

State of Delaware

Black History Education

Annual Report*

2022-2023



*As required by 14 Del C §4143

Beginning with the 2022-2023 school year, each Delaware public school district and charter school is required to provide instruction in Black History for their students in kindergarten through grade 12 through curricula developed or identified by the school district or charter school. This report details the educational programming implemented by each public school district and charter school in accordance with Title 14 §4143 of Delaware Code (commonly known as HB 198).

January 15, 2023

Background and Overview

On June 17, 2021, Governor John Carney signed House Bill 198 of the 151st General Assembly into law ([Appendix A](#)). In the legislation, commonly referred to as HB 198, the General Assembly acknowledged that while they have traditionally left the development of school curricula up to school districts and charter schools, they recognized that including Black History in the curricula is of such importance that they chose to require school districts and charter schools to include it in their curricula. Thus, subsection (a)(1-2) of HB 198 requires each Delaware public school district and charter school to provide instruction in Black History for their students in kindergarten through grade 12 through curricula developed or identified by the school district or charter school. This is the first annual HB 198 report and covers implementation for 2022-2023.

Subsection (b) of the law specifies that the study of Black History serves to educate students about how Black people were treated throughout history and is intended to: examine the ramifications of prejudice, racism, and intolerance; prepare students to be responsible citizens in a pluralistic democracy; and to reaffirm the commitment of free peoples to the Thirteenth Amendment to the United States Constitution.

Subsection (a)(3) of HB 198 requires Delaware's public school districts and charter schools to include, at a minimum, each of the following in their Black History curricula:

- 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.

In developing their Black History curricula, subsections (a)(4), (a)(5), and (c)(1-8) required Delaware public schools to do all the following:

- Rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- Ensure the material is presented in an age appropriate manner.
- Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- 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.

- Incorporate contemporary events into discussions of Black History and the tools of resistance.
- Develop students' respect for cultural and racial diversity.
- Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- Provide opportunities for students to discuss and uplift the Black experience.
- Provide students with a foundation for examining the history of discrimination in this State.
- Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

To support the implementation of their Black History curricula, subsection (e) of HB 198 requires Delaware's public school districts and charter schools to provide in-service training to support the implementation of the law's curricular development requirements.

Further, to support public school districts and charter school implementation, subsection (d) of the law requires that the Delaware Department of Education (DDOE) develop and make publicly available a list of resources to assist school districts and charter schools in creating their Black History curricula. To support that effort, the law calls for the DDOE to consult with organizations that provide education about the experiences of Black people or seek racial empowerment and social justice.

Delaware Department of Education Support

In accordance with the provisions detailed in subsection (d) of HB 198, the DDOE developed and maintains pages on the DDOE website dedicated to important [HB 198 updates](#), [implementation tools](#), and [professional learning](#) to assist school districts and charter schools in the development of their Black History curricula.

In addition to developing a list of curated resources, DDOE provides ongoing support to districts and charter schools as they develop their plans to implement the requirements of HB 198. Those supports include:

- **Support for the Social Studies Coalition of Delaware (SSCD)** - At the SSCD's monthly meetings, the DDOE shares information, resources, and planning tools that district and charter school members can use in the development of local HB 198 implementation plans. At the SSCD's bi-weekly PLC meetings, DDOE collaborates with SSCD members as they work through various stages of implementing HB 198 in their district or charter school.
- **Support for District and Charter School Curriculum Leadership** - At monthly Communication and Collaboration Network (CCN) meetings, DDOE shares information, resources, and planning tools that district and charter schools can use in the development of local HB 198 implementation plans. In partnership with educational stakeholders, DDOE also facilitates opportunities for districts and charter school leadership to share best practices, work underway,

and lessons learned on their HB 198 implementation journey. Such opportunities include the HB 198 Leadership Session on September 21, 2022 and the HB 198 Sharing Sessions held on May 4, 2022 and October 19, 2022 provided by DDOE and Delaware Association for School Administrators (DASA).

- **Support for Schools and other Educational Organizations** - DDOE provides schools and other organizations involved in public education with guidance, information, and resources related to HB 198. Those supports have included presentations to organizations (e.g., Delaware State Educators Association), school-level teacher PLC and department meetings, and school and district administrative team planning and collaboration sessions.

School District and Charter School Reporting Process

HB 198 established a three-step annual reporting process:

Step One - As required under subsection (f)(1) of HB 198, by September 15 of each year, each Delaware public school district and charter school must provide the name and contact information for the individual responsible for overseeing the implementation of the educational programming required by HB 198 to the Department of Education. [Appendix B](#) includes the list of the individuals responsible for overseeing the implementation of HB 198 in each district and charter school for the 2022-2023 school year.

Step Two - As required under subsection (f)(2) of HB 198, by November 15 of each year, those individuals identified in Step One must report to the Department of Education how the Black History curriculum has been implemented by that individual's school district or charter school. To collect this information, the DDOE created a Google Form and Google Doc. that mirrors the law's curricular development requirements (**Appendices C and D**). Districts and charter schools were able to choose one or both options for submission. To document the breadth and depth of their efforts, districts and charter schools were advised to include, for the year one implementation report only, what they implemented by November 15, as well as what they planned to implement during the remainder of the 2022-2023 school year. After this first annual report, school districts and charter schools will only report what they implemented by the annual November 15 reporting date.

Step Three - As required under subsection (f)(3) of HB 198, by January 15 of each year, the DDOE is required to submit a written report to the Governor, the members of the General Assembly, and the Director of the Division of Research. The report must include the educational programming provided in accordance with the minimum content expectations in subsection (a)(3) and how the curricula was implemented by each school district and charter school. As of early January, each of the nineteen (19) public school districts and twenty-three (23) public charter schools submitted implementation reports to DDOE. Where additional information was

needed, DDOE worked with districts and charter schools to ensure the accuracy of their report. [Appendix E](#) includes the information reported to DDOE by each Delaware public school district. [Appendix F](#) includes the information reported to DDOE by each Delaware public charter school.

Summary

From the information reported by districts and charter schools in Appendices E and F, the DDOE created the following summary tables as required under subsection (f)(3) of HB 198.

HB 198 Minimum Content Requirement Summary Tables

The HB 198 Minimum Content Requirement Summary Tables compile the implementation reported by public school districts and charter schools and sort by the minimum content expectations required under subsection (a)(3). [Appendix G](#) includes the grade-levels at which each of the minimum content requirements were implemented in Delaware’s public school districts. [Appendix H](#) includes the grade-levels at which each of the minimum content requirements were implemented in Delaware’s public charter schools.

Reported HB 198 Grade-Level Implementation Summary Tables

The Reported HB 198 Grade-Level Implementation Summary Tables aggregate the implementation reported by public school districts and charter schools and provide a quick reference across the grade levels they serve. Each table details the grade-levels at which each of the minimum content expectations required under subsection (a)(3) were implemented. [Appendix I](#) includes each Delaware public school district’s minimum content implementations across the grade-levels they serve. [Appendix J](#) includes each Delaware public charter school’s minimum content implementations across the grade-levels they serve.

Appendix A



SPONSOR: Rep. Dorsey Walker & Rep. Heffernan &
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HOUSE OF REPRESENTATIVES
151st GENERAL ASSEMBLY

HOUSE BILL NO. 198
AS AMENDED BY
HOUSE AMENDMENT NO. 1

AN ACT TO AMEND TITLE 14 OF THE DELAWARE CODE RELATING TO BLACK HISTORY EDUCATION.

1 WHEREAS, the General Assembly has traditionally left the development of school curricula up to the school
2 districts and charter schools; and

3 WHEREAS, the General Assembly intends to leave the future development of school curricula up to the school
4 districts and charter schools; and

5 WHEREAS, the General Assembly recognizes that including Black History in the curricula is of such importance
6 that the General Assembly has designated Black History as a subject the General Assembly chooses to require school
7 districts and charter schools to include in their curricula.

8 NOW, THEREFORE:

9 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

10 Section 1. Amend Chapter 41, Title 14 of the Delaware Code by making deletions as shown by strike through and
11 insertions as shown by underline as follows:

12 § 4142. Black History instruction.

13 (a)(1) Each school district and charter school serving students in 1 or more of the grades K through 12 shall
14 provide instruction on Black History.

15 (2) The instruction required under paragraph (a)(1) of this section is provided through curricula
16 developed or identified by the school district to charter school.

17 (3) At a minimum, Black History curricula must include all of the following:

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

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

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

- 22 d. The central role racism played in the Civil War.
- 23 e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- 24 f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 25 g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair
- 26 treatment in the United States; as well as the agency they employ in this work for equal treatment.
- 27 h. Black figures in national history and in Delaware history.
- 28 (4) The curricula developed must rely heavily on primary sourcing to receive a true perspective of the Black
- 29 experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- 30 (5) The curricula developed must ensure the material is presented in an age appropriate manner.
- 31 (b) The study of Black History serves to educate students about how Black persons were treated throughout history
- 32 in this country. The study of Black History is intended to do all of the following:
- 33 (1) Examine the ramifications of prejudice, racism, and intolerance.
- 34 (2) Prepare students to be responsible citizens in a pluralistic democracy.
- 35 (3) Reaffirm the commitment of free peoples to the Thirteenth Amendment to the United States Constitution.
- 36 (c) Curricula required under this section must be designed to do all of the following:
- 37 (1) Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- 38 (2) Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat
- 39 racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- 40 (3) Incorporate contemporary events into discussions of Black History and the tools of resistance.
- 41 (4) Develop students' respect for cultural and racial diversity.
- 42 (5) Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- 43 (6) Provide opportunities for students to discuss and uplift the Black experience.
- 44 (7) Provide students with a foundation for examining the history of discrimination in this State.
- 45 (8) Explore the various mechanisms of transitional and restorative justice that help humanity move forward.
- 46 (d) The Department of Education shall develop and make publicly available a list of resources to assist a school
- 47 district or charter school in creating Black History curricula. The Department shall consult with organizations that provide
- 48 education about the experiences of Black people, or seek to promote racial empowerment and social justice, including the
- 49 following:
- 50 (1) The National Association of the Advancement of Colored People ("NAACP").
- 51 (2) Africana Studies programs at Delaware State University and the University of Delaware.

- 52 (3) Delaware Heritage Commission.
- 53 (4) Metropolitan Wilmington Urban League.
- 54 (5) Black Student Coalitions.
- 55 (6) Delaware Black Student Coalition.
- 56 (7) Eastern Shore AFRAM.
- 57 (e) School districts and charter schools shall provide in-service training required under this section within the year.
- 58 (f)(1) Each school district and charter school shall designate an individual responsible for overseeing the
59 implementation of the educational programming provided under this section. Each school district and charter school shall
60 provide the name and contact information for the individual designated under this subsection to the Department of
61 Education no later than September 15 of each year.
- 62 (2) Each individual designated under paragraph (f)(1) of this section shall report to the Department of
63 Education no later than November 15 of each year regarding how the curriculum has been implemented by that
64 individual's school district or charter school.
- 65 (3) The Department of Education shall submit a written report to the Governor, the members of the General
66 Assembly, and the Director of the Division of Research no later than January 15 or each year. The report must include
67 the educational programming provided under subsection (a)(3) and how the curricula has been implemented by each
68 school district and charter school.
- 69 (4) The Department of Education may, with the approval of the State Board of Education, adopt regulations to
70 implement and enforce this section.
- 71 Section 2. This Act is effective immediately and must be implemented during the 2022-2023 school year.

SYNOPSIS

This Act requires each school district and charter school to establish and implement a curriculum on Black History for students in grades K through 12. This Act incorporates contemporary events into discussions of Black History and the tools of experience.

Appendix B

District and Charter School HB 198 Leadership for the 2022-2023 SY

Delaware Department of Education, HB 198 Point of Contact: Michael Feldman, Education Associate for Social Studies, michael.feldman@doe.k12.de.us

School District or Charter School	Person(s) responsible for overseeing the implementation of HB 198, 22-23 SY	Position	Email Address
Academia Antonia Alonso CS	Alejandra Navarro-Benbow	Dean of Equity, Inclusion, and Access	alejandra.navarro-benbow@academia.k12.de.us
Academy of Dover CS	Ada Todd	Instructional Specialist	ada.todd@aod.k12.de.us
Appoquinimink SD	Nick Hoover	Director of Curriculum, Instruction, and Assessment	nick.hoover@appo.k12.de.us
Brandywine SD	Elisabeth Prueter	Coordinator of K-12 Social Studies	elisabeth.prueter@bsd.k12.de.us
	Michelle Kutch	Director of Curriculum & Instruction	michelle.kutch@bsd.k12.de.us
Caesar Rodney SD	Darren Guido	Supervisor of Instruction	darren.guido@cr.k12.de.us
Campus Community School	Gretchen DiVietro	Director of Curriculum and Instruction	gretchen.divietro@ccs.k12.de.us
Cape Henlopen SD	Luis Cosme	Supervisor of Student Services & Equity Initiatives	luis.cosme@cape.k12.de.us
Capital SD	Eugene Montano	Director of Secondary Curriculum	eugene.montano@capital.k12.de.us
	Cathy Schreiber	Director of Elementary Curriculum	cathy.schreiber@capital.k12.de.us
Charter School of New Castle	Mrs. Amy Novosel	Assistant Principal (K-4)	amber.tos@csnc.k12.de.us
	Mrs. Amber Tos	Assistant Principal (5-8)	amy.novosel@csnc.k12.de.us

Charter School of Wilmington	Xuan Bui	Director of Faculty and Student Life	xbui@charterschool.org
Christina SD	Norman Kennedy	Director of Teaching and Learning	norman.kennedy@christina.k12.de.us
Colonial SD	Nicholas Baker	Supervisor of Curriculum and Instruction	nicholas.baker@colonial.k12.de.us
Delaware Military Academy	Amy Tocyloski	Dean of Instruction	amy.tocyloski@dma.k12.de.us
Delmar SD	Michael Bleile	Supervisor of Curriculum, Instruction, & Assessment	michael.bleile@delmar.k12.de.us
Early College High School @ DSU	Dara Savage	Associate Principal	dara.savage@ecs.k12.de.us
East Side CS	Sherae'a Moore	Social Studies teacher	sheraea.moore@escs.k12.de.us
First State Military Academy	Sarah Unruh	Social Studies teacher	SUnruh@fsmilitary.org
First State Montessori Academy	Liz Madden	Director of Education	liz.madden@fsma.k12.de.us
Freire CS	Danielle Hardy	Director of Curriculum & Instruction	danielle.hardy@freirewilmington.org
Gateway CS	Marlin White	Principal	marlin.white@gcs.k12.de.us
Great Oaks CS	Tamara Price	Vice Principal	tprice@greatoakswilm.org
Indian River SD	Renee Jerns	Director	pamela.jerns@irsd.k12.de.us

Kuumba Academy CS	Ayanna Johnson	Principal	ajohnson@kacsde.org
	Danielle Harris	African American Studies and Creative Writing Teacher	dharris@kacsde.org
Lake Forest SD	Tania Alexander	Supervisor of Opportunity Growth and School Improvement	tania.alexander@lf.k12.de.us
Las Americas ASPIRA Academy	Debbie Panchisin	Chief Operating Officer	debbie.panchisin@laaa.k12.de.us
Laurel SD	Tiesha Niblett	District Instructional Coordinator for Curriculum and Coaching	tiesha.niblett@laurel.k12.de.us
Milford SD	Kate Bowski	District ELA & Social Studies Specialist	kbowski@msd.k12.de.us
MOT CS	Shyra Jackson	Director of Equity, Inclusion and Belonging	shyra.jackson@mot.k12.de.us
NCC Vo-tech SD	Dr. Shanta Reynolds	Director of Teaching, Learning, & Equity	shanta.reynolds@nccvt.k12.de.us
Newark CS	Lisa Ueltzhoffer	Chief Academic Officer	lisa.uelthoffer@ncs.k12.de.us
Odyssey CS	Juliana Sheehan	Curriculum, Instruction, and Assessment Coordinator	juliana.sheehan@odyssey.k12.de.us
Polytech SD	Karen Clifton	Assistant Principal	Karen.clifton@polytech.k12.de.us
Positive Outcomes CS	Patti Kobus	Dean of Academics and Instruction	patti.kobus@pocs.k12.de.us
Providence Creek CS	Sharvelle Cannon	Dean of Academics	sharvelle.cannon@pca.k12.de.us
	Laurie Poore	Sci/SS Instructional Coach	laurie.poore@pca.k12.de.us

Red Clay SD	Holly Golder	Supervisor of Social Studies	holly.golder@redclay.k12.de.us
Seaford SD	Nikki Miller	Supervisor of Instruction	nikki.miller@cape.k12.de.us
Smyrna SD	Kelly Holt	Director of Curriculum	kelly.holt@smyrna.k12.de.us
Sussex Academy of Arts & Sciences	Janet Owens	Assistant Dean	janet.owens@saas.k12.de.us
Sussex Montessori School	Jori Martinez-Woods	Director of Teaching and Learning	jori.martinez-woods@sussexms.k12.de.us
Sussex Tech SD	Patricia S. Oliphant	Director of Curriculum and Human Resources	patricia.oliphant@sussexvt.k12.de.us
Thomas A. Edison CS	Liz Yates	Assistant Principal	liz.yates@tecs.k12.de.us
Woodbridge SD	Brandon Snyder	Director of Curriculum and Instruction	brandon.snyder@wsd.k12.de.us

Black History Education Year One Implementation Report

HB 198 requires each school district and charter school to establish and implement a curriculum on Black History for students in grades K through 12. This Act was effective immediately upon its signing on June 17, 2021 and required implementation beginning in the 2022-2023 school year. Each district and charter school must report to the Department of Education, no later than November 15 each year, regarding how the curriculum has been implemented by their district or charter school in each grade, K-12. **For year one (only), your report should include what your district/charter school has implemented by November 15th, as well as what you plan to implement during the 2022-2023 school year.**

 michael.feldman@doe.k12.de.us (not shared) [Switch account](#) 

* Required

Select your district or charter school. *

Name and position of district/charter school representative responsible for overseeing the implementation of the educational programming required by HB 198 for the 2022-2023 school year. *

Your answer

Email address of the person identified above. *

Your answer

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Black History Education Year One Implementation Report

 michael.feldman@doe.k12.de.us (not shared) [Switch account](#)



* Required

K-12 Instructional Framework

For year one (only), your report should include what your district/charter school has implemented by November 15th, as well as what you plan to implement during the 2022-2023 school year.

