

## 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 the 2025-2026 school year, POLYTECH English Language Arts and Social Studies departments began mapping current curricula to HB 198 Instructional Framework Requirements. These teachers also worked with Dr. Ordner Taylor at Delaware State University to augment and refine curricula to meet both the spirit and the letter of HB 198. Curricular revision is an on-going process and will continue. As curricular adoption and refinement work continues this year, the Social Studies department will identify historical and contemporary standards-aligned topics to discuss the impact of the Black experiences on American politics, society, and culture.

POLYTECH has implemented the following HB 198 Instructional Framework Requirements as outlined in our revised curriculum maps.

**The curricula developed must rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.**

English and Social Studies departments are using HB 198 curricular mapping and refinement processes to identify current and select new primary sources. Students use primary sources to learn to recognize how a point of view and

a bias has affected outcomes in history. In addition, Social Studies has recently undergone curriculum materials adoptions. During this process teachers identified additional primary source documents both within and as a supplement to new curriculum materials selections.

- Social Studies courses
  - 1. US History
    - Use of primary source, Martin Luther King's "Letter from a Birmingham Jail" to build an understanding of setbacks.
    - Use of literacy test from Louisiana to show voting restrictions placed on African Americans in Jim Crow states.
    - Use of songs to show the plight of African Americans in the 1960s using songs such as Nina Simone's "Backlash Blues" along with other songs.
    - Students use primary sources focused on Progressive Reformers such as Ida B. Wells (Lynching and Our National Crime), Booker T. Washington (Atlanta Compromise) and Web DuBuis (Crisis). Students evaluate these sources for social changes and contributions made by African Americans in the early 20<sup>th</sup> Century.
    - Students research primary sources to provide evidence of African American and women's contributions to America's innovation and technology of the Industrial Era.
    - Use of primary source letter
    - Use of housing maps to show housing discrimination that started with the New Deal and moved into the Civil Rights Movement.
  - 2. AP US History
    - Use of primary source from the enslaved Equiano, "The Middle Passage", to examine the atrocities of the Middle Passage and early slave labor in America.
    - Malcolm X (Ballot or the Bullet) is used to compare this influential speech with other speeches.
  - 3. Civics
    - Students examined Supreme Court cases, Plessy V. Ferguson and Brown V. Board, to study the concept of judicial review and the contributions of the NAACP in fostering change in Civil Rights.
    - Students study slavery and the US Constitution evaluating the Three-Fifths Compromise for setbacks in voting and representation for the African American Community.
  - 4. Leadership and Social Justice
    - Students use a variety of sources which include primary and secondary sources to meet the objectives of this course which focuses on the struggles and achievements that it took to bring about equality. For example, students focused on the 1964 Civil Rights Act and the 1965 Voting Rights Act.
- English courses
  - 1. English I
    - Students examine the persuasive appeals and the allusions used throughout Martin Luther King, Jr.'s speech "I Have a Dream"
  - 2. English II
    - Students follow "Red State, Blue State Speech" by former President Barack Obama which addresses that we are all Americans.
  - 3. English III
    - Students gain historical context reading the Emancipation Proclamation and the Gettysburg Address prior for the "Occurrence at Owl Creek Bridge".
    - Students examine The Declaration of Independence for the authors' rhetorical choices made and to discuss and explore the influences of the English Declaration on this document.
  - 4. AP Language

- Students examine The Declaration of Independence for the authors' rhetorical choices made and to discuss and explore the influences of the English Declaration on this document.
- Two texts, "What to the Slave is the Fourth of July?" by Frederick Douglass and "Ain't I a Woman?" by Sojourner Truth are read by students to learn about different perspectives and how events are portrayed. Students explore rhetoric in pre-twentieth century texts.

**The curricula developed must ensure the material is presented in an age-appropriate manner**

Curricula are adopted and refined collaboratively and are aligned to grade/course level content standards and age appropriateness. During the professional learning opportunities to develop curricula inclusive of the HB 198 framework, teachers in English developed a matrix that would allow them to class the selections that are being presented as well as the types of lessons/experiences that will potentially result from them. The matrix includes three categories: Contact Experiences, Content Experiences, and Community and Courageous Conversations Experiences. These experiences take into consideration age-appropriate delivery of the content.

**Be trauma-responsive and recognize the impact of racial and historical trauma on students**

POLYTECH's foundational priority is "Safe and supportive environment for all students, staff and stakeholders." Classroom teachers establish safe and supportive environments for discussing issues that may induce emotional responses or trigger students. During the professional learning to map and develop HB 198 requirements within the curriculum, teachers in English and Social Studies worked with Dr. Taylor to better develop their understanding of how to be trauma-sensitive and trauma responsive when introducing diverse racial topics. English teachers have developed a matrix that allows teachers to classify selections that are being presented and the types of lessons/experiences that will potentially result from them. The matrix includes three categories: Contact Experiences, Content Experiences, and Community and Courageous Conversations Experiences.

- English Courses
  - 1. English II
    - In a choice reading selection, students choose *Roll of Thunder, Hear My Cry*. Students will examine the impact of racial remarks and events on children and discuss how this trauma would affect the children as they become adults. This contains connections to Jim Crow laws, Reconstruction, sharecropping, landownership, the Great Depression, lynching/mob violence, & boycotts.
    - In a choice reading selection, students may choose *Dear Martin*. Students will examine the impact of racial remarks and events on children and discuss how this trauma would affect the children as they become adults. This contains connections to Jim Crow laws, Reconstruction, sharecropping, landownership, the Great Depression, lynching/mob violence, & boycotts.
  - 2. Advanced English
    - In a choice reading selection, students may choose *The Hate U Give*. Students will examine the dangers of stereotypes on identity and communities in contemporary times. Look at the power of language and voice (Black Lives Matter and music) and look at the flaws that come from language (code-switching's effects on identity).

