time approaching the Delaware Financial Literacy standards. Utilizing those standards, teachers utilize the Next Gen Personal Finance program, as well as examining the currently-used Keys to Financial Success Program (Federal Reserve Bank). For example, we utilize the NGPF's resources around the Freedman's Bank, reparations efforts during the Reconstruction Era, and the educational opportunities for black people after high school leading to the rise of historically black colleges and universities.</p>
11	Social Studies	<p>Eleventh grade students complete a United States History survey course which spans chronologically between 1877 (Reconstruction Era) through the present. Resources to teach this include primary and secondary source materials accessible via locations such as, but not limited to, the Delaware Historical Society, Delaware Archives, Library of Congress, National Archives, Stanford History Education Project, Newsela, etc. U.S History teachers incorporate the following topics pertaining to this content expectation:</p> <ul style="list-style-type: none"> ● Unit: Industrialization, Urbanization, Imperialism: African-Americans in the late 19th century, challenges and treatment from white supremacy, notable African Americans of the early 20th century. ● Unit: Great Depression, New Deal, WW2: Experiences of African-Americans in the 1920s, black protest, black culture and society, involvement and impact throughout World War 2. ● Unit: Cold War, Social and Demographic Change: Freedom movements, Brown vs. Board of Education, Youth movements, Civil and Voting Rights, Black Nationalism and Arts, rise of black elected officials at the national level ● Unit: Overseas Conflict, Global Interdependence, Social change:political activism, black politics of the 80s-today, cultural and artistic developments, developing a black identity in the 21st century, intellectualism and "hip hop" nation.
11-12	Social Studies	<p>-Colonial implements an elective course for Sociology. In that course, teachers address the following:</p> <ul style="list-style-type: none"> ● We use the topics of crime and deviance to highlight the harmful effects of systemic racism in the justice system. We discover more about how Black people are treated in the justice system, including charges and sentencing; with a focus on the implementation and morality of the death penalty. <p>-Colonial implements several elective courses in the Legal Studies Program. In those courses, the following topics are addressed:</p>

		<ul style="list-style-type: none"> ● Review the enforcement of rights for black Americans over time - <i>Scott v. Sandford</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Mapp v. Ohio</i>, <i>Loving v. Virginia</i> ● Review victimology data examining victimization across races and ethnicities ● Explore the origins of policing in the United States, ● Discuss the application of the 5th Amendment to minorities in the United States over time, such as the Emmett Till case. ● Examine how the court system has evolved over time to support civil rights ● Discuss incarceration rates and criminal sanctions ● Examine the disproportionate implementation of capital punishment ● Read inmate experiences about maintaining identity, accessing mental health care, and the preservation of their rights in the corrections system
11	ELA	<ul style="list-style-type: none"> ● Explore the Civil Rights Era in conjunction with the novel <i>A Lesson Before Dying</i>. Students look closely at different events from the time period and how state and federal laws impacted African Americans rights in this country. Using the novel, students analyze parallels from the legislation and fictional novel. ● Demographic disparities in the US prison system; connection to the 13th amendment
11	Science	Students in environmental science learn about the disproportionate impacts of climate change and air and water pollution on communities of color through investigation of publicly available data. Emphasis is placed on the communities of Southbridge, and Landlith/Riverside as they are both high-minority communities that are vulnerable to flooding due to climate change as well as legacy pollution. (this draws on two, teacher-created units and one Delaware Teacher Institute unit focusing on relevant content material)

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

Grade-level	Content Area(s)	Lessons/Resources
PreK - 12	Math	We have a Monthly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
KN-5	Science	At the start of the year, our elementary students complete an introductory activity where they uncover stereotypes students have around scientists. Teachers pose prompts such as <i>What do you imagine a scientist does? Who is a scientist, according to your students? Who even has the ability to do science or become a scientist?</i> This activity is meant to uncover the stereotypes your students have around scientists. Views held by students of what scientists look like and how they engage in science are often narrow