HB 198 establishes the following framework for K-12 curricula and instruction.

The curricula developed must:

- 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/charter K-12 curricula and year one implementation plan * meet the instructional framework requirements established by HB 198 above. Be specific.

Your answer

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K-3 Grade-Level Implementation

Each school district and charter school must provide instruction in Black History in each grade, K through 12. **For year one (only), your report should include what your district/charter school has implemented by November 15th, as well as what you plan to implement during the 2022-2023 school year.**

Kindergarten - Which of the law's minimum requirements have been, or will be, included in your Kindergarten curriculum for the 2022-2023 school year? (Check all that apply.) *

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.
- My charter or vocational technical school does not serve students at this grade-level.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Kindergarten this year. 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. *

Your answer

Grade 1 - Which of the law's minimum requirements have been, or will be, included in your 1st grade curriculum for the 2022-2023 school year? (Check all that apply.) *

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.
- My charter or vocational technical school does not serve students at this grade-level.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Grade 1 this year. 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. *

Your answer

Grade 2 - Which of the law's minimum requirements have been, or will be, included in your 2nd grade curriculum for the 2022-2023 school year? (Check all that apply.) *

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.
- My charter or vocational technical school does not serve students at this grade-level.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Grade 2 this year. 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. *

Your answer

Grade 3 - Which of the law's minimum requirements have been, or will be, included in your 3rd grade curriculum for the 2022-2023 school year? (Check all that apply.) *

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.
- My charter or vocational technical school does not serve students at this grade-level.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Grade 3 this year. 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. *

Your answer

Grade 4 - Which of the law's minimum requirements have been, or will be, included in your 4th grade curriculum for the 2022-2023 school year? (Check all that apply.) *

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.
- My charter or vocational technical school does not serve students at this grade-level.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Grade 4 this year. 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. *

Your answer

Grade 5 - Which of the law's minimum requirements have been, or will be, included in your 5th grade curriculum for the 2022-2023 school year? (Check all that apply.) *

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.
- My charter or vocational technical school does not serve students at this grade-level.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Grade 5 this year. 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. *

Your answer

Grade 6 - Which of the law's minimum requirements have been, or will be, included in your 6th grade curriculum for the 2022-2023 school year? (Check all that apply.) *

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.
- My charter or vocational technical school does not serve students at this grade-level.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Grade 6 this year. 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. *

Your answer

Grade 7 - Which of the law's minimum requirements have been, or will be, included in your 7th grade curriculum for the 2022-2023 school year? (Check all that apply.) *

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.
- My charter or vocational technical school does not serve students at this grade-level.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Grade 7 this year. 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. *

Your answer

Grade 8 - Which of the law's minimum requirements have been, or will be, included in your 8th grade curriculum for the 2022-2023 school year? (Check all that apply.) *

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.
- My charter or vocational technical school does not serve students at this grade-level.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Grade 8 this year. 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. *

Your answer

Grade 9 - Which of the law's minimum requirements have been, or will be, included in your 9th grade curriculum for the 2022-2023 school year? (Check all that apply.) *

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.
- My charter or vocational technical school does not serve students at this grade-level.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Grade 9 this year. Your description must include the COURSE in which the requirements were implemented (e.g. English I , Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above. *

Your answer

Grade 10 - Which of the law's minimum requirements have been, or will be, included in your 10th grade curriculum for the 2022-2023 school year? (Check all that apply.) *

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.
- My charter or vocational technical school does not serve students at this grade-level.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Grade 10 this year. Your description must include the COURSE in which the requirements were implemented (e.g. English I , Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above. *

Your answer

Grade 11 - Which of the law's minimum requirements have been, or will be, included in your 11th grade curriculum for the 2022-2023 school year? (Check all that apply.) *

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.
- My charter or vocational technical school does not serve students at this grade-level.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Grade 11 this year. Your description must include the COURSE in which the requirements were implemented (e.g. English I , Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above. *

Your answer

Grade 12 - Which of the law's minimum requirements have been, or will be, included in your 12th grade curriculum for the 2022-2023 school year? (Check all that apply.) *

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.
- My charter or vocational technical school does not serve students at this grade-level.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Grade 12 this year. Your description must include the COURSE in which the requirements were implemented (e.g. English I , Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above. *

Your answer

Professional Learning

In-service training related to the implementation of HB 198. **For year one (only), your report should include what your district/charter school has implemented by November 15th, as well as what you plan to implement during the 2022-2023 school year.**

List the title and date of in-service training sessions provided to meet the requirements. *

Your answer

Appendix D

HB 198 Report, Google Doc.

HB 198 Year One Implementation Report Worksheet

Audiences to consider when drafting your district or charter school's report include: the Governor, the Delaware General Assembly, the Delaware Department of Education, as well as parents and community members interested in this work.

K-12 Instructional Framework (Part 1 of 3)

For year one (only), your report should include what your district/charter school has implemented by November 15th, as well as what you plan to implement during the 2022-2023 school year.

HB 198 establishes the following framework for K-12 curricula and instruction.

The curricula developed must:

- 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/charters K-12 curricula and year one implementation plan meet the instructional framework requirements established by HB 198 above. Be specific.

Grade-Level Implementation (Part 2 of 3)

Each school district and charter school must provide instruction in Black History in each grade, K through 12. **For year one (only), your report should include what your district/charter school has implemented by November 15th, as well as what you plan to implement during the 2022-2023 school year.**

Kindergarten - Which of the law's minimum requirements have been, or will be, included in your Kindergarten curriculum for the 2022-2023? (Check all that apply.)

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in Kindergarten this year. 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.

First Grade - Which of the law's minimum requirements have been, or will be, included in your first grade curriculum for the 2022-2023? (Check all that apply.)

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in first grade this year. 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.

Second Grade - Which of the law's minimum requirements have been, or will be, included in your second grade curriculum for the 2022-2023 school year? (Check all that apply.)

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in second grade this year. 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.

Third Grade - Which of the law's minimum requirements have been, or will be, included in your third grade curriculum for the 2022-2023? (Check all that apply.)

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in third grade this year. 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.

Fourth Grade - Which of the law's minimum requirements have been, or will be, included in your fourth grade curriculum for the 2022-2023? (Check all that apply.)

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in fourth grade this year. 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.

Fifth Grade - Which of the law's minimum requirements have been, or will be, included in your fifth grade curriculum for the 2022-2023? (Check all that apply.)

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in fifth grade this year. 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.

Sixth Grade - Which of the law's minimum requirements have been, or will be, included in your sixth grade curriculum for the 2022-2023? (Check all that apply.)

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in sixth grade this year. 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.

Seventh Grade - Which of the law's minimum requirements have been, or will be, included in your seventh grade curriculum for the 2022-2023? (Check all that apply.)

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in seventh grade this year. 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.

Eighth Grade - Which of the law's minimum requirements have been, or will be, included in your eighth grade curriculum for the 2022-2023? (Check all that apply.)

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in eighth grade this year. 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.

Ninth Grade - Which of the law's minimum requirements have been, or will be, included in your ninth grade curriculum for the 2022-2023? (Check all that apply.)

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in ninth grade this year. 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.

Tenth Grade - Which of the law's minimum requirements have been, or will be, included in your tenth grade curriculum for the 2022-2023? (Check all that apply.)

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in tenth grade this year. 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.

Eleventh Grade - Which of the law's minimum requirements have been, or will be, included in your eleventh grade curriculum for the 2022-2023? (Check all that apply.)

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in eleventh grade this year. 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.

Twelfth Grade - Which of the law's minimum requirements have been, or will be, included in your twelfth grade curriculum for the 2022-2023? (Check all that apply.)

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district/charter implemented (and plans to implement) the requirements you identified in twelfth grade this year. 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.

Professional Learning (Part 3 of 3)

In-service training related to the implementation of HB 198. For year one (only), your report should include what your district/charter school has implemented by November 15th, as well as what you plan to implement during the 2022-2023 school year.

List the title and date of in-service training sessions provided to meet the requirements.

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Appendix E
Delaware Public School District HB 198 Implementation Reports
2022-2023

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Appoquinimink School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Nick Hoover

Position: Director of Secondary Curriculum

Email: nick.hoover@appo.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

District

- Worked collaboratively with K-12 educators in the district to determine how we are already

addressing the HB 198 curricular and instructional initiatives.

- Connecting with strategic plan of buildings
- Working with the Appoquinimink School District Equity and Student Services team to tailor future teacher professional development around HB 198.
- Working with K-12 school librarians to increase diversity of the books and resources available to teachers and students.
- District HB198 Team (representation: community members, school board, administrators, staff, students, curriculum directors/coordinators)

Social Studies

- Purchased updated consumable resources for the high school African American History course.
- Piloting AP African American Studies course 2023/24.
- Lessons to address curricula required under this section:
 - “How to be an anti-Racist” (Ibram Kendi) - excerpt mini-lesson: (9th Grade Civics)
 - Unit 5, Political Participation, use of social movements as a means to achieve equality (AP Government)
 - Decolonization of Africa (AP World History)
 - Voting Rights and Representation in Government (Reconstruction & Civil Rights) (African American History)
 - Comparative analysis of minority rights through the BLM Movement/ MLK, Jr. (7th Grade Civics)
 - March on Washington - Intro to Unit 4: Active Participation (9th Grade Civics)
 - Civil Rights Movements: Then and Now (African American History)
 - Unit 3 Project: This is My Culture (9th Grade Geography)
 - Unit 3 Lesson: Shirley Bulah (Jim Crow, Plessy v. Ferguson, Brown v. Board) (7th Grade Civics)
 - Lesson: Redlining (9th Grade Civics)
 - Lesson: Gerrymandering (AP Government)
 - World Conflicts - Holocaust and Decolonization: Genocide (AP World History)
 - Unit 14 Social Psychology: In-Group/Out-Group Bias and its relationship to creating
 - Stereotypes, Prejudice, and Discrimination (AP Psychology)
 - Research black civil rights leaders (7th Grade Civics)
 - Bi-Weekly spotlight on contemporary and historical political leaders from diverse backgrounds (AP Government)

ELA

- Collaboration with University of Delaware: Dr. William Lewis (professor of literacy education) and Jill Flynn (professor of English, multicultural education, racial literacy, anti-racist education) to build equity text sets and train secondary ELA teachers on critical conversations related to race in the classroom.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Appoquinimink School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

Existing

Component F:

- ELA
 - CKLA Unit 2 (Five Senses-Lesson 7: Ray Charles)
 - CKLA Unit 4 (Plants-Lesson 11: George Washington Carver)

Future

Component F:

- ELA
 - CKLA Unit 12 (Presidents and American Symbols)- Learn about Barack Obama
- Science
 - Scientist Spotlight - Katherine Johnson

1st Grade

The Appoquinimink School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Existing

Component F:

- ELA
 - CKLA Unit 1: Fables and Stories (Anansi the Spider: An African Folktale)
- Visual and Performing Arts
 - Black composers and artists in Artists of the Month Explorations

Component H:

- Social Studies
 - America mini unit-Presidents of the Past Lesson 5 Barack Obama/ Learn and Celebrate Lesson 1 (mini unit Pilgrims) - People and Events That We Celebrate (Martin Luther King, Jr.)

Future

Component F:

- ELA
 - CKLA Unit 10: A New Nation: American Independence-Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen colonies in America to independence as a nation (could be a culminating activity)
- Science

- Scientist Spotlight - George Washington Carver

2nd Grade

The Appoquinimink School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

Existing

Component F:

- ELA
 - CKLA Unit 9-The U.S. Civil War (Harriet Tubman, Underground Railroad, the North's victory reunited the North and South as one country and ended slavery)

Component G:

- ELA
 - CKLA Unit 5: The War of 1812-The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

Component H:

- ELA
 - CKLA Unit 12*-Fighting for a Cause (Civil Rights Movement, Jackie Robinson, Rosa Parks, Martin Luther King Jr., inequality, discrimination and suffrage)
 - CKLA Unit 9*- The U.S. Civil War (Harriet Tubman, Underground Railroad, North's victory reunited the North and South as one country and ended slavery)

Future

Component F:

- Science

- Scientist Spotlight - Lloyd Augustus Ha

3rd Grade

The Appoquinimink School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

Existing

Component F:

- ELA
 - CKLA Unit 7 - Astronomy: Lesson 16- (Learn about Mae Jemison's life)

Future

Component F:

- Science
 - Scientist Spotlight - George Washington Carver

4th Grade

The Appoquinimink School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

Existing

Component A:

- Social Studies
 - Unit 2 Lesson 1: West Africa Before Columbus

Component B and C:

- Social Studies
 - Unit 4 Enslavement: Lessons 1,2,3,4,5,6,7

Component F:

- Social Studies
 - Unit 1 Lesson 1-Garrett Morgan
- ELA
 - CKLA Unit 1: Personal Narratives Lesson 3 - (Learn about Condoleezza Rice)
 - CKLA Unit 3: Poetry (A few of the poems in the unit are written by African American poets)
 - CKLA Unit 7: The American Revolution (Unsung Heroes: James Armistead, Elizabeth Freeman)

Component H:

- Social Studies
 - Unit 1 lesson 4 and 11: Rosa Parks
 - Unit 1 Lesson 7: Carter G. Woodson
- ELA
 - CKLA Unit 7: The American Revolution (Unsung Heroes: James Armistead, Elizabeth Freeman)

Future

Component F:

- Social Studies
 - <https://www.amrevmuseum.org/interactives/finding-freedom/app> - timeline/interactive app, black perspective
- Science
 - Scientist Spotlight - Lloyd Augustus Hall

5th Grade

The Appoquinimink School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

Existing

Component F:

- ELA
 - CKLA Unit 1: Personal Narratives Lesson 11 (Rosa Parks)
 - CKLA Unit 3: Poetry (African American poets - i.e. Langston Hughes)

Future

Component F:

- Science
 - Scientist Spotlight - Neil DeGrasse Tyson
- Social Studies
 - Economics and Geography Lessons being created for 23-24 school year

6th Grade

The Appoquinimink School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

Existing

Component A:

- Social Studies
 - The Great Migration 1920's to 1970's Spread of culture, increased/better

opportunities or African Americans; African Diaspora (One Way Ticket by Langston Hughes, Harlem Renaissance; The Great Migration);

- Unit 3.1: Geography of Egypt
- African Diaspora after Jewish Diaspora
- Unit 3.2: Egyptian Society
- Unit 3.3: Egyptian Innovations and Contributions
- African Slave Traditions Live on in the United States CNN (Article and Videos to create Lesson)

- Math

- U6: Lesson 2: The African Salt Trade
- U7: Lesson 5: Ghana Empire and North African trade economy

Component F:

- ELA

- Finding Your Voice Unit : Brown Girl Dreaming-Jacqueline Woodson, Words Like Freedom: Langston Hughes

- Visual and Performing Arts

- MS Band: Introductions of Jazz Music - Blues Genre - Rock n' Roll - R&B - Variety of content both in concert repertoire and existing method books - Connections to local establishments that were key in the history of African American present in Delaware.

- Math

- U2: Lesson 8 Ron Buckmire
- U4: Sub-Unit 2 Antoinette Clinton
- U5: Lesson 6 Mary Deconge-Watson

Future

Component A:

- Social Studies

- Harlem Renaissance, birth of different forms of music, literature; Kush Geography (Discovery Ed. 5.1)

Component F:

- Visual and Performing Arts

- MS Band: Connections to current repertoire - analyzing relation to genres of music pioneered by African Americans such as jazz & blues leading to development of rock n' roll, R&B etc. Connections to Delaware's own performers past and present (Cab Calloway, Fostina Dixon, Bob Marley) - Connections to local landmarks of historical nature such as Rosedale Beach - Current Festivals (Wilmington Jazz Festival, Clifford Brown Jazz Festival etc..)

7th Grade

The Appoquinimink School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

Existing

Component A:

- World Languages
 - French: Level 1, pre-unit- Francophone identities/African roots of language

Component C:

- Social Studies
 - Bulah/Brown vs. Board/Jim Crow/13th&14th amendments; Tulsa Oklahoma Race Massacre 192, segregation as a violation of minority rights

Component D:

- Social Studies
 - Constitutional Convention/Compromises

Component E:

- Social Studies
 - Shirley Bulah Case and connection to Brown v. Board, Jim Crow laws, segregation as a

violation of minority rights;

- Discovery Education Ch. 3.3: 14th Amendment; Ch. 3.4: Civil Rights and Civil Liberties; Equal Protection Clause

Component F:

- Social Studies
 - Brown v Board/Shirley Bulah/Black Heroes Project during Black History Month/Econ: - Economic Freedoms: Equal Property Rights ; The second line tradition of New Orleans (EMMS), Civil Rights Leaders/Movement in unit on Minority Rights
- Math
 - U3 Lesson 21 Bob Moses
 - U5: Lesson 16 Ebony Washington
 - U8: Lesson 18 Gladys West
- Visual and Performing Arts
 - MS Band: Introductions of Jazz Music - Blues Genre - Rock n' Roll - R&B - Variety of content both in concert repertoire and existing method books - Connections to local establishments that were key in the history of African American present in Delaware.