**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.**

- 3. Social Studies courses
  - 1. AP US History
    - Students read Nat Turner's confession to analyze for biases and to compare to other forms of enslaved resistance.

- Students compare speeches by Malcolm X (Ballot or the Bullet) and Patrick Henry to see commonalities.
- Students study roles of various Civil Rights Freedom Riders and their impact on the Civil Rights Movement, such as the white and black students registering students to vote in the South and the murder of three white students. Students will learn of the financial impact of boycotting businesses, the impacts of Sit Ins impact regarding civil disobedience, and the Wade-Ins challenged segregation.

## 2. US History

- Students study roles of various Civil Rights Freedom Riders and their impact on the Civil Rights Movement, such as the white and black students registering students to vote in the South and the murder of three white students. Students will learn of the financial impact of boycotting businesses, the impacts of Sit Ins impact regarding civil disobedience, and the Wade-Ins challenged segregation.
- Students study the importance of the events, milestones, and legislation of the Civil Rights Movement
- Students examine the impact of the murder of Emmitt Till and how this event opens the eyes of American public to the treatment of black people in society

## 3. Economics/Geography

- Students analyze the Wealth Gap and the impact of the GDP between African American families and white families including the standard of living in rural, suburban, and urban settings.
- Students analyze the impact of the Great Migration through Jacob Lawrence paintings and activities with the FED Education lesson.

## 4. Civics

- Students learn the disenfranchisement of minority groups and legislation passed to ensure voting rights and the impact of voting registration to increase African American voting numbers.
- Montgomery Bus Boycott, March on Washington, "I Have a Dream Speech," forms of civic participation: boycott, protest, public speaking

## 5. Leadership and Social Justice

- The content of this course focuses on this understanding of the history of prejudice, racism, and stereotyping and the effects on society. Through student-chosen research projects, book studies, documentaries, and primary and secondary sources, students will develop an understanding of the struggle for equality.

## 4. English Courses

### 1. English I

- Reading an excerpt from *I Know Why the Caged Bird Sings*, students examine the way autobiography allows the writer to have two perspectives (during the experience and looking back at the experience). These perspectives also give vital information on other characters and society.

### 2. English II

- Students examine the author's purpose and perspective through Jason Reynold's Commencement address to Lesley University.

3. English III

- Utilizing "How It Feels to Be Colored Me", students examine how Zora's life is affected by her location and the people at that location.
- Students have a choice in a semester-long independent reading assignment. Two choices are *To Kill a Mockingbird* or *Secret Life of Bees*. Students study themes and develop an analysis paper.
- Students examine the rhetorical choices made in the "Declaration of Independence" and discuss the English Declaration on this document.
- Students are introduced to the abolitionist through the reading of *Narrative of the Life of Frederick Douglass*.
- Students complete a Web Quest for Lorraine Hansberry and her involvement with Civil Rights, as well as restrictive covenants and segregation. Further students read Langston Hughes' poem "Harlem" and identify the theme and the connection to the Black experience during the Harlem Renaissance. Students also research Yoruba tribes because of the strong influence of African culture found in the play. Students research Booker T. Washington's. After this, students read the play and identify multiple themes found in the text and apply the knowledge learned through the WebQuest in an essay analyzing character.

4. English IV

- Students examine character interactions within the play, *Othello*, and their influence on the protagonist.

5. Advanced English

- Through a student choice assignment, students examine the construction of identity in a fractured society through the reading of *Invisible Man*. Essential questions from the reading are: How can one feel invisible amongst so many people? What societal structures must exist to cause these feelings? Which structures are unspoken but continue to exist, and are there visual signs of their existence? Do other power structures exist that perpetuate the societal ones?
- Students read "What to the Slave is the Fourth of July?" by Frederick Douglass. Students focus on rhetorical choices, perspective, and its importance to the speech while discussing the historical/cultural influences on his delivery.

6. AP Language

- Students examine the rhetorical choices made in the "Declaration of Independence" and discuss the English Declaration on this document.
- Students read "What to the Slave is the Fourth of July?" by Frederick Douglass. Students focus on rhetorical choices, perspective, and its importance to the speech while discussing the historical/cultural influences on his delivery. Students will read and discuss how Douglass' speech influenced Sojourner Truth's speech, "Ain't I A Woman?"

7. AP Literature

- To study themes and to develop an analysis paper, students are given a choice to read *I Know Why the Caged Bird Sings*, *Beloved*, or *The Color Purple*.

- World Language

1. Spanish IV

- Students discuss their future, what they are going to do, and plan for how they will contribute to society.

**Incorporate contemporary events into discussions of Black History and the tools of resistance**

- Social Studies

1. AP US History

- During instructions about Civil Rights students read selections by Ta-Nehisi Coates, a contemporary black author who writes about cultural, social and political issues. Students also investigate ongoing current events related to this topic.

2. Civics

- Students study the Fourth Amendment and violations by examining Black Lives Matter protests in relation to No Knock Warrants and Brianna Taylor.
- Students engage in research into current voting restrictions through contemporary multi-media sources.
- Students research special interest groups that reflect the contemporary goals of African American groups in US politics (NAACP, National Urban League, ACLU, Black Lives Matter, Color of Change)
- Students research a current form of minority protest and will connect to a previous protest in American History to demonstrate skills of continuity and change (ex. Voter Rights)

3. US History

- Students look at Economic disparities in housing and home ownership by researching contemporary events and relating to historical examples such as red lining.
- Students engage in research into current voting restrictions through contemporary multi-media sources.
- Students research a current form of minority protest and will connect to a previous protest in American History to demonstrate skills of continuity and change (ex. Criminal Justice)
- Students research current minority artists, writers, film makers and other creators to create connections to the Harlem Renaissance to understand the contributions these artists make to current day society.

