

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.

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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.

Prior to November 15, 2022, the New Castle County VoTech School District conducted an internal audit of ELA and Social Studies curricula. We identified existing materials that addressed the language and spirit of HB198 and set out to design, adopt, and implement additional resources with our students and teachers. We applied for a grant through the Library of Congress that allowed us to partner with the National Council for History Education in utilizing primary sources that highlight the true perspective of the Black experience in American History. Other work included diversifying texts in ELA classrooms to ensure minority perspectives and divergent viewpoints were represented, rewriting our ELA 3 honors and ELA 4 curriculum, holding student panels where district curricula were discussed, and hosting professional learning for staff members around culturally responsive pedagogy.

One of the things that became apparent during our audits and student panels is the lack of diversity in black experiences taught in our classrooms. Deficit perspectives were pervasive, and one of the things we were most cognizant of was incorporating materials that didn't shy away from the hardships faced by the black community, but also celebrated the resilience and triumphs they have experienced. Bringing student voices into the conversation allowed us to hear their own unique experiences and gain a better understanding for how they are receiving existing

texts and topics.

In addition to audits on specific curricula, the Instructional Services Division partnered with Sheldon Eakins, Ph. D. from Leading Equity Center to conduct audits on 7 areas of our district's functioning. One of the areas dealt specifically with Instructional Practices and members of Instructional Services from all content and CTE areas participated in the audit experience. This guided us to look specifically at access, student voice and choice, teaching and learning strategies, assessment practices, and instructional design and has continued to frame our decisions and action steps in our current and future work.

Each of the high schools has affinity groups for students. These groups are known as the FAM (Forever A Movement) and include a BSU (Black Student Union). The BSUs discuss issues, learn more about, and seek to uplift the African American community. Moreover, during BHM (Black History Month) the BSUs are charged with creating school-based events and sharing information that not only reviews the history of African Americans in the United States, but also celebrates the culture and impact of the community.

Additionally, the FAM plays a role in Unity Day, which is a district-wide event that takes place at the historical Howard High School of Technology. The day focuses on better understanding each other and realizing that across various identities, we are more similar than we realize and getting along with the people around you only strengthens the community. Students investigate topics like race, implicit bias, community building, and student leadership. Over the summer the student leadership team collaborates with our district DEI Coordinator as well as the school based Equity Coordinators to hone leadership skills and prepare to put their voices to use advocating for the changes they want to see in their schools.

The bulk of the work currently happening in the 2024-2025 school year has been providing additional guidance and support for teachers as they continue to incorporate the resources provided around diverse and diverging perspectives in our ELA and SS classrooms. Additionally, the Instructional Services Division has met with the following content areas to ensure that HB 198 has a role in classrooms outside of the Social Studies and ELA areas: Health and PE, CTE, Math, and Science. The instructional specialist(s) from all of these areas have met with the Director of Teaching, Learning, and Equity throughout the fall semester to share how they are addressing the law in their areas of supervision. Specifics about what some of these projects look like can be seen throughout the below sections. These practices were employed during the 2023-2024 school year and will continue for each subsequent school year.

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.

The New Castle County VoTech School District is composed of four high schools and does not serve K-8 students.

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
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
d. The central role racism played in the Civil War.												X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.										X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.										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
h. Black figures in national history and in Delaware history.										X		X	

Minimum Content Requirement

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

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

Grade-level	Content Area(s)	Lessons/Resources
9th, 10th, 12th	SS, ELA	<p>Social Studies -</p> <p>All 9th graders in NCCVT are enrolled in a Global Studies course which houses a “Cultural Contributions” list for each unit that requires them to highlight the positive ways different cultures have impacted the globe at large. Specifically, for the history of black people prior to the African and Black Diaspora, teachers utilize sources showcasing the way the African</p>