Component G:

- Social Studies
 - Property Rights/Redlining

Component H:

- Social Studies
 - Civil Rights, Political Freedom, Economic Freedom (Bulah Case) Louis L Redding/Ruby Bridges
 - Economics - Labor Costs and Costs of Production
- World Languages
 - French: Level 1 - pre-unit - Francophone identities/ African roots of language

Future

Component H:

- Social Studies
 - Civil Rights Leaders, Black Inventors

Component F:

- Visual and Performing Arts
 - MS Band: Connections to current repertoire - analyzing relation to genres of music pioneered by African Americans such as jazz & blues leading to development of rock n' roll, R&B etc.. Connections to Delaware's own performers past and present (Cab Calloway, Fostina Dixon, Bob Marley) - Connections to local landmarks of historical

nature such as Rosedale Beach - Current Festivals (Wilmington Jazz Festival, Clifford Brown Jazz Festival etc..)

8th Grade

The Appoquinimink School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

Existing

Component B:

- Social Studies
 - Unit 1 Development of regional differences

Component D:

- Social Studies
 - Unit 2 (Sectionalism)
 - Unit 3 (Civil War)
 - DWP5b: Fort Sumter Lesson

Component E:

- Social Studies
 - Unit 1 (Slavery and the Constitution)
 - Unit 3 (Reconstruction)

- ELA
 - Narrative of the Life of Frederick Douglass; from: Harriet Tubman: Conductor on the Underground Railroad;

Component F:

- Social Studies
 - Unit 2 (African American Culture)
- Math
 - U1: Lesson 1 Jelani Nelson
 - U1: Lesson 28 Warren Washington
 - U2: Sub-Unit 3 Day Zero
 - U3: Lesson 1 Blues & Jazz
 - U3: Sub-Unit 1
 - U3: Sub-Unit 2
 - U3 Sub-Unit 3: Ray Charles, Miles Davis, B.B. King, Nina Simone, Gladys Knight
 - U3: Lesson 18: Center of Blues
 - U5 Lesson 17 Katherine Johnson

Component G:

- Social Studies
 - DWP4a: Nat Turner (H2ab)
 - DWP5a: John Brown (H2ab)
 - DWP6d: Reconstruction
 - Changes in African American Freedom
- Visual and Performing Arts
 - MS Music: Performance restrictions for African American musicians and composers, pay in-equality for African American musicians throughout history. The pioneers who broke the race division barriers into previously restricted areas of music performance.

Component H:

- Social Studies
 - DWP4a: Nat Turner (H2ab)
 - DWP5a: John Brown (H2ab)
 - DWP6d: Reconstruction
 - Changes in African American Freedom
- Visual and Performing Arts
 - MS Band: Introductions of Jazz Music - Blues Genre - Rock n' Roll - R&B - Variety of content both in concert repertoire and existing method books - Connections to local establishments that were key in the history of African American present in Delaware.

Future

Component A:

- Social Studies
 - Unit 1 (Life before slave trade)

9th Grade

The Appoquinimink School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Existing

Component A:

- Social Studies
 - The documentary "Guns, Germs and Steel, Ep. 3" to highlight the culture and contributions of the Koi Sand people and Zulu Nation in South Africa
- World Languages
 - French 1: Unit 1, French Guyana

Component B:

- Social Studies
 - Unit 7 - The transition of the American economy from the primary to the secondary

sectors highlights a shift from agriculture to industry

Component C:

- Social Studies
 - 14th Amendment Analysis (Plessy v. Ferguson to Brown v. Board)

Component D:

- Social Studies
 - Unit 1 - Systems of Govt. Specifically Federalism
 - Unit 4 - Political Patterns & Processes; devolution

Component E:

- Social Studies
 - Civics Unit 3 - 14th Amendment Analysis - Plessy v. Ferguson
 - Unit 6 - Urbanization Patterns and Processes - Topic 6.10 - Challenges of Urban Changes - ---Use of restrictive covenants to restrict African Americans from purchasing properties in white neighborhoods
- ELA
 - I Have a Dream: Martin Luther King

Component F:

- Social Studies
 - Civics Unit 2 - Supreme Court Cases
 - Unit 3 - Cultural Patterns & Processes - Folk v. Popular Culture - Blues, Jazz, Harlem Renaissance
- ELA
 - Hidden Figures: Margot Lee Shetterly
 - Interview with John Lewis
 - We Wear a Mask: Paul Lawrence Dunbar

Component G:

- Social Studies
 - Geography Unit 5 - Redlining & Gerrymandering
 - Unit 6: Urbanization Patterns and Processes, Topic 6.10 Challenges of Urban Changes
 - Students will be able to explain how the discriminatory real estate practices of Redlining
 - Blockbusting, and Steering contributed to de facto segregation in American residential areas.

Component H:

- Social Studies
 - Civics Unit 2 - Supreme Court Cases

Future

Component A:

- Social Studies
 - Unit 1 Geo- 5 Themes of Geography- case study African Kingdoms: Kingdoms of Egypt, Aksum, Mali, Bantu Migrations (movement, H.E.I)

Component B:

- Social Studies
 - Dynamic Process Unit (Resistance to giving up slave-based labor)
 - Unit 1 Place - human characteristics of slaves
 - Unit 1 - Maps, Spatial Data

10th Grade

The Appoquinimink School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Existing

Component A:

- World Languages
 - Spanish - Unit 2: Migration from Africa to Latin America

Component B:

- Social Studies
 - Creation of the Constitution - 3/5 compromise (Unit One)

Component C:

- Social Studies
 - Unit 3 background information, Brown v. Board of Education
 - Unit Three - Dred Scott Decision precursor to 14th Amendment

Component D:

- Social Studies
 - Civil War Amendments (Unit 3)

Component E:

- Social Studies
 - Letter from Birmingham Jail - Unit Three

Component F:

- Social Studies
 - Bi-weekly highlight using: <https://www.302stories.com/voices-of-delaware-black-history>

Component G:

- Social Studies
 - Shaw v. Reno, 14th Amendment

Component H:

- Social Studies
 - Bi-weekly highlight using: <https://www.302stories.com/voices-of-delaware-black-history>
 - Unit 3 - Cultural Patterns & Processes - Folk v. Popular Culture - Blues, Jazz, Harlem Renaissance

Future

Component F:

- Social Studies
 - Personal Finance: Black Entrepreneurs, CEO's Project
- ELA
 - Underground Railroad: Colson Whitehead

Component G:

- Social Studies
 - Loan discrimination
- World Languages
 - Struggles of Afro Latino athletes in the United States

11th Grade

The Appoquinimink School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Existing

Component A:

- ELA
 - On Being Brought from Africa to America: Phyllis Wheatley

Component B:

- Social Studies

- Unit 2: 1607 - 1754 (APUSH)
- Unit 3: 1754 - 1800 (APUSH)
- Unit 4: 1800 - 1848 (APUSH)

Component C:

- Social Studies
 - Unit 2: 1607 - 1754 (APUSH)
 - Unit 3: 1754 - 1800 (APUSH)
 - Unit 4: 1800 - 1848 (APUSH)

Component D:

- Social Studies
 - Unit 5: 1844 - 1877 (APUSH)

Component E:

- Social Studies
 - Unit 5: 1844 - 1877 (APUSH)
 - Unit 6: 1865 - 1898 (APUSH)
 - Unit 7: 1890 - 1945 (APUSH)
 - Unit 8: 1945 - 1980 (APUSH)

Component F:

- Social Studies
 - Unit 1: Reconstruction
 - Unit 4: 1920's
 - Unit 5: World War I
 - Unit 6: World War II
 - Unit 8: 1960's and Civil Rights

Component G:

- Social Studies
 - Reconstruction (sharecropping/tenant farming), Great Migration

Component H:

- Social Studies
 - Buffalo Soldiers, Tuskegee Airmen, W.E.B. Dubois, Civil Rights leaders, etc.

12th Grade

The Appoquinimink School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Existing

Component A:

- Social Studies
 - Mansa Musa (AP World)
 - African Origins/Beginnings in Africa: (African American History)
- World Languages
 - AP: Personal and Public Identities

Component B:

- Social Studies
 - Slave Trade (exploration and imperialism)
 - Transatlantic Slave Trade, Colonial America, & American Revolution, Civil Rights Unit

Component C:

- Social Studies
 - White Man's Burden (Imperialism)
 - All Units: (African American History)

Component D:

- Social Studies
 - African Americans on the Road to Freedom/ Antebellum & Civil War

Component E:

- Social Studies
 - The Road Ahead/Reconstruction & Jim Crow
 - Unit 1: History of Psychology: Contributions to Research and Academia

Component F:

- Social Studies
 - -All Units: (African American History)
- World Languages
 - ASL 4: Unit 1 BASL

Component G:

- Social Studies
 - The Road Ahead (Reconstruction & Jim Crow), The Modern Movement

Component H:

- Social Studies
 - Unit 1: History of Psychology: Contributions to Research and Academia

Future

Component B:

- Social Studies
 - Triangular trade, indentured servitude and the creation of slavery, roles African-Americans played in the fight for freedom and building a new American government (ex: Phillis Wheatley), the wealth gap and how it relates to reconstruction.

Component F:

- World Languages
 - Afro Latino innovators and inventors in the U.S.

Component G:

- World Languages
 - Struggles of afro Latino athletes in the United States

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 title and date of in-service training sessions provided to meet this requirement.

Existing

All Teachers

- Take Care Delaware Trauma Informed Training
- Grades K-12 Restorative Group (job embedded Coaching)- Equity, cultural competency, restorative-6 half days per year grades 1-12, 6-12 additional full day, PD sessions after school all grades, K- separate sessions- generally content is similar but is differentiated to each individual school's need
- Reimagining Professional Grant- text sets with focus on equity-racial literacy
- SEL toolkits-grades K-12 daily (connections, belonging)
- Secondary- Compass-SEL daily (connections, belonging)
- Success for All-community members-diversity, equity, inclusion-tied to strategic plan (monthly meetings)
- Restorative Professional Learning - Rolonda Tyler

Social Studies

- MIKVA Challenge Group (Starting with Self, Creating Democratic Classrooms Grades 6-12 (9/1 and 9/13)
- Expanding the Narrative in Social Studies Classrooms: How to Meet HB198 with an Inclusive Lens Virtual Conference (10/14) (Grades 6-12)
 - Historical Consciousness Framework, Dr. LaGarrett King
 - Public Education, Memory, Race, and History in Delaware
 - Social Studies for a Better World: Teaching Anti-Oppressive Content in Contentious Times
 - How Does Where You Live Influence How You Live: Redlining
 - Shining light in the shadows: Finding and bringing the stories of Blacks in America out from the shadows of our existing curriculum and into our classrooms.
 - Civil War to Civil Rights
 - #BecauseofHerStory: Exploring Untold Stories Through Portraiture and American Art
 - Delaware's African American History
 - Bringing an Inclusive Lens to Elementary Economics
 - Reading children's books about enslavement
 - The Intersections of HB 198 and LGBTQ History
 - Juneteenth and the Destruction of Slavery
 - Discussing Contentious Topics in Your Classroom
 - Heroes Abroad, Activists at Home: Stories from African American GIs in the Civil Rights Movement
 - Stolen: Delaware's Connection to the Reverse Underground Railroad
 - Economics and the Great Migration

- Teaching "Racial Slavery in the Americas" with the Choices Program
- Delaware's Other Black History

ELA

- Critical Conversation About Race in the Classroom University of Delaware: Dr. William Lewis (professor of literacy education) and Jill Flynn (professor of English, multicultural education, racial literacy, anti-racist education) (Grades 6-12)

Brandywine School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead:	Michelle Kutch	Elisabeth Prueter
Position:	Director of Curriculum & Instruction	Coordinator of K-12 Social Studies
Email:	michelle.kutch@bsd.k12.de.us	elisabeth.prueter@bsd.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Equity: The (virtual) Equity Binder was designed to provide all Equity Champions Teacher Leaders with a place to capture their works around culturally responsive teaching and equitable initiatives

that are being utilized within their buildings. This binder helps to guide collaborative conversations around issues of student access to and success in rigorous engagement within all subject areas, while keeping in mind that all students should receive what they need in order to reach their academic and social potential.

Up for Learning in Collaboration with BSD Student Youth Voice Leaders

The Student Voice Advisory is a group of students and adults from all three high schools who meet to create a vision of student voice and empowerment as we utilize direct action to move towards a more equitable future and school culture and climate for all students. In collaboration with the Equity Champions at each school, students connect at three separate retreats to discuss issues around culture, acceptance, student voice, social emotional learning and advocacy. In association with their peers from diverse student groups, such as the Black Student Union, BSD Student Youth Voice Leaders, are engaging in ongoing conversations that speak to their passion around the necessity of culturally responsive teaching

Panorama

Dec 2022/Jan 2023 Panorama Dashboard PD to analyze and plan with SEL, Cultural Awareness, Diversity, & Inclusion student data

ELA K-5: Fiction selections in Bookworms curriculum include Black characters that help to develop students' respect for cultural and racial diversity. Issues surrounding racism and prejudice are addressed in an age-appropriate manner. Informational texts include the stories about Black figures that provide opportunities for students to reflect on the responsibilities of citizens to combat racism and to uplift the Black experience.

ELA 6-12: Our secondary curriculum review committees committed to ensuring that the curriculum adopted and implemented would include both primary sources and historical fiction accounts that represent both diverse authors and characters. In Middle School, author examples from the three grade levels include Jacqueline Woodson, Walter Dean Myers, Langston Hughes, Frederick Douglas, and Gwendolyn Brooks. Part of our criteria for review includes ensuring that there are opportunities throughout the curriculum for students to engage in personal reflection and peer discussions that broaden and deepen their understanding about the implications of racism and prejudice through the texts they read.

Math K-12: Math is identifying and adopting HQIM that specifically attends to creating a math classroom environment where all students of color can be comfortable to be smart. This includes using diverse contexts of lessons and valuing the contributions of all students in their learning.

Science K-12: Both the elementary curriculum, Amplify Science, and the middle school curriculum, OpenSciEd, include text, pictures, and examples that reflect our diverse population, which develops students' respect for cultural and racial diversity. The publishers of OpenSciEd explicitly address prejudice, racism, and stereotyping in science education: "Part of our work towards equity and justice involves recognizing the insidious ways racism has operated in science and rooting it out of science education. We strive to implement approaches that de-settle inequitable systems, routines, and assumptions that are in place in too many science learning environments and educational institutions."

Social Studies 6-12: Teachers encouraged to select primary sources that allow Black figures in history to speak in their own voices. Teachers have reviewed lessons to see whose stories have not been told and need to be included. Delaware’s history of discrimination and segregation is included in lessons, as well as local examples of resistance. Courses such as World Regional Geography in grade 6 and World Geography and History in grade 10 explicitly develop students’ respect for cultural and racial diversity by celebrating the contributions of societies around the globe.

World Languages 6-12: Language and Cultural Studies I and II are middle school exploratory classes, which help set the stage for students to be able to meet the rigor of the Delaware World-Readiness Standards for Learning Languages. These new World-Readiness Standards move away from a knowledge-based understanding of cultures and communities and focus more on such skills as interaction, reflection, and collaboration—the intersection of language and culture. The phrase “cultural competence” that is found in the standards emphasizes the ability to work within different cultural contexts. In High School, learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. The purpose is to develop students’ respect for cultural and racial diversity.

Visual and Performing Arts: Selections for student study and performance are chosen to include a diversity of creators and to reflect the demographics of the district population. Featured composers include Quincy Hilliard and William Owens. Selections are also chosen to reflect the experiences of diverse people. Recent selections include A Movement for Rosa, As the World Watched, and African Dreams. Elementary art and music teachers are a part of the Elementary Black History Lesson Development Team.

Libraries: Each purchase for the library includes diverse materials. These materials include, but are not limited to biographies of African Americans, collective biographies on the contributions of African Americans to American culture, nonfiction on the history of slavery, racism, Jim Crow Laws, Civil Rights struggle, and the Civil War. We continue to broaden our collection, adding more materials to support the understanding of history and the Black experience.

Engineering: Based upon the Model for Equity-Oriented Engineering Learning, we are working towards embedding design principles that foster equitable instruction and environments with fidelity in our engineering programs. Our K-12 engineering activities will introduce multiple perspectives about the technology and its impact. We take into consideration students’ experiences, ideas and identities and use this to also instill empathy in our students towards the end user. These equity principles are used to inform design and classroom pedagogy.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Brandywine School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

ELA - Bookworms required texts include books on Black leaders and the contributions Black people made to American life, such as Dr. Martin Luther King Jr., Harriet Tubman, and the Tuskegee Airmen

Social Studies - teachers on the Elementary Black History Lesson Development Team are creating biographical studies of Black contributions to the Arts. These lessons will be shared with District teachers in the spring of 2023.

1st Grade

The Brandywine School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

ELA - Bookworms required texts include books on Black leaders and the contributions Black people made to American life, such as Duke Ellington, Dr. Martin Luther King Jr., and Harriet Tubman.