		<p>and exclusive, reflecting stereotypes of science and scientists that have existed for decades. One way to uncover these stereotypes is to have students draw a model of a scientist and what a scientist does. Students use readings to learn more about diverse scientists and what they did or do and revise their initial models to explain who is a scientist and what they do. Sample books that are readily available in our collections to showcase diverse scientists and what they do include the following titles:</p> <ul style="list-style-type: none"> ● Ada Twist, Scientist ● Scientist, Scientist, Who do you See? ● The Doctor with an Eye for Eyes: The Story of Dr. Patricia Bath ● Starstruck: The Cosmic Journey of Neil Degrasse Tyson ● Counting on Katherine: How Katherine Johnston Saved Apollo 13
KN	Social Studies	<p>Colonial implements the Delaware Recommended Curriculum and teaches a unit in Civics and Geography in the Kindergarten year. In the Unit, <i>Participating in a Group</i>, Kindergarten students acquire the necessary skills needed for participating in a group. The unit was enhanced so students learn about Harriet Tubman and the role she played in American history. We plan to incorporate additional black figures to the lesson by the end of the school year.</p>
1-3	Social Studies	<p>Colonial uses the Newsela platform to enhance lessons and resources available to teachers to help address this content deliverable. Depending on the specific grade level expectations, the following articles are available for teacher use:</p> <ul style="list-style-type: none"> ● "Black Panther" toy sales fierce as film opens big ● There are many black history stories to be shared in a new show ● Short cartoons teach kids about important African-Americans from the past ● Teenager runs a bakery that hands out cupcakes to the hungry ● Military pilot Robert Lawrence Jr. honored as first black astronaut ● Justice for all: The story of Ida B. Wells ● Journalist Ida B. Wells wrote articles to help African-Americans, women ● Ida B. Wells, journalist and activist, honored with new Barbie doll ● Thurgood Marshall was the Supreme ● Court's first African American justice ● Ann Lowe: She dreamed of dresses
1	Social Studies	<p>Colonial implements the Delaware Recommended Curriculum and teaches a unit in Civics and History in the First Grade. In the Unit, <i>The Role of a Leader</i>, first graders begin their understanding that leaders are chosen by election and positions of authority. The lesson introduces Barack Obama with examples from his life and presidency.</p>
2	Social Studies	<p>Colonial implements the Delaware Recommended Curriculum and teaches a unit supporting the Civics, History, and Geography standards for those grade levels. In the unit, <i>Respect in a Civil Society</i>, students are introduced to the</p>

		story and importance of Rosa Parks. We are currently identifying additional examples of black figures to authentically place within this unit.
2	ELA	Trade books and stories are read that are part of the domain studying the War of 1812.
4	ELA	Personal narratives domain: Students compare and contrast different ways African Americans grappled with life in a segregated society through various personal narratives, describing how historical figures such as Rosa Parks challenged injustices during the Civil Rights movement.
4, 8-12	Social Studies	<p>Colonial uses the Newsela platform to enhance the students' experiences. Specific articles are identified for alignment to respective grade level lessons to support this content deliverable. Articles are available for use across multiple grade level social studies courses.</p> <p>Course: Black U.S. History</p> <p>Text Set:</p> <ul style="list-style-type: none"> ● Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820) ● Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877) ● Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920) ● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950) ● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970) ● A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present) ● Black History, Our History ● Black History Month Quotes: Antebellum Period ● Black History Month Quotes: Progressive Era ● Black History Month Quotes: Modern Era ● Abbreviated Black U.S. History: Sustaining Black Cultures in Colonial America ● Abbreviated Black U.S. History: Black Cultural Renaissance of the 1920s and 30s ● Black History Month Quotes: Great Depression-Civil Rights Movement <p>Text Set: "Did you Know?" A Series of Influential Black Americans</p> <p>Instructional Set:</p> <ul style="list-style-type: none"> ● Black History is U.S. History ● Black Athletes in the 1920s and 30s ● Black Power ● Black Nationalist <p>Project: Black History WeWow</p>
7	Social Studies	<p>-Colonial uses the Newsela platform to enhance the students' experiences through learning the economics standards. Specific articles are identified for alignment and teacher use:</p> <p>Course: Black U.S. History</p> <p>Text Set:</p>

