

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: Charneise Alston

Position: Diversity, Equity, and Inclusion Coordinator

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K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

Explain how your district or charter school curricula meet the requirements above. Be specific.

District

- Ongoing collaboration with K-12 educators in the district to evaluate our current approach to the HB 198 curricular and instructional initiatives.
- Continuous evaluation of teacher needs and capacity to foster culturally responsive practices and classrooms, ensuring essential support and resources.
- Align efforts of the district's strategic plan with individual schools.
- Working with the district's Teaching and Learning team and Equity and Student Services team to customize future professional development for teachers related to HB 198.
- Collaborate with K-12 school librarians and UDLib/Search to enhance the diversity of books and resources available to teachers and students.
- District HB198 Implementation Team (representations from community members, school board, administrators, staff, students, curriculum directors/coordinators, and higher education institutions).

Social Studies

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

ELA

- Inclusion of diverse novels associated with each ELA at each 6-12 grade level
 - Ghost-Jason Reynolds
 - Brown Girl Dreaming- Jacqueline Woodson
 - March Forward Girl: Melba Patillo
 - March Book 1- John Lewis
 - Underground Railroad- Colson Whitehead
 - Freewater-Amina Luman-Dawson
 - The Warmth of Other Suns- Isabel Wilkerson

Science

- Continuous collaboration with K-12 science educators to assess our current approach to the HB 198 curricular and instructional initiatives.
- Persistent focus on enhancing science contributions in specific units of elementary science programs (e.g., K, Speed and Direction; 1st, Parts of Animals, etc.).
- Allocated time for secondary science teachers to revise and update the curriculum to incorporate advancements in the field of science and scientific knowledge.
 - Where feasible, implement these revisions and updates in courses throughout the year, especially in semester-based courses.

World Language/Immersion

- Collaborating with DDOE to provide training for teachers on interculturality and cultural competencies.
- Incorporating a DSU course into the Immersion Curriculum to highlight global perspectives on interculturality.
- Integrating culturally responsive teaching practices into the curriculum.
- Enable students to understand the impact of prejudice, racism, and stereotyping through curriculum.

Performing Arts

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

Visual Arts

- Time is dedicated for teachers to discuss and share lessons on Black history in visual art that they are currently teaching.
- Teachers collaborate on future opportunities to enhance students' understanding of contributions by Black artists in American art.
- Curriculum resources were purchased for elementary and middle school visual art, including lesson plans that are suitable for younger learners.
- Teachers met with the Department of Education's Visual and Performing Arts Associate for professional development on teaching Black history in the arts.

Math

- Collaborate with 6-12 math educators to assess our current efforts in addressing the HB 198 curricular and instructional initiatives.
- Maintain a focus on enhancing math contributions in designated units within secondary math programs.
- Time is allocated for secondary math teachers to revise and update the curriculum to align with advancements in the field of mathematics and the mathematical knowledge base.
 - Whenever feasible, implement these revisions and updates in courses throughout the year, particularly in semester-based classes.

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

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

Implementation Summary Table

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

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X	X		X	X	X	X
b. The significance of enslavement in the development of the American economy.					X				X	X	X	X	X
c. The relationship between white supremacy, racism, and American slavery.					X			X			X	X	X
d. The central role racism played in the Civil War.								X	X	X	X	X	X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.				X				X	X	X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X		X	X	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.			X	X	X	X		X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X		X	X	X	X	X	X

Minimum Content Requirement

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

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

science, art, and literature.

Grade-level	Content Area(s)	Lessons/Resources
2	Social Studies	<ul style="list-style-type: none"> ● Picture Book Lesson: <i>Anansi and the Golden Pot</i>
3	Social Studies	<ul style="list-style-type: none"> ● African Music and Storytelling: Paco Demba Samb (Master hand drummer from Senegal)
4	Social Studies	<ul style="list-style-type: none"> ● African Music and Storytelling: Paco Demba Samb (Master hand drummer from Senegal) ● Unit 2 Lesson 1: Ways of Thinking About People and Places in the Past ● Unit 4 Lesson 2: Enslavement in History
6	Social Studies	<ul style="list-style-type: none"> ● Discovery Education: Unit 4.1: Geography of Egypt ● Discovery Education: Unit 4.2: Egyptian Society ● Discovery Education: Unit 4.3: Egyptian Innovations and Contributions ● African Slave Traditions Live on in the United States CNN (Article and Videos to create Lesson) ● Discovery Education: Unit 5.1: Kush Geography and Society ● Discovery Education: Unit 5.2: Phoenicia's Geography and Society
6	Math	<ul style="list-style-type: none"> ● U6: Lesson 2: The African Salt Trade ● U7: Lesson 5: Ghana Empire and North African trade economy
7	World Language	<ul style="list-style-type: none"> ● French: Level 1, pre-unit- Francophone identities/African roots of language
9	Social Studies	<ul style="list-style-type: none"> ● The documentary "Guns, Germs and Steel, Ep. 3" to highlight the culture and contributions of the Koi Sand people and Zulu Nation in South Africa
9	World Language	<ul style="list-style-type: none"> ● French 1: Unit 1, French Guyana
10	World Language	<ul style="list-style-type: none"> ● Spanish - Unit 2: Migration from Africa to Latin America
11	ELA	<ul style="list-style-type: none"> ● On Being Brought from Africa to America: Phyllis Wheatley
12	Social Studies	<ul style="list-style-type: none"> ● Mansa Musa Case Study (AP Modern World History) ● Unit 1: African Origins/Beginnings in Africa: (African American History) ● Unit 1: origins of the African Diaspora (AP African American Studies) ● Unit 1: Origins of the African Diaspora (AP African American Studies) <ul style="list-style-type: none"> ○ 1.2 The African Continent: A Varied Landscape ○ 1.3 Population Growth and Ethnolinguistic Diversity ○ 1.4 Africa's Ancient Societies ○ 1.5 The Sudanic Empires: Ghana, Mali, and Songhai