Social Studies - teachers on the Elementary Black History Lesson Development Team are creating biographical studies of Black contributions to STEM fields. These lessons will be shared with District teachers in the spring of 2023.

2nd Grade

The Brandywine School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

ELA - Bookworms required texts include books on Black leaders and the contributions Black people made to American life, such as Jackie Robinson, Ruby Bridges, and Neil DeGrasse Tyson

Social Studies - teachers on the Elementary Black History Lesson Development Team are creating biographical studies of Black contributions to the Civil Rights Movement. Lessons will include primary sources from the Library of Congress. These lessons will be shared with District teachers in the spring of 2023.

3rd Grade

The Brandywine School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

ELA - Bookworms required texts include books on Black leaders and the contributions Black people made to American life, such as Frederick Douglass, Rosa Parks, and Marian Anderson.

Social Studies - teachers on the Elementary Black History Lesson Development Team created a unit on Africa, which includes lessons on Africa's geography, trade in the Kingdom of Ghana, and the leadership of Mansa Musa in the Kingdom of Mali.

4th Grade

The Brandywine School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you

identified in 4th Grade this year. 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.

ELA - Bookworms required texts include books on slavery, segregation, and resistance, such as the Underground Railroad and the Greensboro Sit-ins.

Social Studies - teachers are implementing the new grade 4 Model Lessons in 2022-2023, taking care to select lessons that address Black history. These include an introductory lesson on pre-diaspora Africa (U2, L1), and lessons on the development of slavery in the American colonies (Unit 4). In the latter half of the year, students learn about the role of both enslaved and free African Americans in the Revolutionary and Early Republic era, including Crispus Attucks and Ona Judge.

Music- Lessons include songs sung by enslaved peoples that emphasize their connection to African cultures.

5th Grade

The Brandywine School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

ELA - Bookworms required texts include books on Black figures in national and Delaware history, such as Matthew Henson and Harriet Tubman.

Social Studies - teachers on the Elementary Black History Lesson Development Team are creating lessons on Delaware's history of enslavement, as well as local Civil Rights history involving school desegregation and the Claymont 12. Lessons will include primary sources from the Delaware Historical Society. These lessons will be shared with District teachers in the spring of 2023. Teachers will

implement state Model Lessons for Economics and Geography in 2023-2024.

6th Grade

The Brandywine School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

Social Studies - In World Regional Geography, students study cultural diversity of African civilization, the development of Cultural Hearths in Africa, and the rise of kingdoms in West, South, and East Africa. Students examine the location of natural resources and the development of trade networks prior to the diasporas of the 17th-19th centuries. Supplemental resources include a subscription to Newsela, which has curated a Black History collection for Middle school social studies teachers.

Teachers will continue to develop lesson plans for the study of the “Great Migration” of the early 20th century in the United States, including the causes and effects of cultural diffusion.

ELA - Each unit in the Into Literature curriculum includes relevant broad essential questions. The texts within each are written by diverse authors writing about their own experiences or using characters in stories to convey specific experiences. Students will read and learn about the contributions of authors like Langston Hughes, Gwendolyn Brooks, Jerry Craft, Maya Angelou, and Jewell Parker Rhodes. These authors and their texts allow for opportunities for teachers to develop lessons that include a focus on literary contributions as well as questions and discussions around historical context and its impact on how students read and experience texts.

7th Grade

The Brandywine School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

Social Studies - Teachers implement lessons from the Civics DRC and Economics Model lessons. Students study the perpetuation of the tragedy of enslavement through legal means at the federal, state, and local level in Black Codes and Jim Crow Laws. Students study the agency of Black people to achieve equal treatment from the Reconstruction era through today. For example, the civics lesson "From Runaround to Remedy" addresses segregation and the struggle to achieve fair treatment in education. In Economics, the economics lesson "How does where you live influence how you live?" addresses the socio-economic struggles Black people continue to endure because of redlining. Supplemental resources include a subscription to Newsela, which has curated a Black History collection for Middle school social studies teachers.

Teachers will implement the New Model Lessons for Civics and Economics in 2022-2023, which will integrate the study of Black history.

ELA - Each unit in the Into Literature curriculum includes relevant broad essential questions. The texts within each are written by diverse authors writing about their own experiences or using characters in stories to convey specific experiences. Students will read and learn about the contributions of authors like Langston Hughes, Eddy Harris, Nikki Giovanni, and Kwame Alexander. These authors and their texts allow for opportunities for teachers to develop lessons that include a focus on literary contributions as well as questions and discussions around historical context and its impact on how students read and experience texts. The novel, Freedom Walkers is used to address the EQ: How can changing the world change you? Teachers provide primary sources and focus on the fight for fair treatment of ALL people.

Music - Choral lessons include songs by and about African American musicians.

8th Grade

The Brandywine School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

Social Studies - teachers implement the state model lessons for U.S. History 1783-1877, which focus on Black history throughout the course. For example, in the fall, students examine the establishment of race-based laws and gradual emancipation in the North; the invention of the cotton gin and the expansion of slavery as the underpinning of the South's cotton economy; and resistance to enslavement led by figures such as Nat Turner. In the spring, students study the role that racism played in the outbreak of the civil war; and the struggles for fair treatment during Reconstruction. Primary sources include documents from Delaware's history with enslavement, the Underground Railroad, and abolition movements. Supplemental resources include a subscription to Newsela, which has curated a Black History collection for Middle school social studies teachers.

ELA - Students will read and learn about the contributions of authors like Frederick Douglass, Nikki Grimes, Marilyn Nelson, Ann Petry, and Jason Reynolds. These authors and their texts allow for opportunities for teachers to develop lessons that include a focus on literary contributions as well as questions and discussions around historical context and its impact on how students read and experience texts.

The unit, "The Fight for Freedom," includes the EQ: What will people risk to be free? Teachers use the texts in this unit to highlight the contributions of Frederick Douglass to literature and his use of

gaining knowledge to gaining access to equality. The economies of both the North and South are addressed in several texts as they contribute to the unjust treatment of Black people in the South. Students will grapple with the phrase “all men” being treated equally within the contexts of these texts throughout the unit.

9th Grade

The Brandywine School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies - In Civics, students examine the role of slavery in the Constitution; the dynamic processes of government through the Reconstruction amendments and Voting Rights Act; the agency of Black citizens in various forms of protest and advocacy; the significance of landmark Supreme Court cases. Textbook is United States Government (HMH, 2018), Supplemental resources include Black History in Two Minutes and Crash Course Black History. In Economics, students examine the socio-economic consequences of redlining and the economic factors related to the Great Migration.

ELA - We do not currently have consistent curriculum instruction to address HB198; however, we are in the process of reviewing curricula for the 2022-2023 school year. The review process we are following includes specific criteria that address the need for diverse authors and characters as well as the positive representation of historically marginalized groups.

10th Grade

The Brandywine School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies - World Geography and History: High school teachers worked together to identify opportunities for improving upon the teaching of Black history in our courses. In World History, students study the development of African civilizations prior to the diaspora, including the kingdoms of Ghana, Mali, and Songhai in West Africa. Teachers use primary sources from the Choices Program to examine the development of racial slavery throughout the Americas. In Geography, teachers use maps and other geographic data to examine the causes and effects of Bantu migrations in Africa, as well as the cultural diffusion of Islam in Africa in the 7th-16th centuries.

ELA - We do not currently have consistent curriculum instruction to address HB198; however, we are in the process of reviewing curricula for the 2022-2023 school year. The review process we are following includes specific criteria that address the need for diverse authors and characters as well as the positive representation of historically marginalized groups.

11th Grade

The Brandywine School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to

Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies - U.S History: High school teachers worked together to identify opportunities for improving upon the teaching of Black history in our courses. Teachers use primary sources from the DBQ Project to examine the achievements of Black Americans during Reconstruction and the reasons for Reconstruction's ultimate failures; teachers use primary sources by W..E.B. DuBois and Booker T. Washington to examine different approaches to the struggle for equal treatment; and teachers use specific works of music, art, and literature to celebrate the Harlem Renaissance during the Roaring 20s. Supplemental resources include Black History in Two Minutes and Crash Course Black History.

ELA - We do not currently have consistent curriculum instruction to address HB198; however, we are in the process of reviewing curricula for the 2022-2023 school year. The review process we are following includes specific criteria that address the need for diverse authors and characters as well as the positive representation of historically marginalized groups.

12th Grade

The Brandywine School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies Electives

In African American Studies, students devote the entire year to the study of Black History. The course begins with an investigation into early civilizations in Africa, using historical artifacts and primary

sources. Students use primary sources to examine the role of racial slavery in the economic development of the Americas, resistance and revolutionary movements in the United States and Caribbean, abolition, and the struggle for equal rights from the nineteenth century to today. Textbook is *The African American Odyssey*, which includes an online library of primary sources. Supplemental resources include *Stolen* by Richard Bell and *Warriors Don't Cry* by Melba Patillo Beals.

In AP Psychology, students learn about the contributions of Black scientists and researchers to the field of psychology. Students also examine bias, prejudice, and racism through the lens of psychology.

In AP United States Government and Politics, students investigate how Black Americans influenced, and were affected by, changes to the Constitution. They study how federalism permitted the tragedy of enslavement to be perpetuated through segregation, and how Black Americans struggled for equal treatment, especially through the lens of voting rights.

ELA - We do not currently have consistent curriculum instruction to address HB198; however, we are in the process of reviewing curricula for the 2022-2023 school year. The review process we are following includes specific criteria that address the need for diverse authors and characters as well as the positive representation of historically marginalized groups.

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 title and date of in-service training sessions provided to meet this requirement.

Social Studies

- All elementary teachers and all secondary social studies teachers attended the Social Studies Coalition of Delaware's Virtual PD Conference sessions (October 14, 2022), which included the following sessions:
 - SSCD Keynote: Teaching through Black history- LaGarrett King
 - Teaching African American History in Delaware from Civil War to Civil Rights- Yohuru Williams
 - Juneteenth and the Destruction of Slavery- Richard Bell
 - Public Education, Memory, Race, and History in Delaware- Delaware Historical Society
 - Historical Conscious Framework (grades K - 5)- LaGarrett King
 - Social Studies for a Better World: Teaching Anti-Oppressive Content in Contentious Times- Dr. Noreen Naseem Rodriguez
 - Delaware's African American History- Verti Lee/ Nena Todd
 - How Does Where You Live Influence How You Live: Redlining- Scott Bacon
 - Heroes Abroad, Activists at Home: Stories from African American GIs in the Civil

Rights Movement- Jen Goss

- Discussing Contentious Topics in Your Classroom- Joe Schmidt
- Reading children's books about enslavement- Jay Shuttleworth/ Tim Patterson
- Historical Conscious Framework (grades 6 -8)- LaGarrett King
- Stolen: Delaware's Connection to the Reverse Underground Railroad- Richard Bell
- Using Library of Congress Collections to Expand Your Classroom Narrative- Kathleen Barker
- Economics and the Great Migration- Scott Bacon
- Select Social Studies teachers will attend the National Council for the Social Studies and the Middle States Council for the Social Studies annual conferences in 2022-2023. Priority will be given to conference sessions that address Black history.
- Social Studies Coordinator and Secondary ELA Coordinator attended the Teaching Black History Conference with LaGarrett King, July 22-24 2022

Science

- All secondary science teachers attended the Equity Conference 2022 on October 14, which included the session “What does cultural responsiveness look like in a Science classroom” by Dr. Lizette Burks.

ELA

- All secondary ELA teachers attended the Equity 2022 Conference on October 14. The sessions included an overview of HB198 by Mike Feldman and Critical Leadership at Critical Times with Dr. Tanji Marshall Reed. Teachers then had several options:
 - Talking Tough and Timely Topics with Students
 - Equity Access and Culturally Responsive Teaching Practices
 - Family Engagement and Partnerships: Equity
- The ELA HS curriculum review team meets monthly and has set a HS ELA vision as well as criteria to use to review curricula. Some of the criteria includes: ensuring that texts and authors reflect a range of times, places and identities, particularly those that have been historically marginalized; texts that prioritize representation of nuanced experience and traditions and do not perpetuate stereotypes of historically marginalized groups; texts that are multi-genre including a mix of literary and informational texts; materials that provide opportunity for ALL students to engage in work with grade-level standards.
- MS and HS ELA teachers and administrators engage in PL throughout the 2022-2023 school year with TNTP. All PL requires teachers to think through the lens of equity in order to improve instruction and student achievement.

Additional Equity Professional Developments from DDOE, Equity Summit, October 14, 2022

- A Closer Look at Biases as We Address Significant Disproportionality
- Communities of Belonging: Anti-Bias in Early Childhood Environments
- Equity Access and Culturally Responsive Teaching Practices

- Tackling Tough and Timely Topics with Students
- Equity & Culture

The Brandywine School District has engaged with multiple partners to provide professional learning for teachers and administrators to deepen understanding and strengthen equitable practices. Our partnerships support our implementation of the Delaware Strategic Intents as well as HB 198. Such professional learning is inclusive of:

- Restorative Practices
 - 2021/22 Secondary & Elementary Schools engaged in District-wide PD (In-house Trainers)
 - July 2022 - BSD Admin Retreat - Restorative Practices w/ Dr. Malik Mohammed & Steve Korr
- Equity & Beyond is providing five sessions of professional development for administrators and Board Members focusing on why the education community needs to engage in meaningful discussions of race and equity across lines of difference.
- Up for Learning
 - Nov, Dec 2022 What It Means to Have Student Voice at the Table (Administrators/Champions) | Elevating & Empowering Student Voice
- DVCEE
 - Sept/Oct 2021 - BELONGING AND DIGNITY SERIES (Two-Workshop Series) | Shaping and Maintaining a Culture of Dignity John Krownapple & Dr. Floyd Cobb;
 - Oct, Nov, Dec 2022 - INNOCENT CLASSROOM PROJECT SERIES | Four-Workshop Series Constructing the Innocent Classroom: Dismantling Racial Bias for Our Children of Color
- Trauma Informed/SEL
 - August 2022 During the New Teacher Orientation, The Brain Architect/ Trauma Informed: Objectives:
 - Understand and apply key terms related to trauma
 - Build a brain
 - Understand the powerful role of experiences on early brain development – what promotes it, what derails it, with what consequences for society
 - Understand the architecture of the brain is built starting in the earliest years of life, and that experiences shape the structure for better or worse
 - Discuss the implications of experiences that strengthened, or weakened, the architecture of their developing brains.
 - Make connections to Equity, MTSS, & SEL
- Discovery Education/Nearpod
 - August 2022 Discovery Education and Nearpod provided professional learning to specifically to support teachers with navigating the Social/Emotional resources which was encouraged to be incorporated during the first days of school and

throughout the year. These resources have also been shared in a digital ebinder/workbook for teachers to access and implement the resources more readily.

Caesar Rodney School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Darren Guido

Position: Supervisor of Instruction

Email: darren.guido@cr.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Since the start of the 2021-2022 school year, the Caesar Rodney School District's Division of Instruction and Office of Equity and Diversity have worked with the Delaware Department of

Education and the Social Studies Coalition of Delaware to understand the requirements of HB 198. CR's Division of Instruction shared the requirements of HB 198 with district and school administrators, the Curriculum Cabinet and councils, and school staffs to examine the curricula across all grade levels to identify current connections to the eight components of the bill. This examination has also helped to identify areas of opportunity where connections are missing. During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas of opportunity.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Caesar Rodney School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

Through our examination of the curricula used in this grade, we meet the components of HB198 checked above in the following ways listed below. During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas not checked above.

Component F

Social Studies

Black History unit

ELA (American Reading Company)

Thinking like a Scientist- Unit 1

The Secret Garden of George Washington Carver by Gene Barretta

Look Up with Me by Neil DeGrasse Tyson

Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions by Chris Barton

Component G

Social Studies

What Does Fair Mean? Introduction to the Civil Rights for Kindergarten.

Component H

Social Studies

Black History unit

ELA (American Reading Company)

Thinking like a Scientist- Unit 1

The Secret Garden of George Washington Carver by Gene Barretta

Look Up with Me by Neil DeGrasse Tyson

Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions by Chris Barton

1st Grade

The Caesar Rodney School District included (or will include) the following requirements in their 1st Grade curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Through our examination of the curricula used in this grade, we meet the components of HB198 checked above in the following ways listed below. During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas not checked above.

Component F

ELA (American Reading Company)

Mapping My World- Unit 1

Fly High! The Story Bessie Coleman by Louise Borden and Mary Kay Kroeger

Islandborn by Junot Diaz

Component H

ELA (American Reading Company)

Mapping My World- Unit 1

Fly High! The Story Bessie Coleman by Louise Borden and Mary Kay Kroeger

Islandborn by Junot Diaz

2nd Grade

The Caesar Rodney School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

Through our examination of the curricula used in this grade, we meet the components of HB198 checked above in the following ways listed below. During the 2022-2023 school year, the Division of

Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas not checked above.

Component F

ELA (American Reading Company)

Toolkit (2R)

Jackie Robinson

Component H

ELA (American Reading Company)

Toolkit (2R)

Jackie Robinson

3rd Grade

The Caesar Rodney School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

Through our examination of the curricula used in this grade, we meet the components of HB198 checked above in the following ways listed below. During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas not checked above.

Component B

Social Studies

Unit 9- The 13 Colonies

4th Grade

The Caesar Rodney School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

Through our examination of the curricula used in this grade, we meet the components of HB198 checked above in the following ways listed below. During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas not checked above.