		<p>continent can be credited with preserving knowledge through library systems, revolutionized trade routes, and were forerunners in modern food preservation through the salt trade.</p> <p>Units 1 and 3 of the 12th grade World History course focus on Ancient Civilizations. Specifically, Egypt, Ghana, Mali, Songhai, Great Zimbabwe, and Aksum are all highlighted in these units with intentional focus paid to the impact these groups had on language (Aksum), trade and communication, and wealth consolidation (Mansa Musa). Aspects like art, fashion, and entertainment are highlighted. Students are exposed to technological advancements and other contributions these kingdoms made to the world and talk about the development of Africa pre-imperialism.</p> <p>ELA -</p> <p>ELA 2 is a world literature course that includes texts around the transition of Africa to an imperialist continent. Texts such as “Things Fall Apart” highlight the negative impacts of imperialization on both the African continent and the African people and the contextualization of these texts pull in concepts usually relegated to the SS curricula.</p> <p>ELA 4 is a pilot course that focuses specifically on amplifying black texts and black authors. The course was rewritten during the 2022-2023 school year and is being implemented with seniors now. The framework is designed to be flexible so additional texts can be added.</p>
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b. The significance of enslavement in the development of the American economy.

Grade-level	Content Area(s)	Lessons/Resources
9th, 11th, 12th	SS, ELA	<p>Social Studies -</p> <p>US History classes (11th grade) cover Reconstruction and the legacy of Reconstruction including themes like racism, share-cropping, tenant farming, and Jim Crow. Students examine the impact of the gilded age on African Americans, the Black Migration, and job loss experienced by the African American community following WWI. All teachers teaching US History are required to use a “Diverse Perspectives” curriculum document that was developed in conjunction with the National Council for History Education through a grant awarded by the Library of Congress that asks teachers to view historical events through primary and secondary sources representative of diverse perspectives. For example, the last unit of the course encourages students to explore issues like gentrification, redlining, police reform, and patriotism through a variety of lenses to understand both contemporary and historical perspectives surrounding the issues.</p> <p>Sociology (12th grade elective) includes the historical basis of race in America and the role slavery played in the development of the system.</p> <p>ELA -</p> <p>ELA 1 uses texts like “To Kill a Mockingbird,” and “Marigolds” to discuss how</p>

		<p>black people were historically relegated to positions that kept them from accessing and accruing wealth in the American economy and the connections between this divide and slavery.</p> <p>ELA 3 is an American literature course. The first unit focuses on the feasibility of the American Dream. Anchor texts include <i>Raisin in the Sun</i> and <i>The Great Gatsby</i>. Unit 2 focuses on rhetoric and informational texts and allows students and teachers to explore speeches from a variety of orators, including Barack Obama and Frederick Douglass. The final unit is a novel unit that includes texts such as <i>Their Eyes Were Watching God</i> and asks teachers and students to pair novels with other primary and secondary sources. Examples include <i>The New Negro</i> by Alain Locke and “How it Feels to be Colored Me,” by Zora Neale Hurston. Much of the conversation focuses on the idea of the American Dream and who is able to attain it vs. those who are unable.</p>
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c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
9th, 10th, 11th, 12th	SS, ELA	<p>Social Studies -</p> <p>9th grade Global Studies students read texts highlighting racist practices for imperialism (ex - “White Man’s Burden) and discuss how these ideologies affected non-white parts of the world.</p> <p>10th grade Civics & Economics asks students to look specifically at voting rights and restrictions (literacy tests, poll taxes) and Supreme Court Decisions (<i>Plessy v. Ferguson</i>, <i>Brown vs. Board</i>, etc) to frame the experience of black people in America.</p> <p>11th grade US History deals with topics such as: the rise of the KKK, Red Summer, Race Relations in the 1920s (Marcus Garvey and the “Back to Africa” movement), Tulsa, the CRM, deep south politics (Birmingham Police force, Bull Connor), prejudice in New Deal legislation, the Little Rock 9, etc to connect to race relations in America today.</p> <p>Sociology (12th grade elective) has a unit that focuses on race and has students examining theories of racism and their applications in society. Students analyze films and music from pop culture to identify and discuss how these themes are still playing out.</p> <p>ELA -</p> <p>ELA 1 classes use sources such as <i>Mudbound</i>, <i>Strange Fruit</i>, <i>Scottsboro:An American Tragedy</i>, <i>The Murder of Emmett Till</i>, to examine how deeply ingrained racism and racist policies have been historically in the United States.</p> <p>ELA 3 includes texts like <i>Raisin in the Sun</i>, <i>Their Eyes Were Watching God</i>, <i>The Flowers</i>, <i>How it Feels to be Colored Me</i>, and Phyllis Wheatley poetry to</p>