		<ul style="list-style-type: none"> ○ 1.6 Learning Traditions ○ 1.7 Indigenous Cosmologies and Religious Syncretism ○ 1.8 Culture and Trade in Southern and East Africa ○ 1.9 West Central Africa: The Kingdom of Kongo ○ 1.10 Kinship and Political Leadership ○ 1.11 Global Africans
12	World Language	<ul style="list-style-type: none"> ● AP: Personal and Public Identities

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

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	<ul style="list-style-type: none"> ● Unit 4 Enslavement: Lesson 1-Seeking Solutions to the Labor Problem in the Colonies ● Unit 4 Enslavement: Lesson 2-Enslavement in History ● Unit 4 Enslavement: Lesson 3-The Case of John Punch,et. al. ● Unit 4 Enslavement: Lesson 4-The Middle Passage ● Unit 4 Enslavement: Lesson 6 -Resistance to Enslavement ● Unit 4 Enslavement: Lesson 7: Enslavement in Delaware
8	Social Studies	<ul style="list-style-type: none"> ● Unit 1: Development of regional differences in early U.S. history
9	Social Studies	<ul style="list-style-type: none"> ● Unit 7 - The transition of the American economy from the primary to the secondary sectors highlights a shift from agriculture to industry (AP HuG) ● Dynamic Process Unit (Resistance to giving up slave-based labor) (AP HuG)
9	Visual Arts	<ul style="list-style-type: none"> ● Looking at African artists from this time period such as Kara Walker and Titus Kaphar.
10	Social Studies	<ul style="list-style-type: none"> ● Unit 1: Creation of the Constitution - 3/5 compromise (AP Gov)
10	Visual Arts	<ul style="list-style-type: none"> ● Looking at African artists from this time period such as Kara Walker and Titus Kaphar.
11	Social Studies	<ul style="list-style-type: none"> ● Unit 2: 1607 - 1754 (APUSH) ● Unit 3: 1754 - 1800 (APUSH) ● Unit 4: 1800 - 1848 (APUSH)
11	Visual Arts	<ul style="list-style-type: none"> ● Looking at African artists from this time period such as Kara Walker and Titus Kaphar.
12	Social Studies	<ul style="list-style-type: none"> ● Slave Trade (exploration and imperialism) (African American History) ● Transatlantic Slave Trade, Colonial America, & American Revolution, Civil Rights Unit (African American History)

		<ul style="list-style-type: none"> • Triangular trade, indentured servitude and the creation of slavery, roles African-Americans played in the fight for freedom and building a new American government (ex: Phillis Wheatley), the wealth gap and how it relates to reconstruction. (African American History) • Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies)
12	Visual Arts	<ul style="list-style-type: none"> • Looking at African artists from this time period such as Kara Walker and Titus Kaphar.

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

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	<ul style="list-style-type: none"> • Unit 4 Enslavement: Lesson 1-Seeking Solutions to the Labor Problem in the Colonies • Unit 4 Enslavement: Lesson 2-Enslavement in History • Unit 4 Enslavement: Lesson 3-The Case of John Punch,et. al. • Unit 4 Enslavement: Lesson 4-The Middle Passage • Unit 4 Enslavement: Lesson 6 -Resistance to Enslavement • Unit 4 Enslavement: Lesson 7- Enslavement in Delaware
7	Social Studies	<ul style="list-style-type: none"> • Court Cases and Case Studies: Bulah/Brown vs. Board/Jim Crow/13th&14th amendments; Tulsa Oklahoma Race Massacre 1921, segregation as a violation of minority rights • Civics St. 2 Lesson 6: The Constitution and Enslavement
10	Social Studies	<ul style="list-style-type: none"> • Unit 3 background information, Brown v. Board of Education (AP Gov) • Unit Three - Dred Scott Decision precursor to 14th Amendment (AP Gov)
11	Social Studies	<ul style="list-style-type: none"> • Unit 2: 1607 - 1754 (APUSH) • Unit 3: 1754 - 1800 (APUSH) • Unit 4: 1800 - 1848 (APUSH)
12	Social Studies	<ul style="list-style-type: none"> • Unit 5: Imperialism (White Man's Burden) (World History) • All Units: (African American History) • Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies) • Unit 3: The Practice of Freedom (AP African American Studies) <ul style="list-style-type: none"> ○ 3.6 White Supremacist Violence and the Red Summer • Unit 4: Movements and Debates (AP African American Studies)

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

Grade-level	Content Area(s)	Lessons/Resources
1	Social Studies	Delaware Humanities: African Americans and The Civil War
2	Social Studies	Delaware Humanities: African Americans and The Civil War
3	Social Studies	Delaware Humanities: African Americans and The Civil War
4	Social Studies	Delaware Humanities: African Americans and The Civil War
5	Social Studies	Delaware Humanities: African Americans and The Civil War
7	Social Studies	<ul style="list-style-type: none"> ● Civics St. 2 Lesson 6: The Constitution and Enslavement
8	Social Studies	<ul style="list-style-type: none"> ● Unit 2 (Sectionalism) ● Unit 3 (Civil War) <ul style="list-style-type: none"> ○ Causes of the Civil War ● DWP5b: Fort Sumter Lesson
10	Social Studies	<ul style="list-style-type: none"> ● Unit 3: Civil War Amendments (AP Gov)
11	Social Studies	<ul style="list-style-type: none"> ● Unit 5: 1844 - 1877 (APUSH)
12	Social Studies	<ul style="list-style-type: none"> ● African Americans on the Road to Freedom/ Antebellum & Civil War (African American History) ● Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies) <ul style="list-style-type: none"> ○ 2.22 The Civil War and Black Communities

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

Grade-level	Content Area(s)	Lessons/Resources
3	Social Studies	<ul style="list-style-type: none"> ● Picture Book Lesson: <i>Let the Children March</i>
3	Visual Art	<ul style="list-style-type: none"> ● Observation of Normal Rockwell (white artist) portrayal of a moment in history “The Problem We All Live With” that portrays the walk of Ruby Bridges with law enforcement during the first desegregated school. ● Observation and discussion of how skin color has played a role in bias and discrimination. Breakdown of science and ancestry to understand melanin in skin. Color theory and color mixing activity to prove we are all beautiful shades of brown.
5	Social Studies	<ul style="list-style-type: none"> ● Economics Macroeconomics Lesson 3: Impact of Bank Loans on the Community ● Economics Macroeconomics Lesson 4: Not Everyone Uses Banks ● Economics Macroeconomics Lesson 5: Banks Don’t Serve Everyone