4. Leadership and Social Justice

- Students respond to reasons why we need Social Justice in our society through contemporary events in our society which include special interest groups such as NAACP, National Urban League, ACLU, Black Lives Matter, Color of Change.

- CTE

1. Criminal Justice

- In the senior course, lesson on slavery comparison to human trafficking (man subjugating man")

**Develop students' respect for cultural and racial diversity**

- Social Studies courses

1. US History

- Students evaluate the impact of US territorial expansion on diverse groups

- and populations such as the Philippines, Cuba, Puerto Rico, and Native Americans
  - Students demonstrate a respect for minority groups in WWI and WWII by evaluating contributions and experiences of segregated troops, Harlem Hell Fighters, and the Tuskegee Airmen
  - Students demonstrate a respect for minority groups in the Harlem Renaissance by researching the contributions from Billie Holiday, Langston Hughes, Louis Armstrong, and other figures from the movement.
  - Students demonstrate a respect for minority groups by evaluating and analyzing the contributions of Rosa Parks, MLK Jr, Medgar Evers, Bobby Seale, Malcolm X and other figures to gain an appreciation for diverse cultures contributions to Civil Rights
  - Students demonstrate a respect for minority groups and diverse cultures by evaluating the contributions of Latino, Asian, Native Americans, and the ADA in the Civil Rights movement.
- 2. Economics and Geography
  - Project students will analyze developing countries' standard of living in relation to GDP per capita, literacy rate, infant mortality rate, and life expectancy, Sporadic conversations about culture, food, holidays, etc.
- 3. Leadership and Social Justice
  - Students engage in multi-media events, research, discussions, and presentations around the struggles and triumphs that lead their respect and understanding for cultural and racial diversity.
- World Language courses
  1. Spanish I and II
    - Students gain respect for cultural and racial diversity through their studies and celebrations of Day of the Dead, Black History Month, Hispanic Heritage Month, and Music Fridays.
  2. Spanish I and IV
    - Students learn about how people stereotype people as Afro-Latino or African American through languages and syntax.
- CTE
  1. Medical Academies
    - Instructional materials, including slideshows, videos and documentaries, feature individuals of varied ethnic groups, cultures, ages, levels of disabilities, and genders in various healthcare roles, leadership positions, and as innovators. We also highlight pioneers and inventors from diverse backgrounds to broaden students' understanding of contributions across history as it relates to the medical community.
    - Discussion boards and classroom activities invite students to share and celebrate their own cultural practices, from hairstyles and clothing to food traditions, fostering mutual respect and appreciation for diversity.
    - Interview boards and guest speakers include persons of color to ensure diverse representation and perspectives. Our program also participates in the Black History Month door decorating contest, highlighting the contributions of Black individuals in the medical field—topics that are further explored and discussed in the classroom.

Enable students to understand the ramifications of prejudice, racism, and stereotyping

- Social Studies courses
  1. AP US History/US History
    - Students gain an understanding of the ramifications of prejudice, racism, and stereotyping by researching and studying voters' suppression of Civil Rights through poll taxes, literacy tests, and grandfather clauses as well as intimidation by the KKK and local governments.
  2. US History
    - Students gain an understanding of the ramifications of prejudice, racism, and stereotyping through reading and understanding leaders and issues such as Ida B. Wells and the antilynching movement.
    - Students gain an understanding of the ramifications of prejudice, racism, and stereotyping through reading and studying the rise of the KKK and the Jim Crow system of segregation through prejudice and discrimination in the US.
  3. Economics and Geography
    - Students study how the negative externalities impacted the African American families and residents of Cancer Row/Cherry Island.
    - Students study the Site and Situation and I-95 Corridor impact on minority neighborhoods and their economic development.
    - DE Public Archives land deed of restrictive covenant neighborhood in Dover, DE during the 1930s. Students will analyze neighborhood proposal and eventual development. Analyze the area today with photographs placed on land /map from the Archives deed document.
  4. Civics
    - Students gain an understanding of the ramifications of prejudice, racism, and stereotyping through reading and understanding primary sources related to the Three-Fifths Compromise and the role of slavery in the US Constitution and representative government.
  5. Leadership and Social Justice
    - Students analyzing the injustices of the 1968 Fair Housing Act. (Red lining, housing, banking discrimination.)
  6. AP Psychology/Psychology
    - Utilizing the Black Doll Test, students analyze the impact of segregation on the psychological development of African American children during Jim Crow.
- World Language Courses
  1. Spanish I
    - Students participate in Song Competitions to select diverse artists and songs addressing race and colorism to promote Indigenous Language Themes.

#### **Provide opportunities for students to discuss and uplift the Black experience**

- Social Studies
  1. AP US History /US History
    - Students study and discuss the Harlem Renaissance and its impact on African American literature, poetry, music, fashion, and the financial impact of black owned businesses. Students examine contributions of African Americans in music, film literature, and the sciences.
    - Students research and study the contributions of Harriet Tubman and the Underground Railroad to learn about her impact in fighting institutional slavery and abolitionist movement.

- 2. Leadership and Social Justice
  - Students engage in multi-media events, research, discussions, and presentations around the African American struggles and triumphs that lead to a greater understanding of the Black experience.
- Health Care Rehab – CTE
  - Throughout the year, a diverse panel of professionals are invited to the classroom for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students to share their pathway to success.
- Health-through character building framework, students discuss and reflect on the social impact of prior segregation.

**Explore the various mechanisms of transitional and restorative justice that help humanity move forward**

- 1. Social Studies courses
  - 1. Civics
    - Affirmative Action: Students participate in a mock trial/SCOTUS about affirmative action and voting rights.
  - 2. AP US History
    - Affirmative Action: Students participate in a mock trial/SCOTUS about affirmative action and voting rights.
  - 3. Leadership and Social Justice
    - Students examine how the Equal Justice Initiative and Innocence Project have been formed to represent and exonerate individuals who have been wrongly accused and/or convicted in the criminal justice system.