		<ul style="list-style-type: none"> ● A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-Present) ● Celebrating Black America ● Black History, Our History <p>Text Set:</p> <ul style="list-style-type: none"> ● “Did you Know?” A Series of Influential Black Americans ● Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950) ● Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970) <p>Instructional Set: Black History is U.S. History Project: Black History WeWow</p> <p>-Colonial implements Model Lessons that were developed in partnership between the Social Studies Coalition, Center for Economic Education, University of Delaware, New York University Metro Center, and Delaware Department of Education. Within the economics lessons, activities spotlight the following in the field of economics: Dr. Sadie Alexander, Dr. Willene Johnson, Dr. Raphael Bostic, Dr. Belinda Archibong,</p>
6-8	Math	We have adopted a new math curriculum with culturally relevant contexts and highlights diverse mathematicians.
2	ELA	Trade books and stories are read that are part of the domain studying the War of 1812.
4	ELA	Personal narratives domain: Students compare and contrast different ways African Americans grappled with life in a segregated society through various personal narratives, describing how historical figures such as Rosa Parks challenged injustices during the Civil Rights movement.
11	Social Studies	-U.S History teachers utilize as a supplemental resource the “Black History in Two Minutes” youtube channel to deliver short stories accessible to students in the form of podcast recordings describing major historical events and less well-known experiences involving Black Americans. The podcasts range from recent events to the founding of the United States, through the Civil rights movement. These have been produced by historian Dr. Henry Louis Gates, Jr. Among the 92 currently recorded podcasts include pertaining to the US History curriculum: Reconstruction, Madame CJ Walker, Separate but Equal, The Tulsa Massacre, Ida B.Wells, Freedman’s Bank, Robert Smalls, Shirley Chisholm, Birth of Jazz, Harlem Renaissance, Black Feminism, Ella Baker, Katherine Johnson.
11	ELA	Review of primary and secondary sources about contributions of African Americans at home and abroad during the WWI era.
12	ELA	Argumentative units that include Mitch Landrieu's address on removal of Civil War statues in New Orleans, Barack Obama A more perfect Union Speech, etc.

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
Nov 16, 2022 Dec 14, 2022 Jan 11, 2023 Feb 8, 2023 March 1, 2023 April 3, 2023 May 30, 2023 June 6, 2023	Social Studies Coalition-sponsored professional learning experience: Culturally Responsive Sustaining Education Trainings The CR-S education training will focus on: (1) developing common language around CR-S education based on the NYSED CR-SE framework, (2) examining the role that race, social identities, power, and privilege play in shifting individual and systemic inequalities in schools, (3) identifying CR-S education school and classroom practices, and (4) developing competency around using the CRE Toolkit.
January 13, 2023	Colonial social studies teachers have participated in the second of a multi-day series of professional learning using Joe Schmidt and Nichelle Pinkney’s “Civil Discourse: Classroom Conversations for Stronger Communities”. Here, teachers utilize primary sources and other materials made available from the Delaware Archives and Delaware Historical Society to spark discourse in their classroom. Schmidt and Pinkney’s professional learning series provides educators in professional learning around their framework addressing the following themes: <ul style="list-style-type: none"> ● Civil discourse strengthens communities, ● Why discomfort can no longer be avoided, ● Discourse structures for contentious topics, ● And building communities of empathy and belonging.
Jan 19, 2023 Feb 22, 2023 March 21, 2023 May 1, 2023	District Equity Summits with our community: These were opportunities for our community, students, families, and staff to engage in equity-based conversations with presenters pertaining to areas of relevance to our community. Speakers included: Marissa Gatson, Bebe Coker, Dr. Roderick Carey, Dr. Jack Perry
March 11, 2023	The Annual DCML Math Conference held on Saturday, March 11, 2023 virtually. It has an equity-based strand. All educators who teach or support math in Colonial are encouraged to attend.
March 24, 2023	Delaware Historical Society & The Mitchell Center - Black History in Delaware (6-12) Colonial teachers analyzed primary sources around historical events, people, and families of Black Delawarians. They also explored the Jane and Littleton Mitchell Center for African American Heritage museum. This museum offers an expansive exploration of the African American experience from 1629 to the present through artifacts, oral history interviews, music, and art. These diverse perspectives of African Americans’ struggle for freedom and dignity strengthens our state-wide community, as we preserve, share and promote history, heritage, and culture of Delaware.
Aug-November 2023	ELA Literacy Coach Meetings: Equity book club with building based Literacy coaches around Dr. Gholdy Muhammad’s book, Cultivating Genius. In coordination with our District ‘One Book-One District’ book club, we dive into the historical framework looking at it more closely from the lens of literacy.