		<p>Equally</p> <ul style="list-style-type: none"> ● Economics Macroeconomics Lesson 6: Twenty-Two Cents ● Economics Macroeconomics Extension Activity: Trying to Borrow Money
7	Social Studies	<ul style="list-style-type: none"> ● Shirley Bulah Case and connection to Brown v. Board, Jim Crow laws, segregation as a violation of minority rights; ● Discovery Education Ch. 3.3: 14th Amendment; Ch. 3.4: Civil Rights and Civil Liberties; Equal Protection Clause ● Civics St. 1 Lesson 2: Preamble Paideia ● Civics St. 2 Lesson 6: The CONstitution and Enslavement ● Civics St. 2 Lesson 7: Our Nation’s Report Card ● Civics St. 3 Lesson 1: No Room at the Inn ● Civics St. 3 Lesson 2: Mendez and “the greatest civil rights issue of our time” ● Civics St. 3 Lesson 3: From Runaround to Remedy ● Civics St. 3 Lesson 6: At the Hands of Persons Unknown: The Case of George White” ● Civics St. 3 Lesson 7: Jury Duty ● Civics St. 3 Lesson 12: Equity for the Taking ● Civics St. 3 Lesson 13: Not for Sale
8	Social Studies	<ul style="list-style-type: none"> ● Lesson: Fugitive Slave Laws and the Balance of Power (H1a) ● Unit 1 (Slavery and the Constitution) ● Lesson: Interpretations of Reconstructions (H3) ● Lesson: How Abolition Changed OVER Tlme (H1a) ● DWPC: Emancipation Proclamation (H2ab)
8	ELA	<ul style="list-style-type: none"> ● Narrative of the Life of Frederick Douglass; from: Harriet Tubman: Conductor on the Underground Railroad; ● Novel:Freewater-Armina Luqman-Dawson
9	Social Studies	<ul style="list-style-type: none"> ● Unit 6 - Urbanization Patterns and Processes - Topic 6.10 - Challenges of Urban Changes - ---Use of restrictive covenants to restrict African Americans from purchasing properties in white neighborhoods AP Human Geography)
9	ELA	<ul style="list-style-type: none"> ● I Have a Dream: Martin Luther King
10	Social Studies	<ul style="list-style-type: none"> ● Unit 3: Letter from Birmingham Jail (AP Gov)
11	Social Studies	<ul style="list-style-type: none"> ● Unit 5: 1844 - 1877 (APUSH) ● Unit 6: 1865 - 1898 (APUSH) ● Unit 7: 1890 - 1945 (APUSH) ● Unit 8: 1945 - 1980 (APUSH)
12	Social Studies	<ul style="list-style-type: none"> ● The Road Ahead/Reconstruction & Jim Crow (African American History)

		<ul style="list-style-type: none"> ● Unit 1: History of Psychology: Contributions to Research and Academia (Psychology/AP Psychology) ● Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies) <ul style="list-style-type: none"> ○ 2.7 Slavery and American Law: Slave Codes and Landmark Cases ● Unit 3: The Practice of Freedom (AP African American Studies) <ul style="list-style-type: none"> ○ 3.1 The Reconstruction Amendments ○ 3.3 Black Codes, Land, and Labor ○ 3.5 Disenfranchisement and Jim Crow Laws ● Unit 4: Movements and Debates (AP African American Studies) <ul style="list-style-type: none"> ○ 4.4 Discrimination, Segregation, and the Origins of the Civil Rights Movement ○ 4.5 Redlining and Housing Discrimination
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f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	<ul style="list-style-type: none"> ● CKLA Unit 2 (Five Senses-Lesson 7: Ray Charles) ● CKLA Unit 4 (Plants-Lesson 11: George Washington Carver)
K	Science	<ul style="list-style-type: none"> ● Scientist Spotlight - Katherine Johnson
K	Music	<ul style="list-style-type: none"> ● Black composers in Composer of the Month lessons ● Quaver Ed “When the Saints go Marching In” (Jazz, Freedom Songs, Louis Armstrong) ● Quaver Ed Genre Book Study “The Blues” ● Quaver Ed “Ain’t Gonna Let Nobody Turn Me Around” civil rights song ● Quaver ED “Meet the Composer - MLK Jr.” song study ● Quaver Ed “Meet the Composer - Benjamin Hunter” song study ● Quaver Ed “Meet the Composer - George Walker” song study ● Quaver Ed “Lyric for Strings” song study ● Quaver Ed “Lift Ev’ry Voice & Sing” song study ● Quaver Ed “Meet the Composer” Lucius Spoonman Tal ● Quaver Ed “Spoon” unit ● Quaver Ed “American Banjo Tradition” unit ● Quaver Ed “Marian Anderson” unit ● Quaver Ed “This Little Light of Mine” song study ● Quaver Ed “Wade in the Water” song study ● Quaver Ed “We Shall Overcome” song study ● Quaver Ed “The Entertainer” song study ● Quaver Ed “Swing Low, Sweet Chariot” song study
1	ELA	<ul style="list-style-type: none"> ● CKLA Unit 1: Fables and Stories (Anansi the Spider: An African Folktale)