## 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.

*\*Note: As of the time of this report, POLYTECH School District serves students in grades 9-12*

Minimum Content Requirements	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
b. The significance of enslavement in the development of the American economy.												X	X
c. The relationship between white supremacy, racism, and American slavery.										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
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	X
h. Black figures in national history and in Delaware history.										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
9th	Social Studies	AP World History, <ul style="list-style-type: none"> <li>• In Unit 2, students study the Trans Saharan Trade Routes Mali to learn the impact trade routes have on the success of the Mali culture.</li> <li>• In Unit 3, students examined Land Based Empires – Songhai, and learned the importance of land based African empires in gaining, consolidating, and maintaining power.</li> <li>• In Unit 4, students study the Kingdoms Kongo and Ndongo, examining the significance of how the African Empires changed the Orientation to the Atlantic coast as a result of contact with Europe</li> </ul>

		<p>and the Trans-Atlantic Slave Trade. Students will build the understanding of how the Kingdoms benefited initially but then develop resistance to imperialism and the slave trade leading to the ultimate collapse of the Kingdoms.</p>
9th	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Students study history and culture of music with regards to African American culture.</li> </ul>
10th	Social Studies	<p>AP World History,</p> <ul style="list-style-type: none"> <li>In Unit 2, students study the Trans Saharan Trade Routes Mali to learn the impact trade routes have on the success of the Mali culture.</li> <li>In Unit 3, students examine Land Based Empires – Songhai, and learn the importance of land based African empires in gaining, consolidating, and maintaining power.</li> <li>In Unit 4, students study the Kingdoms Kongo and Ndongo, examining the significance of how the African Empires changed the Orientation to the Atlantic coast as a result of contact with Europe and the Trans-Atlantic Slave Trade. Students will build the understanding of how the Kingdoms benefited initially but then develop resistance to imperialism and the slave trade leading to the ultimate collapse of the Kingdoms.</li> </ul>
10th	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Students will study history and culture of music with regards to African American culture.</li> </ul>
11th	Social Studies	<p>AP World History,</p> <ul style="list-style-type: none"> <li>In Unit 2, students study the Trans Saharan Trade Routes Mali to learn the impact trade routes have on the success of the Mali culture.</li> <li>In Unit 3, students examine Land Based Empires – Songhai, and learn the importance of land based African empires in gaining, consolidating, and maintaining power.</li> <li>In Unit 4, students study the Kingdoms Kongo and Ndongo, examining the significance of how the African Empires changed the Orientation to the Atlantic coast as a result of contact with Europe and the Trans-Atlantic Slave Trade. Students will build the understanding of how the Kingdoms benefited initially but then develop resistance to imperialism and the slave trade leading to the ultimate collapse of the Kingdoms.</li> </ul>
11th	English	<p>English III</p> <ul style="list-style-type: none"> <li>Utilizing the text "How Stories Came to Earth" Ashanti Legend retold by Kaleki, students compare and contrast Native American, African, and European myths and legends to show universal thought progression. Students complete a WebQuest on the current Ashanti region to show that Africans have progressed just like Americans.</li> </ul>
11th	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Students study history and culture of music with regards to African American culture.</li> </ul>

		American culture.
12th	Social Studies	<p>AP World History,</p> <ul style="list-style-type: none"> <li>● In Unit 2, students study the Trans Saharan Trade Routes Mali to learn the impact trade routes have on the success of the Mali culture.</li> <li>● In Unit 3, students examine Land Based Empires – Songhai, and learn the importance of land based African empires in gaining, consolidating, and maintaining power.</li> <li>● In Unit 4, students study the Kingdoms Kongo and Ndongo, examining the significance of how the African Empires changed the Orientation to the Atlantic coast as a result of contact with Europe and the Trans-Atlantic Slave Trade. Students will build the understanding of how the Kingdoms benefited initially but then develop resistance to imperialism and the slave trade leading to the ultimate collapse of the Kingdoms.</li> </ul>
12th	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>● Students study history and culture of music with regards to African American culture.</li> </ul>

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

Grade-level	Content Area(s)	Lessons/Resources
11th	Social Studies	<p>AP US History</p> <ul style="list-style-type: none"> <li>● In the Mercantilism unit, students study how the economy of the north and south developed because of the slave trade and slave labor.</li> <li>● In the Sectionalism unit, students compare the economies of the north and south to understand how both were influenced by slavery.</li> </ul>
12th	Social Studies	<p>AP US History</p> <ul style="list-style-type: none"> <li>● In the Mercantilism unit, students study how the economy of the north and south developed because of the slave trade and slave labor.</li> <li>● In the Sectionalism unit, students compare the economies of the north and south to understand how both were influenced by slavery.</li> </ul>

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

Grade-level	Content Area(s)	Lessons/Resources
9th	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>● Students study the role music played in the relationship between African American and racism in America.</li> </ul>