		further analyze experiences of black people living in the United States. ELA 3 also encourages a poetry project that focuses on the themes present in the poetry of the Harlem Renaissance and draws connections to societal occurrences.
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d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
11th	Social Studies, ELA	<p>Social Studies -</p> <p>High school US History curriculum begins with Reconstruction and will shift to begin at Industrialization beginning in 2025. For that reason, the Civil War is not specifically taught. The racism that fueled the Civil War as well as the existing legacy of the practices that led to that critical event are highlighted in both ELA and SS, but the event itself is taught to our students in middle school prior to them enrolling in the New Castle County VoTech School District.</p> <p>With that said, teachers provide a summary of the Civil War at the beginning of 11th grade to help students access background knowledge or catch up on learning gaps to help contextualize Reconstruction and understand its legacy.</p> <p>ELA -</p> <p>ELA 3 (11th grade) includes texts such as <i>Desiree's Baby</i>, <i>Puddin'head Wilson</i>, <i>A Rose for Emily</i>, and <i>The Color of Water</i>, that highlight race and racism.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
9th, 10th, 11th, 12th	Social Studies, ELA	<p>Social Studies -</p> <p>9th grade Global Studies covers structures of government and highlights the reasons behind a confederacy in the United States and what that structure perpetuated in individual states.</p> <p>10th grade Civics & Economics deals with the expansion of voting rights, role of the 13th-15th amendments, Civil Rights Acts, Voting Rights Acts, and how the dynamic nature of government has allowed for the expansion of rights over the course of history. Specific attention is paid to the conflict between state and federal laws during the Civil Rights Movement.</p> <p>11th grade US History highlights the role black codes, poll taxes, Jim Crow, etc played as well as the inequalities that still exist as the legacy of Reconstruction.</p> <p>Contemporary Citizenship is a 12th grade elective that includes topics such as: structural inequality in the US legal system based on racism and where race needs to be considered in the legal system (ex - jury system, traffic</p>

		<p>stops/stop and frisk, death penalty)</p> <p>ELA -</p> <p><i>The Help, Mudbound, and To Kill a Mockingbird</i> are all anchor texts for the ELA 1 course that explore segregation and the role federal, state and local laws have on the way people of color navigate life. Conversations around these texts help students gain a greater understanding for the historical contexts in which these novels are set, but more importantly, reinforce that these novels highlight realities that exist in American society. Novels are paired with primary sources such as MLK, Jr.'s "Letter from Birmingham Jail" for reinforcement.</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
9th, 10th, 11th, 12th	Social Studies, ELA, Physical Education, Academy of Finance	<p>Social Studies -</p> <p>9th graders in Global Studies explore the diffusion of hip-hop from NYC to the rest of the world. Additionally, George Washington Williams' open letter to King Leopold II of Belgium is read when discussing imperialism to highlight the atrocities happening under King Leopold's rule.</p> <p>Civics and Economics (10th grade) has students focus on the voting rights movement in the civics portion of the course. During the econ units, students are encouraged to research minority owned businesses and underrepresented entrepreneurs when learning about microeconomics. Equity, as a broad social goal, is central to understanding why economies/governments behave the way they do and this discussion is expanded to include contemporary equity issues.</p> <p>The Harlem Renaissance, Civil Rights Movement, Great Migration, Historically Black Colleges and Universities are all topics covered in US History (11th grade) that reinforce the contributions of black people to American life, history, literature, economics, politics and culture in addition to many of the topics listed in previous sections.</p> <p>ELA -</p> <p>ELA 1 (9th grade) also includes the study of Obama's speech, "America's School Children" as a supporting text to the anchor texts mentioned previously.</p> <p>ELA 3 also includes the poetry of Langston Hughes and focuses on rhetoric and informational texts and allows students and teachers to explore speeches from a variety of orators, including Barack Obama and Frederick Douglass. The final unit is a novel unit that includes texts such as <i>Their Eyes Were Watching God</i> and asks teachers and students to pair novels with other primary and secondary sources.</p>