Component A

Social Studies

Unit 2- The World Before Columbus

Lesson 1: Ways of Thinking About People and Places in the Past

Component B

Social Studies

Unit 4- Historical Context: Enslavement

Lesson 2: Enslavement in History

Component C

Social Studies

DPA Property Lesson

Unit 4- Historical Context: Enslavement

Lesson 2: Enslavement in History

Lesson 3: Servants on Trial: John Punch

Lesson 4: The Middle Passage

Lesson 5: Hidden History: Olaudah Equiano

Lesson 6: Forms of Resistance to Enslavement

Lesson 7: Enslavement in Delaware

Component F

Social Studies

Unit 1- Introduction to History Standards
Lesson 1: What is History and Why Learn It
Lesson 4: Introduction to Chronology

Component H

Social Studies

Unit 1- Introduction to History Standards
Lesson 1: What is History and Why Learn It
Lesson 4: Introduction to Chronology
Unit 4- Historical Context: Enslavement
Lesson 5: Hidden History: Olaudah Equiano
Lesson 6: Forms of Resistance to Enslavement

5th Grade

The Caesar Rodney School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

Through our examination of the curricula used in this grade, we meet the components of HB198 checked above in the following ways listed below. During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas not checked above.

Component C

Social Studies

THH IDM- How did Slavery Shape My State?

ELA (American Reading Company)

The Civil War Era Unit

Component D

ELA (American Reading Company)

The Civil War Era Unit

Component E

ELA (American Reading Company)

The Civil War Era Unit

Component G

Social Studies

THH- IDM- How did Slavery Shape My State?

Financial Literacy

Unit 5- Financial Planning and Decision-Making

Lesson 1: Against All Odds (Madam CJ Walker)

Lesson 2: The Path Not Taken (Madam CJ Walker)

Component H

ELA (American Reading Company)

The Civil War Era Unit

Financial Literacy Unit 5- Financial Planning and Decision-Making

Lesson 1: Against All Odds (Madam CJ Walker)

Lesson 2: The Path Not Taken (Madam CJ Walker)

6th Grade

The Caesar Rodney School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you

identified in 6th Grade this year. 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.

Through our examination of the curricula used in this grade, we meet the components of HB198 checked above in the following ways listed below. During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas not checked above.

Component A

Social Studies

Unit 4- North Africa/ Sub-Saharan Africa- Can discuss different regions of North America and how enslaved people were forced to work and develop this country into what it is. Plantations. Atlantic Slave trade. (Social Studies)

ELA

Unit 5- Surviving the Unthinkable

Component B

Social Studies

Different regions of North America and how enslaved people were forced to work and develop this country into what it is. Plantations. Atlantic Slave trade.

Component E

Social Studies

Treatment of Africans after the African/Black Diaspora in the countries that they went to. Post-enslavement treatment specifically. Align also to treatment of Indigenous people in North America.

Component F

ELA

Unit 1- Discovering Your Voice

Unit 2- Never Give Up

Component H

ELA

Unit 1- Discovering Your Voice

Unit 2- Never Give Up

7th Grade

The Caesar Rodney School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- c. The relationship between white supremacy, racism, and American slavery.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

Through our examination of the curricula used in this grade, we meet the components of HB198 checked above in the following ways listed below. During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas not checked above.

Component C

Social Studies

Shirley Bulah

Gebhardt v. Benton (part of Brown v. Board)

<https://www.learningforjustice.org/classroom-resources/lessons/before-rosa-parks-ida-b-wells>

Component E

Social Studies

Expansion of Freedom Unit

Component G

Social Studies

Expansion of Freedom Unit

Component H

Social Studies

Shirley Bulah

Gebhardt v. Benton (part of Brown v. Board)

<https://www.learningforjustice.org/classroom-resources/lessons/before-rosa-parks-ida-b-wells>

8th Grade

The Caesar Rodney School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

Through our examination of the curricula used in this grade, we meet the components of HB198 checked above in the following ways listed below. During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas not checked above.

Component D

Social Studies

DWP5c: Emancipation Proclamation (Social Studies)

Component E

Social Studies

DWP3a: Slavery in the Constitution (H2ab)

DWP6c: Sharecropping

The Civil War Amendments and Change

Component G

Social Studies

DWP4a: Nat Turner (H2ab)

DWP5a: John Brown (H2ab)

DWP6d: Reconstruction

Changes in African American Freedom

Component H

Social Studies

DWP4a: Nat Turner (H2ab)

DWP5a: John Brown (H2ab)

DWP6d: Reconstruction

Changes in African American Freedom

9th Grade

The Caesar Rodney School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Through our examination of the curricula used in this grade, we meet the components of HB198 checked above in the following ways listed below. During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas not checked above.

Component A

- ELA
 - Additional Resource: The Ancient Library of Alexandria
 - Egyptian Mythology (looking for resources)
- Social Studies
 - AP World History: Topic 1.5: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments

obtain, retain, and exercise power in different ways and for different purposes. Illustrative Examples: Hausa Kingdom, Ethiopia, Great Zimbabwe, Mali Kingdom. Historical Developments: In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach.

- AP World History: Topic 2.4: Trans Saharan Trade Routes. Historical Developments: The growth of interregional trade was encouraged by innovations in existing transportation technologies. Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the trans-Saharan trade network.
- AP World History: Topic 2.5: Cultural Consequences of Connectivity: Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450. Historical Developments: As exchange networks intensified, an increasing number of travelers within Afro-Eurasia wrote about their travels. Illustrative Examples: Ibn Battuta, the Spread of Islam into Sub-Saharan Africa, bananas in Africa
- AP World History Topic 4.3: The Columbian Exchange: American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East. Illustrative Examples: Foods brought by African enslaved persons: -Okra -Rice
- AP World History: Topic 4.4: Maritime Empires Established: The expansion of maritime trading networks fostered the growth of states in Africa, including the Asante and the Kingdom of the Kongo, whose participation in trading networks led to an increase in their influence. Enslavement in Africa continued in its traditional forms, including incorporation of enslaved persons into households and the export of enslaved persons to the Mediterranean and the Indian Ocean regions. The growth of the plantation economy increased the demand for enslaved labor in the Americas, leading to significant demographic, social, and cultural changes. Illustrative Examples: Omanis
- AP World History: Topic 4.5: Maritime Empires Maintained and Developed. Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the trade of enslaved persons. The Atlantic trading system involved the movement of labor—including enslaved persons and the mixing of African, American, and European cultures and peoples, with all parties contributing to this cultural synthesis. Illustrative Examples: Moroccan Conflict with the Songhai Empire
- AP World History: Topic 4.6 Internal and External Challenges to State Power: Enslaved persons challenged existing authorities in the Americas through organized resistance. Illustrative Example: The establishment of Maroon Societies in the Caribbean and Brazil. Resistance of enslaved persons in North America.

- World History and Geography: Unit 4 Africa: Ancient Egypt, Trans-Saharan Trade, West African Kingdoms, Indian Ocean Trade Routes: Explain the causes and effects of the growth of trans-Saharan trade.
- Math
 - Video on the Ishango Bone as the earliest Mathematical tool link; discussion of the first known calendar Nabta Playa (older than Stonehenge) to track the summer solstice and monsoon season link
- Biology
 - Incorporate the Welcome to Earth: "Mind of the Swarm" National Geographic- Incorporates tribal aspects, landscaping, historical components within Africa.
- Culinary
 - could possibly include information on the cuisine and food heritage of America
- Tech Ed
 - Include contributions from African culture to the history of technology timeline.

Component B

- ELA
 - Unit 2, Into Literature, Breaking Through Barriers--Gettysburg Address
- Social Studies
 - World History and Geography: Unit 3 Latin America: Trans-Atlantic Trade, Middle Passage, Encomienda System, Mercantilism
- Biology
 - Infection spread and disease control related to the living situations, sanitation, access to utilities.
- Culinary
 - could possibly include information on the cuisine and food heritage of America

Component C

- ELA
 - Adv: MP 1 independent read, To Kill a Mockingbird
 - Gettysburg Address
 - "I Have a Dream" speech- Martin Luther King Jr.
- Social Studies
 - South African Apartheid, Herro-Namaqua Genocide in German South-West Africa, Mutiny on the Bounty
- World Language
 - Indigenous People Day (level 1 = we will develop a "part 1" of a lesson)
- Biology
 - Incorporation of sickle cell and cell structure/diseases that affect the black community.
- Tech Ed

- Discuss the use of Master/Slave terminology in engineering/electronics/computer science.

Component D

- ELA
 - Unit 2, Into Literature, Breaking Through Barriers-The Gettysburg Address

Component E

- ELA
 - MP 1 To Kill a Mockingbird
- Social Studies
 - World History and Geography: Unit 3 Latin America: Trans-Atlantic Trade, Middle Passage, Encomienda System, Mercantilism
 - World History and Geography: Unit 4: Africa: South African Apartheid
- Environmental science
 - potentially include air quality issues based on which areas received trees and parks
- Biology
 - Infection spread and disease control related to the living situations, sanitation, access to utilities.

Component F

- ELA
 - Unit 2, Into Literature, Breaking Through Barriers. Harlem Renaissance-Langston Hughes, Theme for English B
 - Unit 2, Into Literature, Breaking Through Barriers. MLK “I Have a Dream” speech
 - Adv 9 also compares calls to action between MLK speech’s call to action and one from Animal Farm
- Social Studies
 - World History and Geography: Unit 3 Latin America: Haitian Revolution and other Revolutionary movements in Latin America
- Sociology
 - important Black contributors to the study of sociology.
- Math
 - List of influential black mathematicians
 - Dorothy Vaughan
 - David Blackwell EdPuzzle
 - Benjamin Banneker EdPuzzle
- Environmental Science
 - In the future we will be highlighting black scientists that have contributed to environmental science throughout the year.
- Biology

- Highlight/have students research the influence of black scientists that have contributed to the advancement of science.
- JROTC I
 - African American History from arrival in the US to present day.
- PE
 - Wiffle Ball unit African American Baseball History
- Culinary
 - African American contributions to the cuisine of the United States and American Food customs
- Italian I
 - Italian immigrants that lived in the city of New Orleans were considered outcast due to immigration status and identified as the fascist enemies. As immigrants they lived in poor neighborhoods with other immigrants and African Americans. As minorities Italians also picked up the business of entertainment that wasn't always legal. During the same era Jazz started to spread as a music genre but because it was produced by African Americans it was not permitted to be played in clubs. Italian American club owners allowed African American to perform and support the development of Jazz.
- Spanish I
 - lesson on Roberto Clemente, Puerto Rican baseball player of color who played for the Pittsburgh Pirates in the 1960s; he was remembered for his humanitarian efforts in the US and beyond; lesson on Celia Cruz, Cuban salsa queen who broke barriers for women and for Afro-Latinas, and she was an activist and pioneer as well.
- French I
 - Hip-hop music in African and French cultures with Gims, Black M, Aya Nakamura

Component G

- ELA
 - Unit: Freedom at all Costs, Dr. King, "I Have a Dream" Speech
- Social Studies
 - World History and Geography: Unit 3 Latin America: Spanish Empire: Encomienda and Casta Systems

Component H

- ELA
 - Unit: Freedom at all Costs, "I Have a Dream" Speech by Dr. King
 - Adv. 9 Unit 6, Into Literature, Epic Journeys. Compare Amanda Gorman's The Hill We Climb with Amanda Salak journey
- Math
 - Find African American mathematicians that may have created formulas that pertain to Algebra I and incorporate it into the lesson. [Link](#) or [link](#)
- PE

- African American Athletes in Sports in America

10th Grade

The Caesar Rodney School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Through our examination of the curricula used in this grade, we meet the components of HB198 checked above in the following ways listed below. During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas not checked above.

Component A

- ELA
 - WTL 10 Unit 2: Anansi and the Firefly

Component B

- ELA

- AP10 “Letter to Thomas Jefferson” by Benjamin Banneker
- Biology
 - Infection spread and disease control related to the living situations, sanitation, access to utilities.
- Culinary
 - could possibly include information on the cuisine and food heritage of America

Component C

- ELA
 - AP10 “Letter to Thomas Jefferson” by Benjamin Banneker
 - AP10 “Restoring Black History” by Henry Louis Gates Jr.
 - AP10 “People and Peace, Not Profits and War” by Shirley Chisholm
 - AP10 “Letter from Birmingham Jail” by Martin Luther King Jr.
- Social Studies
 - Amendments to the U.S. Constitution extending citizenship and voting rights
- Biology
 - Incorporation of sickle cell and cell structure/diseases that affect the black community.

Component E

- Social Studies
 - DE Civics 2B → Voting Rights and the evolution of disenfranchised voters in the U.S.; Affirmative Action
 - Federalism - State laws vs. Federal laws
 - Voting Rights and the evolution of disenfranchised voters in the U.S.; Affirmative Action
- ELA
 - Writing through Literature: Hard Won Liberty
 - MLK’s “Letter from Birmingham Jail”
 - Baker’s “Speech at the March on Washington”
 - AP10 “Restoring Black History” by Henry Louis Gates Jr.
 - AP10 “People and Peace, Not Profits and War” by Shirley Chisholm
 - AP10 “Letter from Birmingham Jail” by Martin Luther King Jr.
- Biology
 - Infection spread and disease control related to the living situations, sanitation, access to utilities.

Component F

- Social Studies
 - Unit 1: Econ. Systems → Black Entrepreneurs (social studies)
 - Entrepreneurship - Madam C.J. Walker, Oprah Winfrey, President Obama, etc...

- Sociology
 - important Black contributors to the study of sociology.
- ELA
 - Writing through Literature: Hard Won Liberty
 - Langston Hughes
 - AP10 “Rosa Parks” Political Cartoon by Tom Toles
 - AP10 “Restoring Black History” by Henry Louis Gates Jr.
 - AP10 “People and Peace, Not Profits and War” by Shirley Chisholm
 - AP10 “Letter from Birmingham Jail” by Martin Luther King Jr.
- Math
 - Looking at African culture generally, students could investigate the cultural and mathematical significance of [geometric patterns](https://en.wikipedia.org/wiki/Geometry_From_Africa) from various African tribes
https://en.wikipedia.org/wiki/Geometry_From_Africa
- JROTC II
 - History of the Tuskegee Airmen, Generals Chappie James and Benjamin Davis.
- Health
 - Culinary African American History, tied with Nutrition content.
- Culinary
 - African American contributions to the cuisine of the United States and American Food customs
- Spanish II
 - Hispanic Heritage Month (contributions of many different Hispanics including black people), What does it mean to be Hispanic?
- French II
 - Features on Cameroun, Côte d’Ivoire, Sénégal

Component G

- Social Studies
 - DE Econ 3 → Economic systems: U.S. economy in transition after Civil War; labor sector during Jim Crow Era; economic inequality in the present
 - Government Agencies
 - Executive Branch connections for agencies - Justice Dept & Office of Civil Rights (created in 1957 as a result of the Civil Rights Act of 1957)
 - Civics Standard Four - Political Participation (protests, community grassroots, commissions examining public policy, etc.)
- ELA
 - Writing through Literature: Hard Won Liberty
 - Hansberry’s *A Raisin in the Sun*
 - AP10 “People and Peace, Not Profits and War” by Shirley Chisholm
 - AP10 “Letter from Birmingham Jail” by Martin Luther King Jr.

Component H

- Social Studies
 - Civics 2B → Louis Redding’s influence on desegregation of schools (Brown v. BOE)
 - Brown vs. Board connection to Delaware - <https://archives.delaware.gov/online-lesson-plans/>
 - Shirley Bulah Story
- ELA
 - *A Raisin in the Sun* by Lorraine Hansberry
 - AP10 “Letter to Thomas Jefferson” by Benjamin Banneker
 - AP10 “Rosa Parks” Political Cartoon by Tom Toles
 - AP10 “Restoring Black History” by Henry Louis Gates Jr.
 - AP10 “People and Peace, Not Profits and War” by Shirley Chisholm
 - AP10 “Commencement Address at Wesleyan University” by Barack Obama
 - AP10 “Letter from Birmingham Jail” by Martin Luther King Jr.

11th Grade

The Caesar Rodney School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements

were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Through our examination of the curricula used in this grade, we meet the components of HB198 checked above in the following ways listed below. During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas not checked above.

Component A

- ELA
 - American Literature. Unit 2, Lesson 8. Into Literature. “On Being Brought from Africa to America,” Phillis Wheatley
- Math
 - Post quiz article study on ancient African mathematical contributions
- Culinary
 - could possibly include information on the cuisine and food heritage of America
- Driver Education (10-12):
 - Pullover Etiquette and History of Negro Motorist Green Book

Component B

- Social Studies
 - Unit I: The Gilded Age: Urbanization and the first Great Migration
 - Unit II Progressive Era Reforms, Anti-Lynching campaign, NAACP, Ida Wells, sharecropping
- ELA
 - American Literature. Unit 2, Lesson 6. Into Literature. “A Soldier for the Crown”
 - American Literature, Unit 4, Lesson 4. Into Literature. “A Diary from Dixie”; Casualties and Costs of the Civil War
 - American Literature, Unit 4, Lesson 7. Into Literature. “Speech to the American Equal Rights Association,” Sojourner Truth.
- Math
 - Post quiz article study on ancient African mathematical contributions
- Culinary
 - could possibly include information on the cuisine and food heritage of America

Component C

- Social Studies
 - Unit IV 1920s and the Great Depression: Red Summer 1919 riots, rise in the New Ku Klux Klan, Economic inequality, discrimination in access to New Deal Programs
- ELA

- American Literature. Unit 2, Lesson 8. Into Literature. “On Being Brought from Africa to America,” Phillis Wheatley, and “Sympathy,” Paul Laurence Dunbar
- American Literature, Unit 4, Reader’s Choice. Into Literature. “What to the Slave is the Fourth of July?” Frederick Douglass
- Math
 - Post quiz article study on ancient African mathematical contributions
- World Language
 - Indigenous People Day (level 1 = we will develop a “part 1” of a lesson)
- Chemistry
 - NOVA Percy Julian Forgotten Genius (video) - Personal attacks on Julian’s family.
- Physics
 - limited access to education, technology opportunity limited African representation. When black education began it was focused on vocational studies.