10th	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Students study the role music played in the relationship between African American and racism in America.</li> </ul>
10th	CTE	<p>Criminal Justice</p> <ul style="list-style-type: none"> <li>Jim Crow Laws and the 14<sup>th</sup> amendment – begins with 5<sup>th</sup> amendment and due process, study the dates and learn the 14<sup>th</sup> amendment comes after the civil war and why it was necessary to tweak the law to fill the loopholes created by the states.</li> </ul>
11th	Social Studies	<p>US History</p> <ul style="list-style-type: none"> <li>While studying the Progressive unit, students examine the impact of: <ul style="list-style-type: none"> <li>Jim Crow laws</li> <li>Plessy V. Ferguson</li> <li>The formation of the NAACP</li> <li>The differing views of W.E.B DuBois and Booker T. Washington,</li> <li>The Roaring 20's African American contributions of music, literature, poetry businesses and inventions/patents and the enrichment of African American culture.</li> </ul> </li> <li>In the Civil Rights unit, students learn about the Jim Crow Laws of the South, the impact of the resurgence of the KKK, and the impact of Plessy v. Ferguson.</li> </ul>
11th	English	<p>English III</p> <ul style="list-style-type: none"> <li>Students review the definition of historical narratives (Olaudah Equiano's slave narrative) and how slavery ignited the Civil War. Abolitionists are introduced and specifically, Frederick Douglass. After reading <i>Narrative of the Life of Frederick Douglass</i>, an American Slave, students will compare/contrast Olaudah Equiano's narrative to Frederick Douglass's narrative.</li> <li>Students research the Middle Passages in groups: "Triangle Trade Topic", "Capture and Journey to Coast", "Middle Passage", "Life as a Slave in the New World", and "Rebellion and Resistance". With their research, students create PowerPoints to present to class. Students read <i>The Interesting Narrative of the Life of Olaudah Equiano</i>. Finally, students present their PowerPoint presentations and make specific references/connections between the history and Equiano's account. Included in this lesson are the sensory details that Equiano uses to describe the horrors of his situation.</li> <li>Students read the Excerpt from Southern Horrors and discuss the hypocrisy present in mob enforcement of laws when a person of color allegedly broke the law. What caused this view or "privilege" to arise?</li> </ul> <p>AP Language</p> <ul style="list-style-type: none"> <li>To begin the lesson, students read a biography about Sojourner Truth, "Ain't I a Woman?" and then read about the Women's Rights Convention in Akron, Ohio in 1851 where she gave this speech. With the speech itself, students examined content &amp; rhetorical</li> </ul>

		choices and then explored why she made the choices she did in that time period, especially focused on her being black and a woman-what outside factors influenced her decisions about delivery. This conversation leads into how communication choices change based both on audience and the topic (controversy). Students discuss whether this influence still occurs today. This piece is the part of a unit on the rhetoric of liberty, which explores rhetoric in pre-twentieth century texts.
11th	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Students study the role music played in the relationship between African American and racism in America.</li> </ul>

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

Grade-level	Content Area(s)	Lessons/Resources
11th	Social Studies	<p>AP US History</p> <ul style="list-style-type: none"> <li>During the Civil War unit, students participate in a debate focusing on the causes of the Civil War.</li> </ul>
11th	English	<p>English III</p> <ul style="list-style-type: none"> <li>Students complete an informative short article about the Civil War then read the Emancipation Proclamation to gain historical context for "Occurrence at Owl Creek Bridge". Another option to introduce students to the historical context of "Occurrence at Owl Creek Bridge" is to read the Gettysburg Address.</li> </ul>
12th	Social Studies	<p>AP US History</p> <ul style="list-style-type: none"> <li>During the Civil War unit, students participate in a debate focusing on the causes of the Civil War.</li> </ul>

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

Grade-level	Content Area(s)	Lessons/Resources
9th	Social Studies	<p>Civics</p> <ul style="list-style-type: none"> <li>Students learn about the early inequalities through the study of voting rights restrictions and segregation as policies, enforced at the federal, state, and local level leading to the Civil Rights movement of the 20<sup>th</sup> century.</li> <li>Students gain an understanding of the inequalities bestowed on African Americans through the units presented on the development of the Constitution, early enforcement of the Constitution, Federalism, and the Separation of Powers.</li> </ul> <p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Throughout the deep study of the Civil Rights Movement, students analyze and examine the tactics and accomplishments that brought about change in the struggle for equality in the United States. Students focused on the 1964 Civil Rights Act and the 1965 Voting Rights Act.</li> </ul>

10th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Throughout the deep study of the Civil Rights Movement, students analyzed and examined the tactics and accomplishments that brought about change in the struggle for equality in the United States. Students focused on the 1964 Civil Rights Act and the 1965 Voting Rights Act.</li> </ul>
10th	CTE	<p>Criminal Justice</p> <p>Jim Crow Laws and the 14<sup>th</sup> amendment – begins with 5<sup>th</sup> amendment and due process, study the dates and learn the 14<sup>th</sup> amendment comes after the civil war and why it was necessary to tweak the law to fill the loop holes created by the states.</p>
11th	Social Studies	<p>AP US History</p> <ul style="list-style-type: none"> <li>In Unit 7, students gain an understanding of the constitutional equalities of the law as established during Reconstruction. As Reconstruction came to an end, equalities under the law were left unfulfilled and unenforced until the Civil Rights movement of the 20<sup>th</sup> century.</li> </ul> <p>US History</p> <ul style="list-style-type: none"> <li>As a thematic course, the Civil Rights unit is covered from the causes of inequality following the Civil War to the hard fault solutions to include passing of laws to end the perpetuation of enslavement, segregation, Jim Crow, and social injustices.</li> </ul> <p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Throughout the deep study of the Civil Rights Movement, students analyze and examine the tactics and accomplishments that brought about change in the struggle for equality in the United States. Students focus on the 1964 Civil Rights Act and the 1965 Voting Rights Act</li> </ul>
11th	English	<p>English III</p> <ul style="list-style-type: none"> <li><i>To Kill a Mockingbird</i> is optional, a student choice for independent novel reading. The assignment includes a theme analysis paper.</li> <li>Students read the Excerpt from Southern Horrors by Ida B. Wells. Students discuss the hypocrisy present in mob enforcement of laws, such as lynch laws, when a person of color allegedly broke the law. Students examine the court case, especially the evidence from the defense, and why that verdict might be declared. They discuss the aftermath of the trial and how that could occur.</li> </ul>
12th	Social Studies	<p>AP US History</p> <ul style="list-style-type: none"> <li>In Unit 7, students gain an understanding of the constitutional equalities of the law as established during Reconstruction. As Reconstruction came to an end, equalities under the law were left unfulfilled and unenforced until the Civil Rights movement of the 20<sup>th</sup> century.</li> </ul> <p>US History</p> <ul style="list-style-type: none"> <li>As a thematic course, the Civil Rights unit is covered from the causes of inequality following the Civil War to the hard fault solutions to include passing of laws to end the perpetuation of enslavement, segregation, Jim Crow, and social injustices.</li> </ul>