Jan 2023-May 2023	<p>ELA Secondary Teacher Book Club: One of our professional learning options includes a Book Club Cohort reading, <i>Teaching Literacy in Troubled Times</i>. This professional reading empowers educators to engage learners in critical thinking, literacy activities, and inquiry to investigate the personal and social issues of pressing importance to today's middle and high school students. Six units of study, each co-authored by a teacher who road tested the activities in their own classroom, guide teachers through the process of teaching literacy around the topics of identity, social inequity, global justice, empathy, racism and racial literacy.</p>
May 2023	<p><i>Cultivating Excellence Through Culturally Relevant Instruction</i></p> <ul style="list-style-type: none"> ● District-level session highlighting the definition and research around culturally relevant instruction, introducing the framework of Gholdy Muhammad in <i>Cultivating Genius</i>, and highlighting K-12 examples of it in action. ● Workshop was replicated for administrators in July 2023
July 24 & Oct 18, 2023	<p>Colonial provided PD around our 'One Book One District' Equity book club with school-level equity teams around Dr. Gholdy Muhammad's book, <i>Cultivating Genius</i>. These school-based teams then plan to implement at the school level and across all divisions.</p>
August 2023	<p>School based Equity Teams provided a beginning of year PD around our 'One Book One District' Equity book club with school-level equity teams around Dr. Gholdy Muhammad's book, <i>Cultivating Genius</i>. Then they must provide at least 2 more sessions throughout the year and monthly follow up meetings around a variety of possible topics. By November 6, all schools presented at least one session connected to Muhammad's work to their staff.</p>
August 2023-current	<p>To support Colonial's incorporation of Newsela as a supplemental resource, the following asynchronous opportunities are available to teachers beginning in the 2023-2024 school year. These asynchronous opportunities were created in consultation with Colonial's Curriculum and Instruction Division and with the text of HB198 as a planning tool:</p> <ul style="list-style-type: none"> ● Overview of the Black History Collection ● Cultivating Culturally Responsive Pedagogy ● Social Justice in your Classroom ● Rethinking History ● Culturally Responsive Teaching ● Tackling Complex Topics with Newsela
August 2023-current	<p>We have a District Equity Team led by 5 Team leads who meet on a weekly basis. This team meets monthly with representation from all of our schools. This year, we have an emphasis on facilitator training with 4DL. In previous years, committee subgroups worked on components of our equity planning/development.</p>
Oct 13, 2023 Statewide Social Studies Coalition Conference	<p>The following sessions were attended by all social studies teachers through the Social Studies Coalition's professional learning experience. These sessions support one or more of the content deliverables for HB 198:</p> <ul style="list-style-type: none"> ● SSCD Keynote: What's In Your Black History Toolbox? (K-12) ● Blending Legal and Democratic Concepts into EVERY K-12 Classroom! (K-12) ● African Empires in Geography (K-12) ● Picture Books with HB 198 (K-5) ● Social Studies for a Better World: Teaching Anti-Oppressive Content in Contentious Times (K-5)