Component D

- ELA
 - American Literature, Unit 4, Lesson 2. Into Literature. Lincoln’s Second Inaugural Address
- Math
 - Post quiz article study on ancient African mathematical contributions

Component E

- Social Studies
 - Unit VII: Civil Rights: Review of segregation causes/effects, different anti-racism strategies of the first half of the 20th century: DuBois/Washington, NAACP anti-lynching, NAACP legal challenges, desegregation in 1955-1957, “massive resistance” campaign to resist school integration
- ELA
 - American Literature. Unit 6, Lesson 13. Into Literature “How it Feels to be Colored Me,” Zora Neale Hurston
- Math
 - Connection to Katherine Johnson and the movie *Hidden Figures*
- Chemistry
 - NOVA Percy Julian Forgotten Genius (video) - Jim Crow laws mentioned.

Component F

- Social Studies
 - Unit 1: The Gilded Age
- Unit 2: Progressive Era
- Unit 3: US Imperialism and WWI
- Unit 4: 1920s and the Great Depression

- Unit 5: WWII
- Unit 6: Global Cold War
- Unit 7: Civil Rights in America
- Unit 8: Making Modern America
- Sociology
 - important Black contributors to the study of sociology.
- ELA
 - American Literature. Readers' Choice. Into Literature. Poems of the Harlem Renaissance--Cullen, Hughes, Toomer, McKay
- Math
 - Article studies of people like Nancy Green and their contribution to American Life
- JROTC III
 - History of the Mass 54th Regiment
- ARVED
 - Level 3 - Black History Month videos about a chosen Black individual that has contributed to American life, history, literature, economy, politics, and culture.
- Culinary
 - African American contributions to the cuisine of the United States and American Food customs
- Spanish III
 - Felipe Alou: Desde los Valles hasta las Montañas (From the valleys to the mountains) Novel from fluency matters now wayside publishing- discusses his struggles in 1955 with segregation. Alou broke barriers that paved the way for countless Latin Americans to reach the Majors, forever altering the demographics of the sport.
- German III
 - <https://youtu.be/WOHhyppuzl> The blind spot of Germany's dark history | DW News
- French III
 - The role of "Sapé" in the Democratic Republic of Congo and other Francophone African countries

Component G

- Social Studies
 - Unit II: The Progressive Movement: Ida Wells Anti Lynching campaign
 - Unit VII: Civil Rights leadership comparing strategies of the first half of the 20th century, and 2nd half. Civil Rights Act of 1964 and its impacts on employers and employees, Rev. Dr. MLK Jr and economic justice speeches, "Poor People's Campaign;" Comparing the overlapping goals of different civil rights organizers and organizations: CORE, SCLC, SNCC, Nation of Islam, Lowndes County Freedom Organization/Black Panther Party,
- ELA

- American Literature. Unit 6, Lesson 7. “My Dungeon Shook: Letter to My Nephew,” James Baldwin
- Math
 - Connection to Katherine Johnson and the movie *Hidden Figures*
- Chemistry
 - NOVA Percy Julian Forgotten Genius (video) - Employment history and discrimination mentioned.
- Financial Services
 - Redlining -racial discrimination in housing, but it comes from government maps that outlined areas where Black residents lived and were therefore deemed risky investments.

Component H

- Social Studies
 - Unit 1: The Gilded Age
 - Unit 2: Progressive Era (Ida B Wells, W.E.B. DuBois, Booker T. Washington)
 - Unit 3: US Imperialism and WWI (Eugene Bullard, W.E.B. DuBois “Causes of the Present War” and “Close Ranks”)
 - Unit 4: 1920s and the Great Depression (Dr. Mary McLeod Bethune, Roy Wilkins)
 - Unit 5: WWII (761st Tank Battalion, Tuskegee Airmen, Benjamin O Davis)
 - Unit 6: Global Cold War (Colin Powell, Fred Hampton)
 - Unit 7: Civil Rights in America (Bayard Rustin, Claudette Colvin, Stokely Carmichael, Malcolm X, James Meredith, Jo Ann Robinson, Rosa Parks, James Farmer, Amelia Boynton, James Lawson, Diane Nash, C.T. Vivian, John Lewis, Muhammed Ali, Angela Davis)
 - Unit 8: Making Modern America (President Barack Obama, Stacy Abrams, Condoleezza Rice, Coretta Scott King)
- ELA
 - American Literature. Unit 6, Lesson 9. “Speech on the Vietnam War, 1967,” Martin Luther King
- Math
 - Connection to Katherine Johnson and the movie *Hidden Figures*
- Chemistry
 - NOVA Percy Julian Forgotten Genius (video) - Percy Julian (see the title, watch the documentary and see why he should be more recognized, he did get a [stamp](#))

12th Grade

The Caesar Rodney School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Through our examination of the curricula used in this grade, we meet the components of HB198 checked above in the following ways listed below. During the 2022-2023 school year, the Division of Instruction and Office of Equity and Diversity will work with lead teachers, through the Curriculum Cabinet and councils, to identify age-appropriate resources to address those areas not checked above.

Component A

- ELA
 - World Literature: Anansi the spider
- Math
 - Data based on different aspects of life for statistics
- Marine Biology
 - Unit 1 History of Marine Science (Early Civilizations settled near oceans and used it as a resource)
- Sports Medicine
 - Dr. Regina Benjamin Disaster Relief efforts for ARC/AHA, Dr. Irene Xanady
- Culinary
 - could possibly include information on the cuisine and food heritage of America
- Driver Education (10-12):

- Pullover Etiquette and History of Negro Motorist Green Book

Component B

- Culinary
 - could possibly include information on the cuisine and food heritage of America

Component C

- ELA
 - AP12 *Their Eyes Were Watching God* by Zora Neale Hurston
 - AP12 *Invisible Man* by Ralph Ellison
- Marine Biology
 - Early Marine Scientists were white because there was disproportion in education; Black Marine Scientists came about much later than people such as Charles Darwin.
- PE
 - Focus on treatment of Jackie Robinson and other African American Athletes

Component E

- ELA
 - AP12 *Their Eyes Were Watching God* by Zora Neale Hurston
 - AP12 *Invisible Man* by Ralph Ellison
- Physical Science
 - Hidden Figures discussion
- Sports Medicine
 - Segregation in sports

Component F

- ELA
 - AP12 *Their Eyes Were Watching God* by Zora Neale Hurston
 - AP12 "Girl" by Jamaica Kincaid
- Sociology
 - important Black contributors to the study of sociology.
- Marine Biology
 - We have a lesson where we specifically research and discuss black marine scientists and their contributions to the field.
- JROTC IV
 - Story of the Amistad
- Culinary
 - African American contributions to the cuisine of the United States and American Food customs
- AP Spanish Literature
 - Afro-Cuban poets and authors.

- AP French
 - Immigration from North Africa to Europe, “Au café de délices” by Patrick Bruel

Component G

- ELA
 - “First Job” - Maya Angelou
 - AP12 *Their Eyes Were Watching God* by Zora Neale Hurston
 - “The First Day” by Edward P. Jones
- Sports Medicine
 - Dr. Corbitt, Dr. Shannon Clemons Goode, Dr. Ben Carson/Dr. Bennet Omalu medical breakthroughs
- AP Chinese
 - Compare and contrast slavery for economic gain in ancient Chinese history.

Component H

- ELA
 - AP12 *Their Eyes Were Watching God* by Zora Neale Hurston
 - AP12 “Girl” by Jamaica Kincaid
 - AP12 “Sonnet” by Alice Moore Dunbar-Nelson
- Marine Biology
 - We have a lesson where we specifically research and discuss black marine scientists and their contributions to the field.
- Sports Medicine
 - DE Afro American Athletes <http://www.daashof.org/>

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 title and date of in-service training sessions provided to meet this requirement.

Members of the Caesar Rodney School District attended the following professional development sessions:

- Stolen: Five Free Boys Kidnapped into Slavery and Their Astonishing Odyssey- Richard Bell sponsored by the Social Studies Coalition of Delaware (November 24, 2020)
- No More Back Seats - Shifting Black History to the Center of America’s School Curriculum- Alysha Butler sponsored by the Social Studies Coalition of Delaware (January 11, 2021)
- Humanities Council meeting presentation (March 25, 2021)

- Humanities Council meeting presentation (April 29, 2021)
- Caesar Rodney School District Equity Committee presentation (May 26, 2021)
- Teaching Hard History, presented by Kate Shuster, Research and Evaluation Manager, Center for Anti-Racist Education (September 21, 2021)
- Teaching Civil Rights through the Preamble- Dr. Yohuru Williams (October 8, 2021)
- Using Library of Congress Resources to Teach Justice- Grace Leatherman (October 12, 2021)
- How the Word is Passed webinar- Clint Smith, co-sponsored by the Delaware Center for Civic Education and the Social Studies Coalition of Delaware (November 8, 2021)
- Reconstruction and Civil Rights, presented by Yohuru Williams (November 9, 2021)
- Resources in Delaware to Facilitate Authentic Historical Inquiry, presented by the Delaware Archives and the Delaware Historical Society (December 6, 2021)
- Culturally Relevant Pedagogy and the Brain- Dean Vesperman (January 4, 2022)
- Caesar Rodney High School ELA Department Meeting presentation (February 7, 2022)
- Caesar Rodney School District MS ELA Department Meeting presentation (February 15, 2022)
- Curriculum Cabinet meeting presentation (March 1, 2022)
- Humanities Council meeting presentation (March 31, 2022)
- Fine Arts Council meeting presentation (April 6, 2022)
- Developmental Arts Council meeting presentation (April 7, 2022)
- Careers Council meeting presentation (April 28, 2022)
- Math/ Science Council meeting presentation (May 19, 2022)
- Democracy Project Summer Institute: Understanding and Teaching Delaware Civics and History Standards for Grade 4 (June 21 - 24, 2022)
- Principal's Cabinet meeting presentation (September 14, 2022)
- Caesar Rodney High School Faculty Meeting presentation/ working session (September 20, 2022)
- Caesar Rodney High School Faculty Meeting presentation/ working session (October 4, 2022)
- Social Studies Coalition of Delaware's Virtual PD Conference sessions (October 14, 2022)
 - SSCD Keynote: Teaching through Black history- LaGarrett King
 - Teaching African American History in Delaware from Civil War to Civil Rights- Yohuru Williams
 - Juneteenth and the Destruction of Slavery- Richard Bell
 - Public Education, Memory, Race, and History in Delaware- Delaware Historical Society
 - Historical Conscious Framework (grades K - 5)- LaGarrett King
 - Social Studies for a Better World: Teaching Anti-Oppressive Content in Contentious Times- Dr. Noreen Naseem Rodriguez
 - Delaware's African American History- Verti Lee/ Nena Todd
 - How Does Where You Live Influence How You Live: Redlining- Scott Bacon
 - Heroes Abroad, Activists at Home: Stories from African American GIs in the Civil Rights Movement- Jen Goss

- Discussing Contentious Topics in Your Classroom- Joe Schmidt
- Reading children's books about enslavement- Jay Shuttleworth/ Tim Patterson
- Historical Conscious Framework (grades 6 -8)- LaGarrett King
- Stolen: Delaware's Connection to the Reverse Underground Railroad- Richard Bell
- Using Library of Congress Collections to Expand Your Classroom Narrative- Kathleen Barker
- Economics and the Great Migration- Scott Bacon
- WB Simpson Faculty Meeting presentation (October 24, 2022)

Cape Henlopen School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Luis Cosme

Position: Supervisor of Student Services & Equity Initiatives

Email: luis.cosme@cape.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

- Determined where there is existing opportunity to expand/include the outlined stipulations of HB 198

- Drilled down into the anchor standards and assessed the role and presence of underrepresented voices (specifically black voice) in the content area as it relates to the identified standards.
- Assessed teacher needs and capacity to cultivate equitable, inclusive classrooms and instructional practices in order to feel confident and safe in their delivery of culturally inclusive, relevant and competent curriculum and shared findings with strategic partner (Equity & Beyond)
- Collaborated and scheduled professional learning for all staff with strategic partner (Equity & Beyond) with specific sessions for district leadership, instructional leadership and our DEI building team leads
- Developing a “Central Hub” inclusive of resources and supports
- Developing and testing model lessons in all content areas - an ongoing process for the duration of the academic year
- Soliciting student feedback on lessons and instructional delivery and collecting work samples to understand and amplify the student impact and experience as a means of informing our instructional practices - an ongoing process for the duration of the academic year

K-12 Grade-level Implementation

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 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.

Kindergarten

The Cape Henlopen School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

<p><i>Below are <u>SAMPLES</u> of the lesson objectives and instructional materials being taught and/or planned. The overall framework developed for implementing the law’s requirements is to re-imagine our curricular approach to the content standards to center pluralistic perspectives (specifically the black community) through our “universal question” of "Whose point of view is missing?" (this question can also translate to "where else is this applicable? Who else is impacted? Who else has contributed/demonstrated/utilized this concept?)</i></p>	
Content	Essential Questions/Learning Objectives
Math	<p>Where do we see the application of concepts in black communities? How have black mathematicians contributed to these concepts?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Bridges Math Curriculum <ul style="list-style-type: none"> ○ Unit 4: Paths to Adding, Subtracting & Measuring ○ Unit 5 Two-Dimensional Geometry ○ Unit 6: Three-Dimensional Shapes & Numbers Beyond Ten ○ Unit 7, Weight and Place Value ○ Unit 8 Computing & Measuring with Frogs & Bugs
ELA	<p>What diverse stories and black authors are represented in core text?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● ARC Curriculum Materials
Visual & Performing Arts	<p>What diverse art/music and black artists/musicians are represented in student exploration?</p> <p><i>Instructional Materials:</i></p>

	<ul style="list-style-type: none"> ● [In Development]
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1st Grade

The Cape Henlopen School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Below are SAMPLES of the lesson objectives and instructional materials being taught and/or planned. The overall framework developed for implementing the law’s requirements is to re-imagine our curricular approach to the content standards to center pluralistic perspectives (specifically the black community) through our “universal question” of “Whose point of view is missing?” (this question can also translate to “where else is this applicable? Who else is impacted? Who else has contributed/demonstrated/utilized this concept?)

Content	Essential Questions/Learning Objectives
Math	Where do we see the application of concepts in black communities? How have black mathematicians contributed to these concepts? <i>Instructional Materials:</i> Bridges Math Curriculum <ul style="list-style-type: none"> ● Unit 1: Numbers All Around Us ● Unit 5 Numbers All Around Us ● Unit 8: Changes, Changes
ELA	What diverse stories and black authors are represented in core text? <i>Instructional Materials:</i> <ul style="list-style-type: none"> ● ARC Curriculum Materials

Visual & Performing Arts	<p>What diverse art/music and black artists/musicians are represented in student exploration?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● [In Development]
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2nd Grade

The Cape Henlopen School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

Below are SAMPLES of the lesson objectives and instructional materials being taught and/or planned. The overall framework developed for implementing the law's requirements is to re-imagine our curricular approach to the content standards to center pluralistic perspectives (specifically the black community) through our "universal question" of "Whose point of view is missing?" (this question can also translate to "where else is this applicable? Who else is impacted? Who else has contributed/demonstrated/utilized this concept?")

Content	Essential Questions/Learning Objectives
Math	<p>Where do we see the application of concepts in black communities? How have black mathematicians contributed to these concepts?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Bridges Math Curriculum
ELA	<p>Whose point of view is missing? What diverse stories and black authors are represented in core text?</p>

	<p>What diverse stories and black authors intersect/parallel with core text?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● ARC Curriculum Materials
Visual & Performing Arts	<p>What diverse art/music and black artists/musicians are represented in student exploration and critique?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● [In Development]

3rd Grade

The Cape Henlopen School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

Below are SAMPLES of the lesson objectives and instructional materials being taught and/or planned. The overall framework developed for implementing the law’s requirements is to re-imagine our curricular approach to the content standards to center pluralistic perspectives (specifically the black community) through our “universal question” of “Whose point of view is missing?” (this question can also translate to “where else is this applicable? Who else is impacted? Who else has contributed/demonstrated/utilized this concept?)