		<p>The ELA 4 curriculum was rewritten during the 2022-2023 and 2023-2024 school years to be a Black Literature course. This course explores the diverse experiences, voices, and narratives that have shaped black literary traditions, and aims to provide a comprehensive examination of how black authors have articulated their experiences, challenged societal norms, and contributed to the broader literary landscape.</p> <p>Physical Education -</p> <p>Students enrolled in physical education will complete lesson plans that pair famous black athletes to specific workouts connected to their sports. For example - students profiling Althea Gibson would participate in workouts specific to improving the performance of a tennis player. Other athletes highlighted include: Jackie Robinson, Jesse Owens, Jack Johnson, Althea Gibson, Wilma Rudolph, Gabby Douglas, Fritz Pollard, and Bill Russell.</p> <p>Black History Month -</p> <p>All four NCCVT schools will be participating in this year’s national theme for Black History Month, African Americans and Labor. The District Equity Coordinator will be working alongside the school-based Equity Coordinators to organize events and celebrations for the ways Black Americans have contributed to the labor force throughout our nation’s history. These activities focus on student leadership, and student leadership from each school is responsible for much of the planning, organization, and execution of the year’s festivities.</p> <p>Academy of Finance -</p> <p>Classroom teachers are incorporating the history and contributions of Black Americans, particularly the story of Black Wall Street in Tulsa, Oklahoma. Teachers engage students in discussions about financial literacy, entrepreneurship, and wealth-building by exploring the legacy of Black Wall Street, where a thriving community of Black-owned businesses once existed before the 1921 Tulsa Massacre. Through lessons on the differences between being "rich" and "wealthy," students learn the importance of long-term financial security and the value of entrepreneurship. Teachers also introduce students to the challenges faced by minority entrepreneurs, emphasizing the resilience of Black communities in rebuilding after the massacre. These lessons aim to empower students with a deeper understanding of financial literacy, entrepreneurship, and the ongoing impact of these legacies on both local and national economies.</p>
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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
9th, 10th, 11th, and 12th	Social Studies, ELA, Math, CTE, Science	<p>Social Studies -</p> <p>10th graders are enrolled in a Civics & Economics course that includes all 4 economics standards as well as Civics Standard 2: Politics. Current political issues are discussed and teachers are provided sentence stems for</p>