1	Social Studies	<ul style="list-style-type: none"> ● Picture Book Lesson: Let Freedom Sing ● Picture Book Lesson: Have you Thanked an Inventor Today?
1	Performing Arts	<ul style="list-style-type: none"> ● Black composers in Composer of the Month lessons ● Quaver Ed "When the Saints go Marching In" (Jazz, Freedom Songs, Louis Armstrong) ● Black composers in Composer of the Month lessons ● Quaver Ed "When the Saints go Marching In" (Jazz, Freedom Songs, Louis Armstrong) ● Quaver Ed Genre Book Study "The Blues" ● Quaver Ed "Ain't Gonna Let Nobody Turn Me Around" civil rights song ● Quaver ED "Meet the Composer - MLK Jr." song study ● Quaver Ed "Meet the Composer - Benjamin Hunter" song study ● Quaver Ed "Meet the Composer - George Walker" song study ● Quaver Ed "Lyric for Strings" song study ● Quaver Ed "Lift Ev'ry Voice & Sing" song study ● Quaver Ed "Meet the Composer" Lucius Spoonman Tal ● Quaver Ed "Spoon" unit ● Quaver Ed "American Banjo Tradition" unit ● Quaver Ed "Marian Anderson" unit ● Quaver Ed "This Little Light of Mine" song study ● Quaver Ed "Wade in the Water" song study ● Quaver Ed "We Shall Overcome" song study ● Quaver Ed "The Entertainer" song study ● Quaver Ed "Swing Low, Sweet Chariot" song study
1	Visual Art	<ul style="list-style-type: none"> ● Black artists in Artist of the Month lessons ● Representation through black artists and exploration of self-identity.
2	Social Studies	<ul style="list-style-type: none"> ● Picture Book Lesson(Civics)-The Vast Wonder of the World: Ernest Everett Just
2	Science	<ul style="list-style-type: none"> ● Scientist Spotlight - Lloyd Augustus
2	Math	<ul style="list-style-type: none"> ● Mike Powell as the long-jump record holder (Unit 4 M1S2)
2	Performing Arts	<ul style="list-style-type: none"> ● Black composers in Composer of the Month lessons ● Quaver Ed "When the Saints go Marching In" (Jazz, Freedom Songs, Louis Armstrong) ● Quaver Ed "Afro-American Symphony" (grades 2-8) ● Quaver Ed Genre Book Study "The Blues" ● Quaver Ed "Ain't Gonna Let Nobody Turn Me Around" civil rights song ● Quaver ED "Meet the Composer - MLK jr" song study ● Quaver Ed "Meet the Composer - Benjamin Hunter" song study

2	Visual Art	<ul style="list-style-type: none"> ● Black artists in Artist of the Month lessons ● Representation through black artists and exploration of self-identity.
3	ELA	<ul style="list-style-type: none"> ● CKLA Unit 7 - Astronomy: Lesson 16- (Learn about Mae Jemison's life)
3	Social Studies	<ul style="list-style-type: none"> ● Economics Economic Systems Lesson 5: <i>Ice Cream Man: How Augustus Jackson Made a Sweet Treat Better</i> ● Picture Book Lesson: <i>Let the Children March</i> ● Picture Book Lesson: <i>Fearless Mary-American Stagecoach Driver</i> (Mary Fields)
3	Science	<ul style="list-style-type: none"> ● Scientist Spotlight - George Washington Carver
3	Performing Arts	<ul style="list-style-type: none"> ● Black composers in Composer of the Month lessons ● Quaver Ed "When the Saints go Marching In" (Jazz, Freedom Songs, Louis Armstrong) ● Quaver Ed "Afro-American Symphony" (grades 2-8) ● Quaver Ed Genre Book Study "The Blues" ● Quaver Ed "Ain't Gonna Let Nobody Turn Me Around" civil rights song ● Quaver Ed "Meet the Composer - MLK jr" song study ● Quaver Ed "Meet the Composer - Benjamin Hunter" song study ● Quaver Ed "Meet the Composer - George Walker" song study ● Quaver Ed "Lyric for Strings" song study ● Quaver Ed "Lift Ev'ry Voice & Sing" song study ● Quaver Ed "Meet the Composer" Lucius Spoonman Tal ● Quaver Ed "Spoon" unit ● Quaver Ed "American Banjo Tradition" unit ● Quaver Ed "Marian Anderson" unit ● Quaver Ed "This Little Light of Mine" song study ● Quaver Ed "Wade in the Water" song study ● Quaver Ed "We Shall Overcome" song study ● Quaver Ed "The Entertainer" song study ● Quaver Ed "Swing Low, Sweet Chariot" song study
3	Visual Art	<ul style="list-style-type: none"> ● Black artists in Artist of the Month lessons ● Representation through black artists and exploration of self-identity.
4	Social Studies	<ul style="list-style-type: none"> ● Unit 1 Lesson 1-Garrett Morgan ● Unit 1 lesson 4-Rosa Parks ● Unit 4 Enslavement: Lesson 3-The Case of John Punch, et. al. ● Unit 4 Enslavement: Lesson 5- Hidden History: Olaudah Equiano
4	ELA	<ul style="list-style-type: none"> ● CKLA Unit 1: Personal Narratives Lesson 3 - (Learn about Condoleezza Rice) ● CKLA Unit 3: Poetry (A few of the poems in the unit are written by

		<p>African American poets)</p> <ul style="list-style-type: none"> ● CKLA Unit 7: The American Revolution (Unsung Heroes: James Armistead, Elizabeth Freeman)
4	Science	<ul style="list-style-type: none"> ● Scientist Spotlight - Lloyd Augustus Hall
4	Performing Arts	<ul style="list-style-type: none"> ● Black composers in Composer of the Month lessons ● Quaver Ed “When the Saints go Marching In” (Jazz, Freedom Songs, Louis Armstrong) ● Quaver Ed “Afro-American Symphony” (grades 2-8) ● Quaver Ed Genre Book Study “The Blues” ● Quaver Ed “Ain’t Gonna Let Nobody Turn Me Around” civil rights song ● Quaver ED “Meet the Composer - MLK jr” song study ● Quaver Ed “Meet the Composer - Benjamin Hunter” song study ● Quaver Ed “Meet the Composer - George Walker” song study ● Quaver Ed “Lyric for Strings” song study ● Quaver Ed “Lift Ev’ry Voice & Sing” song study ● Quaver Ed “Meet the Composer” Lucius Spoonman Tal ● Quaver Ed “Spoon” unit ● Quaver Ed “American Banjo Tradition” unit ● Quaver Ed “Marian Anderson” unit ● Quaver Ed “This Little Light of Mine” song study ● Quaver Ed “Wade in the Water” song study ● Quaver Ed “We Shall Overcome” song study ● Quaver Ed “The Entertainer” song study ● Quaver Ed “Swing Low, Sweet Chariot” song study
4	Visual Art	<ul style="list-style-type: none"> ● Black artists in Artist of the Month lessons ● Representation through black artists and exploration of self-identity.
4	Math	<ul style="list-style-type: none"> ● Zaila Avant-Garde, winner of 2021 Spelling Bee and Corey the Dribbler are featured in U4M4S2
5	ELA	<ul style="list-style-type: none"> ● CKLA Unit 1: Personal Narratives Lesson 11 (Rosa Parks) ● CKLA Unit 3: Poetry (African American poets - i.e. Langston Hughes)
5	Social Studies	<ul style="list-style-type: none"> ● Geography Lesson 9: The Story of York
5	Science	<ul style="list-style-type: none"> ● Scientist Spotlight - Neil DeGrasse Tyson
5	Performing Arts	<ul style="list-style-type: none"> ● Quaver Ed “Afro-American Symphony” (grades 2-8) ● Quaver Ed Genre Book Study “The Blues” ● Quaver Ed “Ain’t Gonna Let Nobody Turn Me Around” civil rights song ● Quaver ED “Meet the Composer - MLK jr” song study ● Quaver Ed “Meet the Composer - Benjamin Hunter” song study ● Quaver Ed “Meet the Composer - George Walker” song study