Content	Essential Questions/Learning Objectives
Math	<p>I can use the Rekenrek to solve addition and subtraction problems to 20</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Rekenrek (number rack)

	<ul style="list-style-type: none"> ● Google Slides ● Student Ipad with number rack app ● Student Math Journals ● Pencils ● Video History of Rekenrek (Abacus): https://youtu.be/uYRWlv0H5Vo ● Abacus in Egypt/Africa: https://youtu.be/tobAzOekLFI
ELA	<p>Whose point of view is missing? What diverse stories and black authors are represented in core text? What diverse stories and black authors intersect/parallel with core text?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● ARC Curriculum Materials
Visual & Performing Arts	<p>What diverse art/music and black artists/musicians are represented in student exploration and critique?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● [In Development]

4th Grade

The Cape Henlopen School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

<p>Below are <u>SAMPLES</u> of the lesson objectives and instructional materials being taught and/or planned. The overall framework developed for implementing the law’s requirements is to re-imagine our curricular approach to the content standards to center pluralistic perspectives (specifically the black community) through our “universal question” of “Whose point of view is missing?” (this question can also translate to “where else is this applicable? Who else is impacted? Who else has contributed/demonstrated/utilized this concept?)</p>	
Content	Essential Questions/Learning Objectives
<p>ELA</p>	<p>What inequities (or inequalities) can we identify when we study other cultures? What perspectives (points of view) can we identify? What limits our own perspective (point of view)?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Book - Thirst by Varsha Bajaj ● iPad or computer to explore map, video, and photographs of Mumbai & ● US/Local research ● K-W-L chart ● Research journal
<p>Visual & Performing Arts</p>	<p>Students will gain an overview of the history of “Face Jugs” and storage containers made by black potters in the 19th century American South and in turn make their own clay face jug or storage container.</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Links: <ul style="list-style-type: none"> ○ PowerPoint slide presentation on Face Jugs Smithsonian Institute: https://www.si.edu/spotlight/american-face-vessels ○ Georgia Museum https://georgiamuseum.org/exhibit/face-jugs-art-and-ritual-in-19th-century-south-carolina/ ○ Artist Jim McDowell: <ul style="list-style-type: none"> ■ https://blackpotter.com/jims-story/ ○ https://www.pbs.org/video/history-detectives-face-jug/ ○ Times: https://www.nytimes.com/2022/09/22/arts/design/david-drake-enslaved-potters-met-museum.html
<p>Social Studies</p>	<p>Whose perspective is missing from the event/period? What are the intersecting/parallel experiences and contributions of the black community during that period?</p>

	<p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> • [In Development with guidance from Delaware Recommended Curriculum]
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5th Grade

The Cape Henlopen School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

Below are SAMPLES of the lesson objectives and instructional materials being taught and/or planned. The overall framework developed for implementing the law's requirements is to re-imagine our curricular approach to the content standards to center pluralistic perspectives (specifically the black community) through our "universal question" of "Whose point of view is missing?" (this question can also translate to "where else is this applicable? Who else is impacted? Who else has contributed/demonstrated/utilized this concept?)

Content	Essential Questions/Learning Objectives
ELA	What inequities (or inequalities) can we identify when we study other cultures? What perspectives (points of view) can we identify? What limits our own perspective (point of view)?
Visual & Performing	What diverse art/music and black artists/musicians are represented in student exploration and critique?

Arts	<i>Instructional Materials:</i> <ul style="list-style-type: none"> ● [In Development]
Math	<p>Where do we see the application of concepts in black communities? How have black mathematicians contributed to these concepts?</p> <i>Instructional Materials:</i> <ul style="list-style-type: none"> ● Bridges Math Curriculum

6th Grade

The Cape Henlopen School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

<p><i>Below are <u>SAMPLES</u> of the lesson objectives and instructional materials being taught and/or planned. The overall framework developed for implementing the law’s requirements is to re-imagine our curricular approach to the content standards to center pluralistic perspectives (specifically the black community) through our “universal question” of “Whose point of view is missing?” (this question can also translate to “where else is this applicable? Who else is impacted? Who else has contributed/demonstrated/utilized this concept?)</i></p>	
Content	Essential Questions/Learning Objectives
ELA	How does analyzing different authors help us understand their perspectives when writing?

	<p>How does the author's background shape the way they write?</p> <p>Unit 4, Ancient Civilizations Argumentative Unit:</p> <ul style="list-style-type: none"> ● What were the most important events in the rise and fall of your civilization? ● What was life like in your civilization? ● How did advancements in science and technology change how people lived in your civilization? ● How did art, drama, and literature of your civilization reflect the lives, traditions, and beliefs of its people? ● How did your civilization interact with other civilizations? <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Excerpts from books and full books detailing information about different ancient civilizations including those located in the African continent. ● Video of both authors (Octavia Butler & Roland Smith) ● Graphic organizers (for organizing thoughts and research) ● iPads ● Rubric ● Resources in the ARC curriculum
<p>Visual & Performing Arts</p>	<p>What diverse art/music and black artists/musicians are represented in student exploration and critique?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● [In Development]
<p>Social Studies</p>	<p>How/Where do we see the application of concepts in black communities? How have black communities/geologists contributed to these concepts?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● [In Development with guidance from Delaware Recommended Curriculum]

7th Grade

The Cape Henlopen School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

Below are SAMPLES of the lesson objectives and instructional materials being taught and/or planned. The overall framework developed for implementing the law’s requirements is to re-imagine our curricular approach to the content standards to center pluralistic perspectives (specifically the black community) through our “universal question” of “Whose point of view is missing?” (this question can also translate to “where else is this applicable? Who else is impacted? Who else has contributed/demonstrated/utilized this concept?)

Content	Essential Questions/Learning Objectives
<p>ELA</p>	<p>What voices are missing from texts? Why is it important to consider author bias?</p> <p><i>Instructional Material:</i></p> <ul style="list-style-type: none"> ● Book “We are the Ship” The Story of Negro Baseball League by Kadie Nelson . ● Book “Heat” by Mike Lupica ● Mini-lesson via google slides regarding fiction and nonfiction texts, summarizing. ● Directions for class discussion and behavior expectations. ● ARC rubrics and graphic organizers related to the Literacy Lab Unit. ● Vocabulary List ● Copies of <i>Peak</i> ● Interviews & articles about black climbers ● iPads for access to the article for reading ● Speakers/smartboard for access to the article for listening <p>English 7, Civil Rights Unit:</p>

	<ul style="list-style-type: none"> ● What are the contributions of “ordinary” people during the Civil Rights era? Why were they important to the events and movement? ● Explain why the person was important to the history of Civil Rights. ● Create a timeline of at least 10 key events in the person’s life and explain the importance of each event. ● Explain how the person’s geographic location shaped his/her life, work, and perspective(s). ● Describe two issues (racial, social, political, or economic) that were important to the person and explain their importance. ● Describe an organization that was important to the person and explain why it was important. ● Describe the role of the American government in this person’s life. <p><i>Instructional Material:</i></p> <ul style="list-style-type: none"> ● Excerpt from On the Road to Freedom by Charles E. Cobb Jr. ● Post-it notes ● Optional Mini-lessons on good evidence and source collection skills for research ● Directions for class discussion format and expectations ● Argumentative-style prompts ● ARC or DOE argumentative rubric ● Excerpts from books and full books detailing information about different African American figures during the Civil Rights Movement ● Graphic organizers (for organizing thoughts and research) ● iPads ● Rubric ● Resources in the ARC curriculum
<p>Visual & Performing Arts</p>	<p>What diverse art/music and black artists/musicians are represented in student exploration and critique?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● [In Development]
<p>Social Studies</p>	<p>How/Where do we see the application of concepts in black communities? How have black communities/economists/financial professionals contributed to these concepts?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● [In Development with guidance from Delaware Recommended Curriculum]

8th Grade

The Cape Henlopen School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

Below are SAMPLES of the lesson objectives and instructional materials being taught and/or planned. The overall framework developed for implementing the law's requirements is to re-imagine our curricular approach to the content standards to center pluralistic perspectives (specifically the black community) through our "universal question" of "Whose point of view is missing?" (this question can also translate to "where else is this applicable? Who else is impacted? Who else has contributed/demonstrated/utilized this concept?")

Content	Essential Questions/Learning Objectives
ELA	English 8, African American Literature Unit, throughout the unit <ul style="list-style-type: none">● Examine the themes across various texts noting themes that convey historical legacy, cultural commentary, and/or advocacy.● Identify the theme of the text and support this interpretation with evidence from the text.● Discuss underlying and recurring themes across various texts.

	<ul style="list-style-type: none"> ● Describe the author’s primary goal and whether or not he/she accomplished it, using examples from the text. <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Excerpts from books and full books written by African American others including <i>Brown Girl Dreaming</i> by Jacqueline Woodson ● Graphic organizers (for organizing thoughts and research) ● iPads ● Rubric ● Resources in the ARC curriculum <p>English 8, Civil War Era Argumentative Unit, throughout the unit</p> <ul style="list-style-type: none"> ● What were the most important events of the Civil War Era for this person? Why? ● How did geography shape this person’s life? ● What was this person’s relationship to the history of enslavement and resistance in the United States? ● Who were this person’s allies and adversaries? Why? ● What was this person’s experience during the war itself? Why? ● What was this person’s experience during Reconstruction? Why? ● What is this person’s legacy today? <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● ARC Curriculum - ● Excerpts from books and full books around the topic and figures of the American Civil War. ● Graphic organizers (for organizing thoughts and research) ● iPads ● Rubric
<p>Science</p>	<p>Essential Question: Why are cities in our country such as Atlanta more affected by rising global temperatures compared to rural areas such as Sussex County AND how does that adversely affect marginalized citizens in those cities?</p> <p>Learning Objective: Students will learn that urban areas suffer from the “heat island effect,” which is caused by the excess amount of unnatural materials and dark surfaces that make up those cities, which absorb light at a higher rate than natural, more reflective surfaces. In addition, students will learn that this excessive absorption of infrared waves causes those who cannot escape the heat (those in poverty/homeless) to have higher rates</p>

	<p>of heat related complications/deaths.</p> <p>Extension Learning Objective: Students will debate actionable changes that can be made to cities such as Atlanta in order to reverse the heat island effect and/or help those most affected.</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Thermal lamps and stands ● Radiation Cans (for a class, 6 or more sets) ● Thermometer Probes (6 or more)
Math	<p>Students will use their knowledge of exponents, squares, square roots, cubes, cube roots, and scientific notation to design a clock face to creatively connect what they learned about Benjamin Banneker’s contributions to mathematics.</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Benjamin Banneker biography and video (http://bbamath.org/index.php/benjamin-banneker/ ● https://www.youtube.com/watch?v=DKnwyVR4P88) ● Blank clock template ● Paper, pencils, pens, paper plates, markers, glue sticks, construction paper
Social Studies	<p>Whose perspective is missing from the event/period? What are the intersecting/parallel experiences and contributions of the black community during that period?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● [In Development with guidance from Delaware Recommended Curriculum]

9th Grade

The Cape Henlopen School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

<i>Below are <u>SAMPLES</u> of the lesson objectives and instructional materials being taught and/or planned. The overall framework developed for implementing the law’s requirements is to re-imagine our curricular approach to the content standards to center pluralistic perspectives (specifically the black community) through our “universal question” of “Whose point of view is missing?” (this question can also translate to “where else is this applicable? Who else is impacted? Who else has contributed/demonstrated/utilized this concept?)</i>	
Content	Essential Questions/Learning Objectives
Visual & Performing Arts	<p>Students will be able to utilize historical and cultural context to inform and justify their own design/concept of a production of Black Angels over Tuskegee.</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● <i>Black Angels over Tuskegee</i> Script ● Graphic Organizer for Script/Performance Analysis ● Design Expectations for a Costume Plot ● Design Expectations for a Set Design ● Sentence Starters for Feedback Model
Related Arts/CTE: Business	<p>Global Economy - What role does business play in government, ethics and social responsibility on a global scale?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Glossary of Terms ● Case Study <p>https://www.nytimes.com/interactive/2022/05/20/world/americas/enslave</p>

	<p>d-haiti-debt-timeline.html ; https://www.nytimes.com/2022/05/23/world/americas/haiti-cic-french-bank.html) & Video Excerpt - “All Rise”</p> <ul style="list-style-type: none"> ● Mini Lesson on Source Validity ● Rubric ● Response/Writing/Discourse Prompts
Social Studies: Civics	<p>Where/How do we see the application of concepts in black communities [locally, nationally & globally]?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● [In Development] ● Resources available via Social Studies Coalition

10th Grade

The Cape Henlopen School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Below are SAMPLES of the lesson objectives and instructional materials being taught and/or planned. The overall framework developed for implementing the law’s requirements is to re-imagine our

curricular approach to the content standards to center pluralistic perspectives (specifically the black community) through our “universal question” of “Whose point of view is missing?” (this question can also translate to “where else is this applicable? Who else is impacted? Who else has contributed/demonstrated/utilized this concept?)

Content	Essential Questions/Learning Objectives
Visual & Performing Arts	<p>Students will be able to utilize historical and cultural context to inform and justify their own design/concept of a production of Black Angels over Tuskegee.</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Black Angels over Tuskegee Script ● Graphic Organizer for Script/Performance Analysis ● Design Expectations for a Costume Plot ● Design Expectations for a Set Design ● Sentence Starters for Feedback Model
ELA	<p>How do we engage with others while staying true to ourselves?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Mentor Text: By Any Other Name - Santha Rama Rau ● https://www.commonlit.org/en/texts/everyday-use ● Short Story PDF by ALice Walker - Everyday Use ● Pre-reading activity (Common Lit.) ● Additional material from Common Lit. mini movie clip and ALice Walker clip ● Reading response logs from HMH and previous stories in the unit. ● Rubric for essay
Related Arts/CTE: Business	<p>Global Economy - What role does business play in government, ethics and social responsibility on a global scale?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Glossary of Terms ● Case Study (https://www.nytimes.com/interactive/2022/05/20/world/americas/enslave-d-haiti-debt-timeline.html ; https://www.nytimes.com/2022/05/23/world/americas/haiti-cic-french-bank.html) & Video Excerpt - “All Rise” ● Mini Lesson on Source Validity ● Rubric ● Response/Writing/Discourse Prompts

11th Grade

The Cape Henlopen School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Below are SAMPLES of the lesson objectives and instructional materials being taught and/or planned. The overall framework developed for implementing the law's requirements is to re-imagine our curricular approach to the content standards to center pluralistic perspectives (specifically the black community) through our "universal question" of "Whose point of view is missing?" (this question can also translate to "where else is this applicable? Who else is impacted? Who else has contributed/demonstrated/utilized this concept?")

Content	Essential Questions/Learning Objectives
Visual & Performing Arts	<p>Students will be able to utilize historical and cultural context to inform and justify their own design/concept of a production of Black Angels over Tuskegee.</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Black Angels over Tuskegee Script ● Graphic Organizer for Script/Performance Analysis ● Design Expectations for a Costume Plot ● Design Expectations for a Set Design

	<ul style="list-style-type: none"> ● Sentence Starters for Feedback Model
ELA - Elective	African American Literature Course
ELA - Elective	Social Justice Course
SS: American History	<p>How did life for African Americans change after WWII?</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● https://www.capegazette.com/article/teacher-anna-white-henry-milton-integration-no-biggie/220578?fbclid=IwAR0mGYLfrwquzJrxX5xNdZRnOJzllu3THWqKXIRIDihNxMQ0uuxocbsjyq8 ● Segregation of Schools Primary Source Letters ● Brown vs. Board of Education in Delaware ● Delaware Segregated Schools ● Impact of Pierre S Dupont ● Intro to Civil Rights Reading: <ul style="list-style-type: none"> ○ Chapter 21 Section 1 - pgs. 697-703

12th Grade

The Cape Henlopen School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the

content identified in the checklist above.

Below are SAMPLES of the lesson objectives and instructional materials being taught and/or planned. The overall framework developed for implementing the law's requirements is to re-imagine our curricular approach to the content standards to center pluralistic perspectives (specifically the black community) through our "universal question" of "Whose point of view is missing?" (this question can also translate to "where else is this applicable? Who else is impacted? Who else has contributed/demonstrated/utilized this concept?)

Content	Essential Questions/Learning Objectives
Visual & Performing Arts	<p>Students will be able to utilize historical and cultural context to inform and justify their own design/concept of a production of Black Angels over Tuskegee.</p> <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● Black Angels over Tuskegee Script ● Graphic Organizer for Script/Performance Analysis ● Design Expectations for a Costume Plot ● Design Expectations for a Set Design ● Sentence Starters for Feedback Model
Math	<p>Theory of Limits Application Problem:</p> <ul style="list-style-type: none"> ● How might Dr. Charles R. Drew (father of the blood bank, pioneer of blood preservation and first African American Doctorate in Medical Science from Columbia University) use this same mathematical logic to preserve blood for "banking" (storage and transport) for transfusions? <p><i>Instructional Materials:</i></p> <ul style="list-style-type: none"> ● AP Calculus AB Curriculum ● Sample Problems ● Research: ● https://healthmatters.nyp.org/it-happened-here-dr-charles-shaw/ ● https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5651504/
ELA - Elective	African American Literature Course

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 title and date of in-service training sessions provided to meet this requirement.

Districtwide Training	Statewide Training
<p>8/22 - Educator Focus Group: Training Session 1 8/23 - HB 198 Overview - New Hires 9/6 - Equity & Beyond: AIDE Training Session 1 - All Staff 9/13/2022 -Equity & Beyond: Applying the AIDE Framework Session 1 - Instructional Leadership 9/13 - Educator Focus Group: Training Session 2 10/14 - Educator Focus Group: Training Session 3 10/14 - Equity & Beyond: AIDE Training Session 2 - All Staff 2/17/2022 -Equity & Beyond: Applying the AIDE Framework Session 2 - Instructional Leadership 3/24 -Equity & Beyond: Applying the AIDE Framework Session 3 - Instructional Leadership 3/24 - Educator Focus Group: Training Session 4 5/26 - Equity & Beyond: AIDE Training Session 3 - All Staff 6/12 - Educator Focus Group: Training Session 5</p>	<p>10/14 - Statewide Professional Learning Day - CTE/VPA/PE/Health Participation 10/19 - DOE HB 198 Sharing Session II DDOE Social Studies Coalition DDOE VPA Coalition</p>

Capital School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Leads:	Cathy Schreiber	Eugene Montano
Position:	Director of Elementary Curriculum	Director of Elementary Curriculum
Email:	cathy.schreiber@capital.k12.de.us	eugene.montano@capital.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

As a district, we have spent the last several months engaging in a curriculum audit process to determine where and how these topics were currently being addressed across all content areas in

grades K-12. This helped us to determine areas where we had strong implementation and areas of need. As a result, we have begun exploring a variety of high quality instructional resources related to the requirements of HB198 (i.e., DOE Model Lessons, DBQ Program, Gilder Lehrman Institute of American History, etc.) Additionally, we took a deep dive into our newly adopted HQIM ELA curriculum (Wonders 2023, StudySync) to see where there were natural connections to the content. We purchased a collection of award winning books for each school library that were selected based on cultural and racial diversity. The programs that we have been exploring focus on the use of primary sources as a key lever in teaching the Black History content. We have also reached out to our UDLIB Search and Library of Congress partners to get additional training and support on the primary sources available digitally to support this work.