		<p>meaningful conversations around politically charged topics. Following the murders of George Floyd and Breonna Taylor, the District DEI Coordinator also provided resources to all teachers to support classroom discussions.</p> <p>US History (11th grade) explores “last hired first fired” and other discriminatory employment practices (specifically following the World Wars), redlining, and interest groups such as the NAACP and BLM.</p> <p>ELA -</p> <p>ELA 1 deals specifically with segregation and ways the black community has had to adapt to survive and navigate a white dominated society.</p> <p>Our ELA 2 curriculum is a world lit course that highlights cultures from all parts of the world. While the materials are post diaspora, students explore concepts such as identity, belonging, and triumphs from people groups traditionally marginalized.</p> <p>ELA 3 uses texts, like <i>Raisin in the Sun</i>, to explore topics connected with wealth disparity between the white and black communities.</p> <p>ELA 4 Pilot (12th grade) is a course dedicated to minority voices. The first unit explores the theme, “Things that Shape Us” and uses texts like <i>The Other Wes Moore</i> (Wes Moore), <i>Born a Crime</i> (Trevor Noah), and <i>How it Feels to be Colored Me</i> (Zora Neale Hurston) to explore influences that shape perspectives, understandings, and opportunities. Unit 2 is a research unit that highlights ways black people have disrupted the status quo using texts like <i>Caste</i> (Isabel Wilkerson), <i>Just Mercy</i> (Bryan Stevenson), and <i>The Autobiography of Malcolm X</i>. Unit 3 is another literature unit that focuses on how people of color have had to navigate the world to protect themselves and the people they love. Anchor texts include: <i>The Vanishing Half</i> (Brit Bennet), <i>Passing</i> (Nella Larsen), <i>Americanah</i> (Chimamanda Ngozi Adichie), <i>Breath Eyes Memory</i> (Edwidge Danticat). Supplemental texts paired with the Unit 3 anchor texts include “We Wear the Mask” and “Sympathy” by Paul Laurence Dunbar, and “Earthrise” by Amanda Gorman. Unit 4 is designed to focus on contemporary issues and compare how they are being addressed now to how they were addressed previously. Student inquiry, research, and socratic seminars are used to engage students in meaningful discussions around these topics.</p> <p>Math - (spring 2024 implementation)</p> <p>Algebra I is implementing lessons that use linear equations to discuss fair living wages. When learning about scatter plots, students will be asked to determine whether postal codes predict test codes and look at who tends to live in the zip codes where students typically perform better on standardized tests. Identified trends will lead to discussions around what can be done to disrupt the status quo.</p> <p>Geometry teachers support students in making mathematical sense of food justice and exploring food deserts - where they exist, who is affected, and</p>
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		<p>potential solutions.</p> <p>Algebra II students use functions to explore culturally relevant income inequality and focusing on families of functions when they calculate the cost of globalization.</p> <p>Statistics is in the process of creating projects that bring to light existing inequalities in wealth distribution, property value, student access to honors courses, and other relevant topics that allow students to explore societal issues in meaningful ways.</p> <p>Science -</p> <p>Students in Integrated Science (11th grade) are able to select societal issues to focus and employ scientific reasoning to solve complex problems experienced by the population (ie - food scarcity, sustainability, air quality, water access, etc)</p> <p>Career and Technical Education -</p> <p>Career and Technical Education programs were awarded the Innovation Grant and are using the funds to increase community connections, and allow our students of color to build relationships with black business owners. With this grant, the New Castle County VoTech School District seeks to diversify our career programs and allow students of color to see themselves in fields they may not have originally considered. This year, students of color are exploring different career areas and participating in field trips (DelTech, Liberty Science Center, Women in Transportation, and the HBCU Fair field trip) to further broaden their perspective of possibilities. Lastly, some of the grant funds are being allocated to signage in schools highlighting people from diverse backgrounds in career areas typically lacking diversity.</p>
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h. Black figures in national history and in Delaware history.

Grade-level	Content Area(s)	Lessons/Resources
9th, 10th and 11th	Social Studies, ELA, CTE, Physical Education	<p>Social Studies -</p> <p>Students in Civics and Economics (10th) focus on Thurgood Marshall and how the Supreme Court has changed over time. Current events are discussed, including how the addition of new justices (Ketanji Brown) impacts the Supreme Court.</p> <p>US History (11th) also incorporates figures such as Louis Redding, and Clifford Brown to talk about local history. We are in the preliminary phases of developing lessons around the history of some of our schools to highlight local history and contributions made by local figures of color.</p> <p>ELA -</p>