		<ul style="list-style-type: none"> ● Quaver Ed “Lyric for Strings” song study ● Quaver Ed “Lift Ev’ry Voice & Sing” song study ● Quaver Ed “Meet the Composer” Lucius Spoonman Tal ● Quaver Ed “Spoon” unit ● Quaver Ed “American Banjo Tradition” unit ● Quaver Ed “Marian Anderson” unit ● Quaver Ed “This Little Light of Mine” song study ● Quaver Ed “Wade in the Water” song study ● Quaver Ed “We Shall Overcome” song study ● Quaver Ed “The Entertainer” song study ● Quaver Ed “Swing Low, Sweet Chariot” song study
6	ELA	<ul style="list-style-type: none"> ● Finding Your Voice Unit : Brown Girl Dreaming-Jacqueline Woodson, Words Like Freedom: Langston Hughes
6	Visual and Performing Arts	<ul style="list-style-type: none"> ● MS Band: Introductions of Jazz Music - Blues Genre - Rock n' Roll - R&B - Variety of content both in concert repertoire and existing method books - Connections to local establishments that were key in the history of African American present in Delaware. ● MS Band: Connections to current repertoire - analyzing relation to genres of music pioneered by African Americans such as jazz & blues leading to development of rock n' roll, R&B etc. Connections to Delaware's own performers past and present (Cab Calloway, Fostina Dixon, Bob Marley) - Connections to local landmarks of historical nature such as Rosedale Beach - Current Festivals (Wilmington Jazz Festival, Clifford Brown Jazz Festival etc..)
6	Math	<ul style="list-style-type: none"> ● U2: Lesson 8 Ron Buckmire ● U4: Sub-Unit 2 Narrative Connections (Antoinette Clinton) ● U5: Lesson 6 Mary Deconge-Watson
6	Performing Arts	<ul style="list-style-type: none"> ● Black composers in Composer of the Month lessons ● Quaver Ed “When the Saints go Marching In” (Jazz, Freedom Songs, Louis Armstrong)
6	Visual Art	<ul style="list-style-type: none"> ● Black artists in Artist of the Month lessons
7	Social Studies	<ul style="list-style-type: none"> ● Brown v Board/Shirley Bulah/Black Heroes Project during Black History Month/Econ: -Economic Freedoms: Equal Property Rights ; The second line tradition of New Orleans (EMMS), Civil Rights Leaders/Movement in unit on Minority Rights
7	ELA	<ul style="list-style-type: none"> ● Informational Text: Women in Aviation-Bessie Coleman
7	Math	<ul style="list-style-type: none"> ● U3 Lesson 21 Bob Moses ● U5: Lesson 16 Ebony Washington ● U8: Lesson 18 Gladys West

7	Visual and Performing Arts	<ul style="list-style-type: none"> ● MS Band: Introductions of Jazz Music - Blues Genre - Rock n' Roll - R&B - Variety of content both in concert repertoire and existing method books - Connections to local establishments that were key in the history of African American present in Delaware. ● MS Band: Connections to current repertoire - analyzing relation to genres of music pioneered by African Americans such as jazz & blues leading to development of rock n' roll, R&B etc.. Connections to Delaware's own performers past and present (Cab Calloway, Fostina Dixon, Bob Marley) - Connections to local landmarks of historical nature such as Rosedale Beach - Current Festivals (Wilmington Jazz Festival, Clifford Brown Jazz Festival etc..) ● MS Orchestra: Inclusion of Jazz/Blues Music: Improvisation (generation, workshop, implementation) of solos within the context of a jazz piece (Happy Blues, etc.). Exploration of jazz styles, idiomatic performers, and the process of creating a jazz solo within the context of African American jazz culture.
8	Social Studies	<ul style="list-style-type: none"> ● Unit 2 (African American Culture)
8	Math	<ul style="list-style-type: none"> ● U1: Lesson 1 Jelani Nelson ● U1: Lesson 28 Warren Washington ● U2: Sub-Unit 3 Day Zero ● U3: Lesson 1 Blues & Jazz ● U3: Sub-Unit 1 ● U3: Sub-Unit 2 ● U3 Sub-Unit 3: Ray Charles, Miles Davis, B.B. King, Nina Simone, Gladys Knight ● U3: Lesson 18: Center of Blues ● U5 Lesson 17 Katherine Johnson
8	Visual and Performing Arts	<ul style="list-style-type: none"> ● MS Band: Introductions of Jazz Music - Blues Genre - Rock n' Roll - R&B - Variety of content both in concert repertoire and existing method books - Connections to local establishments that were key in the history of African American present in Delaware. ● MS Band: Connections to current repertoire - analyzing relation to genres of music pioneered by African Americans such as jazz & blues leading to development of rock n' roll, R&B etc.. Connections to Delaware's own performers past and present (Cab Calloway, Fostina Dixon, Bob Marley) - Connections to local landmarks of historical nature such as Rosedale Beach - Current Festivals (Wilmington Jazz Festival, Clifford Brown Jazz Festival etc..) ● MS Orchestra: Inclusion of Jazz/Blues Music: Improvisation (generation, workshop, implementation) of solos within the context of a jazz piece (Happy Blues, etc.). Exploration of jazz styles, idiomatic performers, and the process of creating a jazz solo within the context of African American jazz culture.