	<ul style="list-style-type: none"> ● Start with Story: Driving Inquiry Through Film with Retro Report (6-8) ● Broadening Delaware History with New Resources (K-12) ● The Historian's Toolbox in the Classroom (K-12) ● Do You Know Your Black History? (K-12) ● The House of Swann and the 1888 Black, Queer Rebellion (6-12) ● Digital Mapping in the K-12 Classroom (K-12) ● Difficult Conversations: Building a Civic Culture Through Civil Discourse in the Classroom (K-12) (there was a separate, Colonial-exclusive PD on Jan 13, 2023 as well) ● Delaware Historical Society Educator Resources (K-12) ● Economics For All: A Culturally Responsive Approach (6-12) ● Teaching the Southern Front: Centering African, Arab, and Indian Voices in the First World War (6-12) ● The Negro Leagues: Behind the Curve (K-12) ● Imagining a New American History (4-12) ● First (Unfree) State: Scholarship and Sources for Teaching the History of Unfreedom in Delaware (4-12) ● A Historian's Guide to The 1619 Project (6-12) ● A Great Moral and Social Force: Black Banking in the U.S. (K-12) ● To Preserve Slavery? Debating the Causes of the American Revolution (4-12)
<p>Oct 13, 2023: SHAPE Delaware Conference (H/PE)</p>	<p>Health Teachers attended the following sessions to support HB198 planning for future implementation in their courses:</p> <ul style="list-style-type: none"> ● How to make sure your students are heard and seen in the Health Classroom
<p>Oct 13, 2023 Statewide Math Equity Conferences</p>	<p>All K-2, Math Immersion 3-5, and 6-12 participated in these session options:</p> <ul style="list-style-type: none"> ● Understanding and Addressing Adolescents' Sense of Belonging in Math Class ● "Supporting Students' Positive Mathematical Identities Through Strength-Based Feedback" ● "OUR MATH ROOTS: Connecting Ethnomathematics to High School Content: Exploring the Non-European History of Math" ● They're Not Blank Slates: Listening to Learn From our Students and Value What they Bring to our Classrooms ● "Who Participated? Recognizing Different Forms of Engagement for Equitable Participation" ● Recognizing and Addressing Issues of Status in the Math Classroom ● Promoting Equitable Math Teaching through the Productive Adaptation of Curriculum Materials ● Understanding Teachers' Entry Points into Rough Draft Math: A Key for Leaders to Unlock Opportunities to Empower Teachers' Ambitious Teaching ● Building a Thinking Classroom: Where Do I Start? ● Humanizing Assessment: Partnering with Students through a Portfolio Model ● The Power of Formative Feedback in Promoting Equitable Teaching the Mathematics Classroom ● "Building a Stronger and More Inclusive Pathway to Math Education" ● "Rehumanizing Classrooms: Rights of the Learner" ● Creating Agency & Opportunity through Student Reflection & Journaling ● "What is Your Math Story? Coming to Understand Your Students"

	<ul style="list-style-type: none"> ● Beyond Turn & Talk: Planning for deeper mathematical conversations ● "Amplifying Student Voice & Claim Making in the Elementary Math Classroom" ● "Detracking High Schools: A Systemic Approach" ● Building Thinking Classrooms in Mathematics: Creating Access to Access
Oct 28-31, 2023	NCSM Conference Mirrors & Windows, Stories of Bold Mathematical Leadership - Several math coaches and interventionists attended the national math conference, NCSM to gather ideas for how to embed lessons and activities into our curriculum. There were several sessions pertaining to these topics and we are exploring how to implement what was learned.
Spring 2022, Fall 2023	Colonial supports cohorts of educators who want to engage more deeply in their personal equity journeys through the 4DL EPP program
Nov 4-8, 2023	Courageous Conversations National Summit in Austin (school-based representation)
Nov 8, 2023	Social Studies Coalition-sponsored professional learning experience: The Lynching of George White: A Case Study - Teaching Civics and Social Studies in an Age of Mass Disruption (6-12)
Forthcoming: April 2024	<p>Colonial VPA staff will partner with DiAE (DE Institute for the Arts Education) on the following Professional Development activity:</p> <p>Arts & Activism: Black American Artists of the Civil Rights Era Professional Development</p> <p>Program Overview: DiAE will provide a multidisciplinary professional development program for visual arts, dance, theater, and music teachers focused on the import and impact of Black American Artists during the Civil Rights Era (1950-1970). Learning will take place across artistic disciplines and will center on diversity, equity, inclusion, and access using a culturally responsive approach. The work will aid in supporting VPA teachers in addressing HB 198 in a meaningful way.</p>
Forthcoming: January 2024	Colonial Health and PE Staff will receive a professional learning experience focusing on their discipline , DOE's definition of culturally responsive education, and connections to HB198 deliverables.
Forthcoming: January 2024	The Colonial Science Department will receive professional learning around DOE's definition of culturally responsive education and connections to HB198. We will begin with our leadership team engaging in the PD and then introducing a book study to deepen the science department's understanding of culturally responsive education and focusing on the science discipline through using Science in the City and Gholdy Muhammed's Cultivating Genius . Next, we will engage the entire department grades 6-12 in a similar professional learning experience.