		<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Throughout the deep study of the Civil Rights Movement, students analyze and examine the tactics and accomplishments that brought about change in the struggle for equality in the United States. Students focus on the 1964 Civil Rights Act and the 1965 Voting Rights Act</li> </ul>
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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	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze the tactics that Dr. King outlined in his "Letter from a Birmingham Jail" and how he justified the Civil Rights Movement to his critics.</li> </ul> <p>Civics</p> <ul style="list-style-type: none"> <li>Students examine the struggle for voting rights through primary source documents, including Voter Act of 1965, news reels of March on Selma.</li> </ul>
9th	English	<p>English I</p> <ul style="list-style-type: none"> <li>Students examine the persuasive appeals and allusions used throughout the speech, "I Have a Dream". Through the examination of the text, students see how Martin Luther King, Jr. bridges difficult topics with both the white religious leaders who wrote against the movement and the black community of the South.</li> </ul>
9th	Science	<p>Integrated Science</p> <ul style="list-style-type: none"> <li>Students are introduced to famous Black Scientists and their contributions and discoveries in the field of Science, Technology, Engineering and Mathematics.</li> </ul>
9th	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Contributions of African Americans in music.</li> </ul>
9th	CTE	<p>Dental</p> <ul style="list-style-type: none"> <li>Chapter review of the history of dental includes black persons' contributions to the field</li> </ul> <p>ECE/Teacher Academy</p> <ul style="list-style-type: none"> <li>Study of black leaders in American Education</li> </ul>
10th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze the tactics that Dr. King outlined in his "Letter from a Birmingham Jail" and how he justified the Civil Rights Movement to his critics.</li> </ul>
10th	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Contributions of African Americans in music.</li> </ul>
10th	CTE	<p>Medical Assisting</p> <ul style="list-style-type: none"> <li>Review of famous people in the medical field to include persons of color.</li> </ul>

		<p>Nursing Assisting</p> <ul style="list-style-type: none"> <li>When showcasing new inventions, those founded by persons of color are highlighted.</li> </ul>
11th	Social Studies	<p>US History and AP US History</p> <ul style="list-style-type: none"> <li>Progressives - students learn the impact of Richard Allen's contributions to the foundation of the AME, Ida B Wells journalism, the formation of the NAACP, and the importance of Phillis Wheatley's writings being published.</li> <li>Students learn about the Harlem renaissance, analyze the two different approaches of ML King and Malcolm X and the impact each had on the Civil Rights Movement.</li> <li>Students study the accomplishments of Fanny Lou Hamer with SNCC and desegregation of the Mississippi Democrat Party.</li> <li>Students learn about Constance Baker-Motley, first African American woman to argue a case before the Supreme Court and to become a federal judge.</li> </ul> <p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze the tactics that Dr. King outlined in his "Letter from a Birmingham Jail" and how he justified the Civil Rights Movement to his critics.</li> </ul>
11th	English	<p>English III and AP Language</p> <ul style="list-style-type: none"> <li>Students start with a lesson on the historical background of civil rights and the timeline of the civil rights movement, then read and analyze "Letter from Birmingham Jail" focusing attention on the speaker and audience (specifically with regards to clergymen/white moderates who do not support/will not support the movement or support it in theory but not in action) as well as the argument techniques used and the validity of peaceful protests. Students craft a response on the question of the effectiveness of peaceful protests using specific evidence from the letter as well as historical context. AP Lang mirrors what English III does; however, goes into more depth with the rhetorical choices and argument structure utilized by MLK Jr. and determines the effectiveness of such based-on Audience and Occasion/Exigence.</li> </ul>
11th	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Contributions of African Americans in music.</li> </ul>
12th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze the tactics that Dr. King outlined in his "Letter from a Birmingham Jail" and how he justified the Civil Rights Movement to his critics.</li> </ul>
12th	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Contributions of African Americans in music.</li> </ul>

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	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.</li> </ul>
9th	English	<p>English I</p> <ul style="list-style-type: none"> <li>Students examine poverty's physical, mental, and social effects as described in the text, "The Rights to the Streets of Memphis" and do research into poverty at the state and national levels. Brief discussions on the agencies used to assist those enduring poverty might occur.</li> </ul>
9th	CTE	<p>Fundamentals of Finance</p> <ul style="list-style-type: none"> <li>Racial discrimination – unit begins with how generational wealth occurs and what barriers existed to keep people from attaining generational wealth. Reparations – 40 Acres and a Mule, research of other reparation efforts. Discussion of Freedman's Bank, Black Wall Street, and veterans being denied benefits. Discuss discrimination in housing that includes redlining and how the impact is still felt today.</li> </ul>
9th	Health	Remember the Titans film – students explore how perspectives of race gradually change from one of fear to one of understanding, the impact of change in society and the struggles Black people endured
9th	School Counseling	Small Group Book Study, School Visits from Delaware State University and other college Representatives
10th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.</li> </ul> <p>Economics</p> <ul style="list-style-type: none"> <li>DE Public Archives land deed of restrictive covenant neighborhood in Dover, DE during the 1930s. Students will analyze neighborhood proposals and eventual development. Analyze the area today with photographs placed on land /map from the Archives deed document.</li> </ul>
10th	CTE	<p>Fundamentals of Finance</p> <ul style="list-style-type: none"> <li>Racial discrimination – unit begins with how generational wealth occurs and what barriers existed to keep people from attaining generational wealth. Reparations – 40 Acres and a Mule, research of other reparation efforts. Discussion of Freedman's Bank, Black Wall Street, and veterans being denied benefits. Discuss discrimination in housing that includes redlining and how the impact is still felt today.</li> </ul> <p>ECE/Teacher Academy</p> <ul style="list-style-type: none"> <li>Civil Rights Movements (Lessons) – Civil Rights activist Ruby Bridges; Desegregation in schools - Little Rock 9</li> </ul>
10th	School Counseling	Small Group Book Study, School Visits from Delaware State University and other college Representatives