9	Social Studies	<ul style="list-style-type: none"> Unit 3 - Cultural Patterns & Processes - Folk v. Popular Culture - Blues, Jazz, Harlem Renaissance
9	ELA	<ul style="list-style-type: none"> Hidden Figures: Margot Lee Shetterly Interview with John Lewis We Wear a Mask: Paul Lawrence Dunbar Underground Railroad: Colson Whitehead
9	Theatre	<ul style="list-style-type: none"> Black artists in Theatre Maker of the Month lessons Black Playwright Exploration
9	Visual Art	<ul style="list-style-type: none"> Exploring the work of black artists and black owned art businesses
10	Social Studies	<ul style="list-style-type: none"> Bi-weekly highlight using: https://www.302stories.com/voices-of-delaware-black-history Personal Finance: Black Entrepreneurs, CEO's Project
10	Theatre	<ul style="list-style-type: none"> Black artists in Theatre Maker of the Month lessons Black Playwright Exploration
10	Visual Art	<ul style="list-style-type: none"> Exploring the work of black artists and black owned art businesses
11	Social Studies	<ul style="list-style-type: none"> Unit 1: Reconstruction (U.S. History) Unit 4: 1920's (U.S. History) Unit 5: World War I (U.S. History) Unit 6: World War II (U.S. History) Unit 8: 1960's and Civil Rights (U.S. History)
11	Theatre	<ul style="list-style-type: none"> Black artists in Theatre Maker of the Month lessons Black Playwright Exploration
11	Visual Art	<ul style="list-style-type: none"> Exploring the work of black artists and black owned art businesses
12	Social Studies	<ul style="list-style-type: none"> All Units: (African American History) All Units: (AP African American Studies)
12	Theatre	<ul style="list-style-type: none"> Black artists in Theatre Maker of the Month lessons Black Playwright Exploration
12	Visual Art	<ul style="list-style-type: none"> Exploring the work of black artists and black owned art businesses
12	World Language	<ul style="list-style-type: none"> ASL 4: Unit 1 BASL Afro Latino innovators and inventors in the U.S.
		<ul style="list-style-type: none">

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
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2	ELA	<ul style="list-style-type: none"> ● CKLA Unit 5: The War of 1812-The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
3	Social Studies	<ul style="list-style-type: none"> ● Picture Book Lesson: <i>Fearless Mary-American Stagecoach Driver</i> (Mary Fields)
4	Social Studies	<ul style="list-style-type: none"> ● Unit 4 Enslavement: Lesson 6 -Resistance to Enslavement
5	Social Studies	<ul style="list-style-type: none"> ● Macroeconomics Unit Lesson 3: Impact of Bank Loans on a Community ● Macroeconomics Unit Lesson 4: Not Everyone Uses Banks ● Macroeconomics Unit Lesson 5: Banks Don't Serve Everyone Equally ● Macroeconomics Unit Lesson 6: Twenty-Two Cents ● Macroeconomics Unit Lesson 7: Extension Activity
7	Social Studies	<ul style="list-style-type: none"> ● Econ St. 2 Lesson 11: Not the Whole Story: Inflation Disaggregated ● Econ St. 2 Lesson 14: Not All Unemployment Is Created Equal ● Econ St. 2 Lesson 20: How Does Where You Live Influence How You Live? (Redlining) ● Civics St. 3 Lesson 12: Equity for the Taking ● Civics St. 3 Lesson 13: Not for Sale
8	Social Studies	<ul style="list-style-type: none"> ● Lesson: Enslavement and the Development of the American Economy (H1a) ● DWP4a: Nat Turner (H2ab) ● DWP5a: John Brown (H2ab) ● DWP6d: Reconstruction
8	Visual and Performing Arts	<ul style="list-style-type: none"> ● MS Music: Performance restrictions for African American musicians and composers, pay in-equality for African American musicians throughout history. The pioneers who broke the race division barriers into previously restricted areas of music performance.
9	Social Studies	<ul style="list-style-type: none"> ● Geography Unit 5 - Redlining & Gerrymandering ● Unit 6: Urbanization Patterns and Processes, Topic 6.10 Challenges of Urban Changes ● Students will be able to explain how the discriminatory real estate practices of Redlining ● Blockbusting, and Steering contributed to de facto segregation in American residential areas.
9	Visual Art	<ul style="list-style-type: none"> ● Addressing the content and intentions of intention of artists in their individual work
10	Social Studies	<ul style="list-style-type: none"> ● Shaw v. Reno, 14th Amendment (AP Gov) ● Loan discrimination (AP Gov)

10	Visual Art	<ul style="list-style-type: none"> Addressing the content and intentions of intention of artists in their individual work
10	World Language	<ul style="list-style-type: none"> Struggles of Afro Latino athletes in the United States
11	Social Studies	<ul style="list-style-type: none"> Unit 1: Reconstruction (sharecropping/tenant farming), Great Migration (U.S. History)
11	Visual Art	<ul style="list-style-type: none"> Addressing the content and intentions of intention of artists in their individual work
12	Social Studies	<ul style="list-style-type: none"> The Road Ahead (Reconstruction & Jim Crow), The Modern Movement (African American History) Unit 2: Freedom, Enslavement, and Resistance (AP African American Studies) Unit 3: The Practice of Freedom (AP African American Studies) Unit 4: Movements and Debates (AP African American Studies)
12	Visual Art	<ul style="list-style-type: none"> Addressing the content and intentions of intention of artists in their individual work
12	World Language	<ul style="list-style-type: none"> Struggles of afro Latino athletes in the United States

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

Grade-level	Content Area(s)	Lessons/Resources
1	Social Studies	<ul style="list-style-type: none"> Picture Book Lesson: Let Freedom Sing Picture Book Lesson: Have you Thanked an Inventor Today?
1	Music	<ul style="list-style-type: none"> "We Shall Overcome" (Civil Rights Movement, Martin Luther King Jr) "Lift Ev'ry Voice and Sing" (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as 'The Black National Anthem')
1	Visual Art	<ul style="list-style-type: none"> Representation through black artists and exploration of self-identity. Observation, study and discussion of Obama presidential portraits featured in the National Gallery by Kehinde Wiley and Amy Sherald. These portraits break firsts for representation of the first African American president and first artists of color to be commissioned to paint these historic portraits. Observation, study and discussion of Jean-Michel Basquiat graffiti artist. Observation, study and discussion of teacher and artist Alma Thomas. Observation, study and discussion of activist, fabric artist and painter Faith Ringold. Observation, study and discussion of silhouette artist Kara Walker.