		<p>ELA 1 uses multiple speeches from former President Barack Obama (1st inaugural address, Address to Schoolchildren) in conversations around rhetoric. Additionally, students read “Dreams are Illegal” which is written by the poet laureates of Delaware.</p> <p>ELA 3 uses Amanda Gorman, Barack Obama, Frederick Douglass and other notable black figures as text pairings for the anchor texts (<i>Raisin in the Sun</i>, <i>Their Eyes Were Watching God</i>) to discuss the black experience in America.</p> <p>Career & Technical Education -</p> <p>Innovation Grant funds are being used to fund 1 position(30 hours/position) at each building (4 positions total). The focus of this position is diversifying career programs and building community connections with businesses of color throughout the state of Delaware.</p> <p>Physical Education -</p> <p>Students enrolled in physical education will complete lesson plans that pair famous black athletes to specific workouts connected to their sports. For example - students profiling Althea Gibson would participate in workouts specific to improving the performance of a tennis player. Other athletes highlighted include: Jackie Robinson, Jesse Owens, Jack Johnson, Althea Gibson, Wilma Rudolph, Gabby Douglas, Fritz Pollard, and Bill Russell.</p>
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Professional Learning

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

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

Date	Description of Professional Learning
	<p>Math -</p> <p>Last year, the math department began using book studies as a way to collaborate around incorporating diverse perspectives and contributions into math classrooms. The <i>Choosing to See</i> book study, which was the text selected last year, saw such success that it has been extended to more members of the math department. Meetings are being held after school for participating</p>

parties. (11/4/24, 2/14/25, and 3/4/25 are the current scheduled dates)

Lessons from *Mathematics Lessons to Explore, Understand, and Respond to Social Injustice* have been included in the scope and sequence for Algebra, Geometry, Algebra II, and Statistics. Teachers are encouraged to include those lessons in their instruction this year. There were videos made and shown during two professional learning sessions around a couple of the lessons on 10/14/24. Lessons continue to be built and adapted to fit into the curriculum, with more added in the 2025-2026 school year.

Science -

The NCCVT science department is currently implementing a curriculum called OpenSciEd High School Biology. Within the curriculum "cultural diversity" is addressed by incorporating diverse examples and case studies into the science content, allowing students to connect scientific concepts to their own cultural backgrounds and experiences, thus promoting deeper engagement and understanding across different student populations. This is particularly evident in units related to human evolution, biodiversity, and the impacts of human activity on the environment.

Examples of how cultural diversity might be addressed in specific OpenSciEd units:

Evolution unit:

Studying adaptations of different animal species from various continents, including how cultural practices might influence the selection pressures on certain populations.

Genetics unit:

Exploring the genetic diversity within human populations, including discussions about ancestry testing and the implications of genetic variations across different ethnicities.

Ecology unit:

Examining the impact of human activities on different ecosystems around the world, including the unique challenges faced by communities depending on their cultural practices and dependence on local environments.

The benefits of incorporating cultural diversity in science education:

Increased student engagement:

When students see themselves represented in the curriculum, they are more likely to be interested and actively participate in learning.

Critical thinking development:

Examining diverse perspectives on scientific issues can encourage students to critically analyze information and consider multiple viewpoints.

Equity and access:

By making science more culturally relevant, teachers can help to close the achievement gap and ensure all students have equal access to quality science education.

Restorative Practices -

Throughout the school year, staff will spend one hour on asynchronous student days focusing on restorative practices training. This training was designed by the District Equity Coordinators, who met throughout the summer of 2024 and delivered by the Restorative Practices team. The Equity Coordinators meet biweekly to prepare future restorative practices training, amongst other responsibilities. This is phase two of the full staff training begun during the 2022-2023 school year.

The focus of the Sept 10th conversation was intentional conversations, followed by the October 11th conversation around classroom community and culture. Planning for the rest of the training (Feb 10th and Mar 7th) is underway.

ELA -

During 2023-2024, the NCC VoTech SD partnered with Cliffvon Howell, MS (Equity & Diversity Coordinator at Caesar Rodney School District and Adjunct Professor at Delaware State University) to provide a 4 part lecture series for all ELA teachers to ensure they have the necessary background knowledge to contextualize many of the texts we read. This learning supports teachers as they continually discuss the historical context in storylines as well as historical context surrounding novels read in class.