11th	Social Studies	<p>US History and AP US History</p> <ul style="list-style-type: none"> <li>As part of the Reconstruction studies, students study Jim Crow Laws and Sharecropping developing the understanding of the financial impact of limited socio-economic movement post-Civil War.</li> <li>During the studies of Civil Rights, students learn about the impact of segregated bussing and limited access to bussing in certain areas, and the impact of denied housing and redlining.</li> </ul> <p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.</li> </ul>
11th	English	<p>English III</p> <ul style="list-style-type: none"> <li>Students complete a Web Quest for Lorraine Hansberry and her involvement with Civil Rights, as well as restrictive covenants and segregation. Further, students read Langston Hughes' poem "Harlem" and identify the theme and think about the connection to the Black experience during the Harlem Renaissance. Act II, Scene 1 opens with a character in the play dressed in Nigerian robes - students also research Yoruba tribes because of the strong influence of African culture found in the play. Finally, students research Booker T. Washington because in Act II, Scene 2 a character refers to Booker T. Washington as one of "our great men" and another calls him a "fool." Students research both sides and decide which side they take. After this, students will read the play and identify multiple themes found in the text and apply the knowledge learned through the WebQuest in an essay analyzing character.</li> </ul>
11th	CTE	<p>Fundamentals of Finance</p> <ul style="list-style-type: none"> <li>Racial discrimination – unit begins with how generational wealth occurs and what barriers existed to keep people from attaining generational wealth. Reparations – 40 Acres and a Mule, research of other reparation efforts. Discussion of Freedman's Bank, Black Wall Street, and veterans being denied benefits. Discuss discrimination in housing that includes redlining and how the impact is still felt today.</li> </ul> <p>ECE/Teacher Academy</p> <ul style="list-style-type: none"> <li>Social inequalities explored/explained prior to introduction and lessons on Culturally responsive teaching strategies; \$100 Race</li> </ul> <p>Environmental Science</p> <p>Environmental Justice Communities – studies of the placement of unfavorable environmental conditions in areas that are impoverished.</p>
11th	School Counseling	Small Group Book Study, School Visits from Delaware State University and other college Representatives, HBCU College Fair
12th	Social Studies	<p>US History and AP US History</p> <ul style="list-style-type: none"> <li>As part of the Reconstruction studies, students study Jim Crow Laws and Sharecropping developing the understanding of the financial impact of limited socio-economic movement post-Civil War.</li> <li>During the studies of Civil Rights, students learn about the impact of segregated bussing and limited access to bussing in certain areas,</li> </ul>

		<p>and the impact of denied housing and red lining.</p> <p><b>Leadership and Social Justice</b></p> <ul style="list-style-type: none"> <li>Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.</li> </ul>
	CTE	<p><b>Fundamentals of Finance</b></p> <ul style="list-style-type: none"> <li>Racial discrimination – unit begins with how generational wealth occurs and what barriers existed to keep people from attaining generational wealth. Reparations – 40 Acres and a Mule, research of other reparation efforts. Discussion of Freedman's Bank, Black Wall Street, and veterans being denied benefits. Discuss discrimination in housing that includes redlining and how the impact is still felt today.</li> </ul> <p><b>Environmental Science</b></p> <ul style="list-style-type: none"> <li>Environmental Justice Communities – studies of the placement of unfavorable environmental conditions in areas that are impoverished.</li> </ul>
	School Counseling	Small Group Book Study, School Visits from Delaware State University and other college Representatives, HBCU College Fair

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

Grade-level	Content Area(s)	Lessons/Resources
9th	Social Studies	<p><b>Leadership and Social Justice</b></p> <ul style="list-style-type: none"> <li>Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.</li> </ul>
9th	The Arts	<p><b>Band</b></p> <ul style="list-style-type: none"> <li>Study of famous Black contributors with regards to national history of music in the United States.</li> </ul>
10th	Social Studies	<p><b>Leadership and Social Justice</b></p> <ul style="list-style-type: none"> <li>Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.</li> </ul>
10th	English	<p><b>English II</b></p> <ul style="list-style-type: none"> <li>Students watch/listen to "Red State, Blue State Speech" by former President Barack Obama which addresses that despite the ways we identify ourselves (division), we are all Americans with a hope for the future. This is used for persuasive appeals and easily connected to MLK's Dream Speech.</li> <li>Students read <i>Adapted for Young Adults Just Mercy: A Story of Justice and Redemption</i> by Bryan Stevenson of Milton, Delaware. Stevenson graduated from Cape Henlopen High School and attended Harvard Law School to become a lawyer and a social justice activist. This story shows some of the flaws in our justice</li> </ul>

		system when it comes to the poor and the wrongfully imprisoned.
10th	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Study of famous Black contributors with regards to national history of music in the United States.</li> </ul>
10th	CTE	<p>ECE/Teacher Academy</p> <ul style="list-style-type: none"> <li>Study of black leaders in American Education</li> </ul>
11th	Social Studies	<p>US History</p> <ul style="list-style-type: none"> <li>Civil Rights-Lewis L Redding, Wilmington Civil Activists</li> <li>During the study of Civil Rights, students will learn about Lewis L. Redding, analyze the importance of Redding to the Brown V. Board trial and Redding's continued Civil Rights work. Students will learn about Wilmington Civil Activists and the impact of civil unrest in Wilmington after the assassination of MLK in 1968 and the DE National Guard occupying the city.</li> </ul> <p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.</li> </ul>
11th	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Study of famous Black contributors with regards to national history of music in the United States.</li> </ul>
12th	Social Studies	<p>Leadership and Social Justice</p> <ul style="list-style-type: none"> <li>Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.</li> </ul>
	The Arts	<p>Band</p> <ul style="list-style-type: none"> <li>Study of famous Black contributors with regards to national history of music in the United States.</li> </ul>
9-12	School Wide	<ul style="list-style-type: none"> <li>Black History month Door Decorating Contest. In honor of Black History month, a school wide program promoting icons, figures, and contributors to Black History.</li> <li>Black History Month Posters around the building promoting Black History figures and contributions.</li> <li>School Counselors – Black History Month – Education display to celebrate the contributions of influential black school counselors in our building and across the country.</li> </ul>