2	ELA	<ul style="list-style-type: none"> ● CKLA Unit 12*-Fighting for a Cause (Civil Rights Movement, Jackie Robinson, Rosa Parks, Martin Luther King Jr., inequality, discrimination and suffrage)
2	Social Studies	<ul style="list-style-type: none"> ● Picture Book Lesson(Civics)-<i>The Vast Wonder of the World: Ernest Everett Just</i>
2	Music	<ul style="list-style-type: none"> ● “We Shall Overcome” (Civil Rights Movement, Martin Luther King Jr) ● “Lift Ev’ry Voice and Sing” (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as ‘The Black National Anthem’)
2	Visual Art	<ul style="list-style-type: none"> ● Representation through black artists and exploration of self-identity. ● Observation, study and discussion of Obama presidential portraits featured in the National Gallery by Kehinde Wiley and Amy Sherald. These portraits break firsts for representation of the first African American president and first artists of color to be commissioned to paint these historic portraits. ● Observation, study and discussion of Jean-Michel Basquiat graffiti artist. ● Observation, study and discussion of teacher and artist Alma Thomas. ● Observation, study and discussion of activist, fabric artist and painter Faith Ringold. ● Observation, study and discussion of silhouette artist Kara Walker.
3	Social Studies	<ul style="list-style-type: none"> ● Civics Unit: Rights, Responsibilities, Privileges (Rosa Parks, MLK, Ruby Bridges) ● Picture Book Lesson: <i>Let the Children March</i> ● Picture Book Lesson: <i>Fearless Mary-American Stagecoach Driver</i> (Mary Fields)
3	Music	<ul style="list-style-type: none"> ● “We Shall Overcome” (Civil Rights Movement, Martin Luther King Jr) ● “Lift Ev’ry Voice and Sing” (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as ‘The Black National Anthem’)
3	Visual Art	<ul style="list-style-type: none"> ● Representation through black artists and exploration of self-identity. ● Observation, study and discussion of Obama presidential portraits featured in the National Gallery by Kehinde Wiley and Amy Sherald. These portraits break firsts for representation of the first African American president and first artists of color to be commissioned to paint these historic portraits. ● Observation, study and discussion of Jean-Michel Basquiat graffiti artist. ● Observation, study and discussion of teacher and artist Alma Thomas. ● Observation, study and discussion of activist, fabric artist and painter Faith Ringold.

		<ul style="list-style-type: none"> ● Observation, study and discussion of silhouette artist Kara Walker.
4	Social Studies	<ul style="list-style-type: none"> ● Unit 1 Lesson 1-Garrett Morgan ● Unit 1 lesson 4: Rosa Parks ● Unit 4 Enslavement: Lesson 3-The Case of John Punch,et. al. ● Unit 4 Enslavement: Lesson 5- Hidden History: Olaudah Equiano
4	ELA	<ul style="list-style-type: none"> ● CKLA Unit 7: The American Revolution (Unsung Heroes: James Armistead, Elizabeth Freeman)
4	Music	<ul style="list-style-type: none"> ● “We Shall Overcome” (Civil Rights Movement, Martin Luther King Jr) ● “Lift Ev’ry Voice and Sing” (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as ‘The Black National Anthem’)
4	Visual Art	<ul style="list-style-type: none"> ● Representation through black artists and exploration of self-identity. ● Observation, study and discussion of Obama presidential portraits featured in the National Gallery by Kehinde Wiley and Amy Sherald. These portraits break firsts for representation of the first African American president and first artists of color to be commissioned to paint these historic portraits. ● Observation, study and discussion of Jean-Michel Basquiat graffiti artist. ● Observation, study and discussion of teacher and artist Alma Thomas. ● Observation, study and discussion of activist, fabric artist and painter Faith Ringold. ● Observation, study and discussion of silhouette artist Kara Walker.
5	Music	<ul style="list-style-type: none"> ● “We Shall Overcome” (Civil Rights Movement, Martin Luther King Jr) ● “Lift Ev’ry Voice and Sing” (James W Johnson, J Rosamond Johnson, NAACP adoption of the song as ‘The Black National Anthem’)
5	Visual Art	<ul style="list-style-type: none"> ● Representation through black artists and exploration of self-identity. ● Observation, study and discussion of Obama presidential portraits featured in the National Gallery by Kehinde Wiley and Amy Sherald. These portraits break firsts for representation of the first African American president and first artists of color to be commissioned to paint these historic portraits. ● Observation, study and discussion of Jean-Michel Basquiat graffiti artist. ● Observation, study and discussion of teacher and artist Alma Thomas. ● Observation, study and discussion of activist, fabric artist and painter Faith Ringold. ● Observation, study and discussion of silhouette artist Kara Walker.
7	Social Studies	<ul style="list-style-type: none"> ● Civil Rights, Political Freedom, Economic Freedom (Bulah Case) Louis

		<p>L Redding/Ruby Bridges</p> <ul style="list-style-type: none"> ● Economics - Labor Costs and Costs of Production ● Civil Rights Leaders, Black Inventors
7	World Language	<ul style="list-style-type: none"> ● French: Level 1 - pre-unit - Francophone identities/ African roots of language
8	Social Studies	<ul style="list-style-type: none"> ● DWP4a: Nat Turner (H2ab) ● DWP5a: John Brown (H2ab) ● DWP6d: Reconstruction ● Changes in African American Freedom
8	Visual and Performing Arts	<ul style="list-style-type: none"> ● MS Band: Introductions of Jazz Music - Blues Genre - Rock n' Roll - R&B - Variety of content both in concert repertoire and existing method books - Connections to local establishments that were key in the history of African American present in Delaware.
9	Social Studies	<ul style="list-style-type: none"> ● Civics Unit 2 - Supreme Court Cases
10	Social Studies	<ul style="list-style-type: none"> ● Bi-weekly highlight using: https://www.302stories.com/voices-of-delaware-black-history ● Unit 3 - Cultural Patterns & Processes - Folk v. Popular Culture - Blues, Jazz, Harlem Renaissance
11	Social Studies	<ul style="list-style-type: none"> ● Buffalo Soldiers, Tuskegee Airmen, W.E.B. Dubois, Civil Rights leaders, etc. (African American History) ● All Units: (AP African American Studies)
12	Social Studies	<ul style="list-style-type: none"> ● Unit 1: History of Psychology: Contributions to Research and Academia

Professional Learning

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

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

Date	Description of Professional Learning
Trainings are ongoing throughout the year.	<p>District</p> <ul style="list-style-type: none"> ● Integrating and Teaching Black History Using UDLib/SEARCH Resources ● EPOCH's Education RIR Protocol Debiasing Tool ● Restorative Language ● Intersection of Social Emotional Learning and Restorative Practices

<p>9/10/2024 10/11/2024 10/14/2024 1/27/2025 3/28/2025</p>	<ul style="list-style-type: none"> ● Repairing Harm ● Restorative Circles ● Take Care Delaware Trauma Informed Training ● Grades K-12 Restorative Group (job embedded Coaching)- Equity, cultural competency, restorative-6 half days per year grades 1-12, 6-12 additional full day, PD sessions after school all grades, K- separate sessions- generally content is similar but is differentiated to each individual school's need ● Reimagining Professional Learning Grant- text sets with focus on equity-racial literacy ● SEL toolkits-grades K-12 daily (connections, belonging) ● Secondary- Compass-SEL weekly (connections, belonging) ● EPOCH's Education Compassionate Dialogue (build relationships, strengthen systems, and create more equitable communities) ● NYU Metro's Culturally Responsive and Sustaining Education professional trainings (Fall 2025)
<p>Trainings are ongoing throughout the year.</p>	<p>Social Studies</p> <ul style="list-style-type: none"> ● MIKVA Challenge Group (Starting with Self, Creating Democratic Classrooms Grades 6-12 (9/1 and 9/13) ● Expanding the Narrative in Social Studies Classrooms: How to Meet HB198 with an Inclusive Lens Virtual Conference (10/14) (Grades 6-12) ● Historical Consciousness Framework, Dr. LaGarrett King ● Public Education, Memory, Race, and History in Delaware ● Social Studies for a Better World: Teaching Anti-Oppressive Content in Contentious Times ● How Does Where You Live Influence How You Live: Redlining ● Shining light in the shadows: Finding and bringing the stories of Blacks in America out from the shadows of our existing curriculum and into our classrooms. ● Civil War to Civil Rights ● #BecauseofHerStory: Exploring Untold Stories Through Portraiture and American Art ● Delaware's African American History ● Bringing an Inclusive Lens to Elementary Economics ● Reading children's books about enslavement ● The Intersections of HB 198 and LGBTQ History ● Juneteenth and the Destruction of Slavery ● Discussing Contentious Topics in Your Classroom ● Heroes Abroad, Activists at Home: Stories from African American GIs in the Civil Rights Movement ● Stolen: Delaware's Connection to the Reverse Underground Railroad ● Economics and the Great Migration ● Teaching "Racial Slavery in the Americas" with the Choices Program ● Delaware's Other Black History ● UDLIB Integrating and Teaching Black History Using UDLIB Search Resources
<p>Fall 2024</p>	<p>ELA</p> <ul style="list-style-type: none"> ● Pilot EPOCH's Compassionate Dialogue professional development training for five schools in Fall 2024, which will be implemented district-wide in the 2025/2026 school year. (build relationships, strengthen systems, and create more equitable communities)

Fall 2024	<p>Math</p> <ul style="list-style-type: none"> ● Pilot EPOCH’s Compassionate Dialogue professional development training for five schools in Fall 2024, which will be implemented district-wide in the 2025/2026 school year. (build relationships, strengthen systems, and create more equitable communities)
Fall 2024	<p>Science</p> <ul style="list-style-type: none"> ● Pilot EPOCH’s Compassionate Dialogue professional development training for five schools in Fall 2024, which will be implemented district-wide in the 2025/2026 school year. (build relationships, strengthen systems, and create more equitable communities)
<p>Trainings are ongoing throughout the year.</p> <p>Fall 2024</p>	<p>World Language</p> <ul style="list-style-type: none"> ● Equity, Justice and Inclusion in Culturally Relevant World Language Classrooms (K-12 Immersion/WL, DDOE) ● Yearlong PL on Interculturality for Immersion Teachers/Administrators (DDOE) ● Pilot EPOCH’s Compassionate Dialogue professional development training for five schools in Fall 2024, which will be implemented district-wide in the 2025/2026 school year. (build relationships, strengthen systems, and create more equitable communities)
Fall 2024	<p>Performing Arts</p> <ul style="list-style-type: none"> ● Pilot EPOCH’s Compassionate Dialogue professional development training for five schools in Fall 2024, which will be implemented district-wide in the 2025/2026 school year. (build relationships, strengthen systems, and create more equitable communities)
Fall 2024	<p>Visual Arts</p> <ul style="list-style-type: none"> ● Pilot EPOCH’s Compassionate Dialogue professional development training for five schools in Fall 2024, which will be implemented district-wide in the 2025/2026 school year. (build relationships, strengthen systems, and create more equitable communities)
Fall 2024	<p>CTE</p> <ul style="list-style-type: none"> ● Pilot EPOCH’s Compassionate Dialogue professional development training for five schools in Fall 2024, which will be implemented district-wide in the 2025/2026 school year. (build relationships, strengthen systems, and create more equitable communities)
Fall 2024	<p>Health/Physical Education</p> <ul style="list-style-type: none"> ● Pilot EPOCH’s Compassionate Dialogue professional development training for five schools in Fall 2024, which will be implemented district-wide in the 2025/2026 school year. (build relationships, strengthen systems, and create more equitable communities)