## 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
August 2021 – August 2024	<p>During the hiring practice, we have developed interview questions to determine candidates' ability to deliver culturally relevant instruction. We continue to incorporate culturally relevant instructional practices into the local mentoring program. Annually, professional development sessions align with DTGSS Classroom Framework Performance Indicator 1.3 – Equitable Access.</p> <p>POLYTECH School District began working with Equity and Beyond in August of 2021 to determine areas of improvement related to culturally relevant instruction and practices. The work with Equity and Beyond used a problem of practice approach to develop systemic approaches to address diversity, anti-racism, and inclusion. The work spanned three academic years. The first year of work focused on evaluating district needs. Year two focused on building capacity for teachers and staff to engage in and drive organizational change. During the third year of this work (2023-2024), POLYTECH took over ongoing systems improvement work using the Equity Lens Design Thinking Framework. Participants continued to partner with Equity and Beyond to build upon the previous year's foundation of moving past barriers to build a culture of trust and belonging.</p>
January 2021- August 2023	<p>In January 2021, POLYTECH began working with Dr. Ordner Taylor from Delaware State University. English teachers requested Dr. Taylor's leadership to review and refine current curricular content identifying culturally relevant literature representing our student demographics that may be added to the curriculum and promoted comparative literature discussions and To make sure literature selections align with HB 198 requirements for grades 9-12</p> <p>On August 24, 2022, Dr. Taylor delivered the full staff year-opening keynote sessions which included an explanation of the intention of HB 198 and the relevance to our student population across all curriculum areas. Dr. Taylor provided multiple real-life scenarios and helped our teachers understand the impact of culturally relevant and historically accurate instruction.</p>
April 25, 2025 August 2024-	<p>The work with Dr. Taylor was expanded with our Social Studies department beginning August 2022 Science, Social Studies, and Mathematics began curriculum materials reviews for content area required courses during the week of September 26, 2022 (ELA began in 2021). Each curriculum review includes the use of rubrics to evaluate Culturally Responsive and Sustaining Education as well as mapping relevant and appropriate HB 198 requirements. Through extensive review of high-quality instructional materials, POLYTECH new programs for Math, Science, Social Studies and ELA.</p> <p>Through the professional efforts of our school counselors, students can attend the annual HBCU Week College Fair in Wilmington which guides students towards opportunities at Historically Black Colleges and Universities through scholarships and vital networking.</p> <p>On April 25, 2024, the Director of Student Services/Personnel, and the Assistant Principal (Curriculum) attended the Superintendent Session: Racial Literacy.</p> <p>At the center of all of work for the 2024-2025 school year the focus was on Instructional Strategies – Best Practices: “Responsive to student Learning Needs and Equity. For this school year,</p>

March 2025  August 21, 2024  October 11, 2024  March 7, 2025	<p>POLYTECH staff collaborated with Dr. Ordner Taylor to enhance instructional strategies tailored to our students' needs. The following professional learning sessions have occurred:</p> <ol style="list-style-type: none"> <li>1. <b>Defining Community (21 August 2024)</b> <ul style="list-style-type: none"> <li>• This session emphasizes fostering a community culture among students, teachers, parents, and administrators.</li> <li>• <b>Opening Day Presentation (60 minutes):</b> "Creating the Culture of Community" will highlight the importance of building a cohesive community within the Polytech program.</li> <li>• <b>Small Group Session (75 minutes):</b> "Developing Habits to Build Community" will provide actionable strategies for enhancing community ties.</li> </ul> </li> <li>2. <b>Classroom and Community Engagement (11 October 2024)</b> <ul style="list-style-type: none"> <li>• This day focuses on establishing educational norms and effective practices for engaging students across various settings. Teachers will gain immediate and long-term strategies to strengthen community connections and promote educational success.</li> </ul> </li> <li>3. <b>Finishing Strong (7 March 2025)</b> <ul style="list-style-type: none"> <li>• The focus will be on reinforcing growth strategies to achieve desired outcomes by the year's end.           <ul style="list-style-type: none"> <li>• <b>Full Faculty Session (45 minutes):</b> "Just Beyond the Horizon" will realign faculty with the academic mission.</li> <li>• <b>Small Group Presentations (90 minutes):</b> "Creating Habits for a Successful Ending" will explore principles from <i>The Seven Habits of Highly Effective People</i> to foster classroom community and empower educators.</li> </ul> </li> </ul> </li> </ol> <p>The POLYTECH Success Plan aligns with the district's vision and mission while striving for an inclusive curriculum that reflects diverse perspectives and cultures by integrating culturally relevant pedagogy across all subjects. The plan calls for ongoing teacher training to use strategies that connect learning to students' lived experiences, fostering engagement and understanding. The Success Plan committee meets several times during the school year to review the plan. The POLYTECH Equity and Diversity Committee hosts a monthly film series aimed at creating a more inclusive environment here at POLYTECH. By exposing students to a variety of diverse stories and perspectives, we hope to build a culture of acceptance through film education and discussion. We will highlight different groups with a film and theme centered around monthly celebrations of underrepresented groups.</p>
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