We also recognize that in order to implement the content of HB198 as intended, that our staff need high quality professional development in order to feel comfortable teaching hard history topics. Therefore, we have intentionally infused PL related to culturally responsive practices, teaching hard history, and equity throughout the year. We have also had our administrators and teacher leads engaging in professional learning with our partners from Rowan University in relation to these topics.

Primary Source Documents in grades 6-12 are coming from various resources such as, but not limited to DBQ Online, TCI, NewsELA, Discovery Education, Edmentum, The Gilder Lehrman Institute of American History, Khan Academy and various Court Cases.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Capital School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- 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.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

Component A

- ELA: Wonders Unit 4- “Cultural Festivals”: When reading this text, students will learn about the festivals of many different cultures around the world, including those of African Americans. Through discussion of the text, students will learn how many of the festivals and traditions are carried down from generation to generation.

Component E

- ELA: Wonders Unit 1- “How Can We Get Along With New Friends?”, Unit 4 - “I Can, You Can”: Students will be discussing how Black people were treated during segregation, how they are still being treated unfairly, and why and how this needs to change.

Component F

- ELA: Wonders Unit 1-Donald Crews Author Study, Unit 6- Nikki Giovanni Author Study: Students will learn about the contributions Donald Crews and Nikki Giovanni have made to American Literature and Art.
- Social Studies:
 - History 1a - Life Now and Long Ago: Students will be reading stories located in the SORA Reading HB198 Collections, the updated school library collection, and GetEpic Electronic Books to learn about the contributions of Black people to American life, history, and culture.
 - Geography 1a- Where We Live: Students will read books from our updated school library collection, SORA Reading HB198 Collections, and GetEpic Electronic Books to learn about the contributions of Black People to American life.

Component H

- Social Studies: Civics 4a - Local and Community Members: Reverend John Moore, Firefighters, Police Officers, School Resource Officers visit classrooms to discuss how they have contributed to American life.
- Teachers will use holidays and times throughout the year to introduce students to Black figures in national and Delaware History: SORA- I Am Brave, Superheroes Are Everywhere, I Am Rosa Parks

1st Grade

The Capital School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- 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.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Component A

- ELA: Wonders Unit 5 “Why the Sun and Moon Are In the Sky” and “Anansi’s Sons” - these are folktales that have been passed down from Africa. Teachers will focus on the culture of Black people and how these folktales are from prior to the African and Black Diaspora.

Component E

- ELA: Wonders Unit 2 “The Story of Martin Luther King Jr.” Students will discuss and learn how Dr. King tried to change the laws on segregation.

Component F

- ELA: Wonders Unit 1 “School Around the World”, “Bread For Words: A Frederick Douglass Story”, Unit 3 “Time To Plant!”, “In the Garden With Dr. Carver” - These stories teach students about the contributions of Black People to American life, history, politics, and culture.
- Science: Catching the Wind - The Boy Who Harnessed the Wind - teachers will use this during their science unit to share the contributions of Black people to American life.
- Social Studies: Civics 1a - I Am A Leader Unit, What Makes A Good Citizen Unit, Voting Unit -

Teachers will use the following books to facilitate discussions about how these people were leaders

- from the school library's diverse books - Let the Children March, A Ride To Remember
- from SORA - Mumbet's Declaration of Independence, All Because You Matter, Fearless Mary

Component H

- History 1a - Our Changing World Unit - Teachers will use the following books to demonstrate how our world has changed and make connections to how Black People have contributed to those changes:
 - from the school library's diverse books - Nana Akua Goes to School

2nd Grade

The Capital School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

Component A

- ELA: Unit 4: Sharing Cultures: this book will be used to teach students about various cultures and traditions - where they come from and how people pass them from generation to generation and how families continue to celebrate and share. The following are folktales from Africa. Teachers will share the history of the folktales and how culture is shared in each: Why spider Has Eight Thin Legs, Why There Are Stars, Why Turtles Live in Water, April Rain Song
- Social Studies: History 2a and 3a: Life Then and Now Unit - teachers will use their lessons, books from Epic and SORA, diverse books that were purchased for school libraries, and PebbleGo to share how life has changed in America. They will include black people that have made those contributions as a result of their culture and traditions. For Example: The Roots of Rap, Freedom In Congo Square, Double Bass Blues, The 1619 Project: Born on The Water

Component F

- Science: Plants and Animal Relationships - Teachers will incorporate lessons on George Washington Carver using PebbleGo and GetEpic! Students will learn about how he contributed to American life.

Component G

- Social Studies: Economics 1a, 1b, and 4a: Consumers and Producers Unit - teachers will use their lessons, books from Epic and SORA, diverse books that were purchased for school libraries, and PebbleGo to share the socio-economic struggle Black people endured and continue to endure. For Example: PebbleGo Biographies - Oprah Winfrey, Wallace Amos, Robert Smalls

Component H

- ELA: Wonders ELA - Unit 1: One Plastic Bag, Unit 5: Brave Bessie, Unit 6: The Story of Ruby Bridges
- Social Studies: Civics 2a- Citizenship Unit: SORA books about leaders in our country - Jackie Robinson and the Story of All Black Baseball, The Doctor With An Eye For Eyes, Books and Bricks

3rd Grade

The Capital School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

Component A

- ELA: Unit 1: Faith Ringgold: Telling Stories Through Art - Teachers will use Faith Ringgold's stories to share the culture of the Black people prior to the African and Black Diaspora and how she has contributed to art; Unit 3: Anansi Learns A Lesson, Why Mosquitoes Buzz in People's Ears, Unit 6: How Leopard Got His Spots - Teachers will use the folktales to share the

culture of Black people prior to the African and Black Diaspora and how these folktales have contributed to literature.

Component C

- Social Studies: Leader In Me: Harriet Robinson Scott: From the Frontier to Freedom (in Epic!) Teachers will share her story and how she used her voice to fight for freedom.

Component E

- ELA: Unit 5: Martin Luther King, Jr. and the March On Washington
- Social Studies: Civics Unit - Teachers will share the tragedy of segregation while teaching about rights, responsibilities and privileges. For example, they will read (Epic!) Ruth and The Green Book, The Thirteenth Amendment and its Legacy,

Component F

- ELA: Unit 1: Sharing Cultures, All Aboard! Elijah McCoy's Steam Engine - Teachers will share how the various cultures have contributed to American life and how Elijah McCoy's invention contributed to American life and the economy.
- Social Studies: Civics Unit (Leader In Me) - Teachers will read various books in Epic and SORA to teach about leadership through contribution.

Component H

- ELA: Unit 5: Martin Luther King Jr. and the March on Washington, Unit 6: Mae Jemison, Astronaut Students will learn about black figures in national history
- Social Studies: Civics Unit (Leader In Me) - Teachers will read various books in Epic and SORA to teach about black leaders in national and Delaware history.

4th Grade

The Capital School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you

identified in 4th Grade this year. 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.

Component A

- ELA: Wonders Unit 1: Anansi and the Birds Students will read folktales and learn about the contribution of folktales to literature.

Component B

- Social Studies: History 1, 2a, 3: Unit 2 Lesson 1- Ways of Thinking About People and Places in the Past (Model Lessons in Schoology), History 1, 2a/b, 3, 4: Unit 4 Lesson 1, 2, 4, 6 (Model Lessons in Schoology)

Component C

- Social Studies: History 1, 2a/b, 3, 4: Unit 4 Lesson 1, 2, 4, 5, 6, 7 (Model Lessons in Schoology)

Component E

- ELA: Unit 3: Delivering Justice: WW Law and the Fight for Civil Rights, Keeping Freedom in the Family
- Social Studies: History 1, 2b: Unit 1 Lesson 4 - Rosa Parks (Model Lessons in Schoology) and Biographies in school library collection , Sora Reading, History 2a/b, H3, H4:Unit 1 Lesson 11- Rosa Parks (Model Lessons in Schoology)

Component F

- ELA: Wonders Unit 4: The Moon Over Star, Unit 5: The Inventive Lewis Latimer, Unit 5: The Tale of John Henry

Component G

- Social Studies: History 1, 2b,3: Unit 1 Lesson 1, 2 (Model Lessons in Schoology)

Component H

- ELA: Wonders Unit1: The Fastest Boy in the World, Unit 3: Nelson Mandela: Working For Freedom, Unit 3: Who Was Jackie Robinson?, Unit 6: My People Langston Hughes Author Study, The Drum Nikki Giovanni Author Study
- Social Studies: History 2a: Unit 1 Lesson 1 - Garrett Morgan (Model Lessons in Schoology), History 1, 2a/b, 3, 4: Unit 1 Lessons 5, 7 (Model Lessons in Schoology) and Biographies in school library collections

5th Grade

The Capital School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

Component A

- ELA: Wonders - Wordsmiths, Dreams - Students will learn about the contribution to literature using these poems.
- Social Studies - Geography 3a - “Songs of African American Migration Were Influential Across the Land”(NewsELA Article)

Component B

- ELA: Wonders - A Window Into History Students will learn about enslavement in America and how it impacted the economy.

Component C

- Elementary DBQ: The Great Migration: A Personal Journey (the migration of African Americans from the south)
- SORA - Sarah Journeys West
- ELA Wonders Units and Social Studies: Geography Standards - 4a One Hen, 2a Planting the Trees of Kenya, Camping With the President, 3a Who Wrote the US Constitution, They Didn't Mean It! - students will learn about the relationships between white supremacy and slavery.

Component D

- ELA Wonders and Social Studies - Elementary DBQ: What Was Harriet Tubman's Greatest Achievement? Mini-Q

Component E

- ELA: Wonders - Rosa
- Social Studies - Our Voice, Our Votes (Wonders), Elementary DBQ: Young Activists: How You Can Change the World

Component F

- ELA: Wonders Frederick Douglas: Freedom's Voice
- First Black Mayor elected- JA Biztown CEO connection- “First African-American mayor is a milestone for Montgomery, Alabama”
- Public Service Programs- Newsela- “Roosevelt's New Deal did not result in better treatment for Black Americans”

Component G

- ELA: Wonders One Hen, Bud, Not Buddy, Rosa - Students will learn how Black people have struggled and continue to endure socio-economic struggle.
- Social Studies: Economics Unit: (NewsELA articles) “Now is the time to invest in Africa, Obama says”, “Entrepreneurs: Madam CJ Walker”, :From health care to economy, Obama hopes to help America’s working poor”, “Birth of the Civil Rights Movement, 1941-1954”

Component H

- ELA: Wonders Rosa, Frederick Douglass Students will learn about black figures in National History.
- “Claudette Colvin”- Commonlit.org, Sora Chapter book
- Stem Jobs JABiztown connection-SORA- “Buzzing with Questions”- The Story of Charles Henry Turner -The first black entomologist

6th Grade

The Capital School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- 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.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

Primary Source Documents in grades 6-12 are coming from various resources such as, but not limited to DBQ Online, TCI, NewsELA, Discovery Education, Edmentum, The Gilder Lehrman Institute of American History, Khan Academy and various Court Cases.

In Social Studies, 6th grade teachers are studying contributions of black people to a particular region, society, or theme; analyzing changes over time, and making logical inferences concerning causes and effects within that region.

Through Leader in Me, students will research a Black influential leader using digital resources and create a pennant to display.

Students will know culture is composed of the shared practices, technologies, attitudes, and behaviors transmitted by a society.

Examining maps of the Delmarva peninsula and the state of Delaware, students will create a mental map of the area and the state of Delaware. Students will trace the route of the Underground railroad through the Delaware, Maryland area and examine the reasons behind the need to make this journey.

Through ELA, students have the opportunity to read any of the following books as they are incorporated into the Study Synch Lessons with teacher and student choice in the following resources:

- Incidents in the Life of a Slave Girl by Harriet Jacobs
- One Crazy Summer by Rita Williams-Garcia
- Rosa Parks: My Story
- Simeon's Story: An Eyewitness Account of the Kidnapping of Emmett Till by Simeon Wright
- A Mission From God: A Memoir and Challenge to America
- A Poem for My Librarian, Mrs. Long by Nikki Giovanni
- Bronx Masquerade by Nikki Grimes
- Letter to His Daughter by W.E.B. DuBois
- Rosa by Rita Dove
- Roll of Thunder, Hear My Cry by Mildred D. Taylor
- Helen Keller by Langston Hughes
- I Never Had It Made: An Autobiography of Jackie Robinson by Jackie Robinson
- Instinct: The Power to Unleash Your Inborn Drive by T.D. Jakes
- Speech to the National Council of Negro Women by Condoleezza Rice

In the area of the Visual and Performing Arts we met on November 3, 2022 to review the initial requirements of HB 198 and determine what resources we are currently using. Our next steps will be to determine gaps in the resources and structures to support these gaps.

7th Grade

The Capital School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

Primary Source Documents in grades 6-12 are coming from various resources such as, but not limited to DBQ Online, TCI, NewsELA, Discovery Education, Edmentum, The Gilder Lehrman Institute of American History, Khan Academy, iCivics, Junior Scholastic, and various Court Cases.

In 7th grade Social Studies, teachers will discuss how the enslavement factored in the development of International trade in the United States and the Development of the United States from Market to Mixed economy.

By using the TCI Expansion of Freedom unit, 7th grade Social Studies teachers will explore the early civil rights movements, the passing of the 13th, 14th, and 15th Amendments and the development of the Jim Crow laws.

Through ELA, students have the opportunity to read any of the following books/short stories/poems as they are incorporated into the Study Synch Lessons and are being tied to criteria a-h with teacher and student choice with following resources:

- Roll of Thunder, Hear My Cry by Mildred D. Taylor
- Chasing Space: An Astronaut's Story of Grit, Grace, and Second Chances by Leland Melvin
- Choices by Nikki Giovanni
- Ghost by Jason Reynolds
- Letter to Harriet Tubman by Frederick Douglass
- Miami Dancer Follows Dreams While Planning for the Future by M by eekeisha Madden Toby
- New Directions by Maya Angelou
- Perseus by Robert Hayden
- Potholes and Stoplights by Derrick Harriell
- Running for My Life: My Journey in the Game of Football and Beyond by Warrick Dunn and Don Yaeger
- Speech to the Young: Speech to the Progress-Toward by Gwendolyn Brooks
- All Together Now by Barbara Jordan
- Hidden Figures by Margot Lee Shetterly

In the area of the Visual and Performing Arts we met on November 3, 2022 to review the initial

requirements of HB 198 and determine what resources we are currently using. Our next steps will be to determine gaps in the resources and structures to support these gaps.

8th Grade

The Capital School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

Primary Source Documents in grades 6-12 are coming from various resources such as, but not limited to DBQ Online, TCI, NewsELA, Discovery Education, Edmentum, The Gilder Lehrman Institute of American History, Khan Academy, ICivics, Junior Scholastic, and various Court Cases.

In 8th Grade Social Studies, teachers will use TCI History Alive: The United States Through Industrialism, to discuss the significance of enslavement of the economy of the North and South, and how Society in the South compared to Society in the North. Teachers will continue to explore the relationship between white supremacy, racism, and American slavery to discuss the 3/5th compromise, the movement to end slavery, the working conditions of slaves, controlling slaves and the resistance to slavery.

Teachers will explore the central role of racism in the civil war use TCI History Alive: The United States Through Industrialism, to discuss the Missouri Compromise, The Compromise of 1850 and why that failed, the Dred Scott Decision, the election of 1860, Bull Run Awakening, and various battles.

Social studies teachers will explore the tragedy of enslavement that was perpetuated through segregation, federal, state and local laws through TCI, by discussing the Presidential Reconstruction, Congressional Reconstruction, Southern Reconstruction and the End of Reconstruction. Teachers will also discuss the response to segregation and the long road to equal rights.

Focusing on the contributions of Black people to American Life, history, literature, economy, politics and culture, teachers will discuss slave families, their communities, leisure time and slave churches.

To see how the socio-economic struggle black people endured and continued to endure, Social Studies will complete two DBQ's on How Free were Free Blacks in the North, and Who Killed Reconstruction. Teachers will have students analyze primary sources and artifacts to support a position around both of these topics.

Lastly Social Studies will explore Black figures in national history by discussing the Underground Railroad, William and Nathaniel Brinkley, and the Brinkley Hill Community, Harriet Tubman, and the "Dover 8".

Through ELA, students have the opportunity to read any of the following books/short stories/poems as they are incorporated into the Study Synch Lessons and are being tied to criteria a-h with teacher and student choice in the following resources:

- On Virtue by Phillis Wheatley
- Narrative of the Life of Frederick Douglass by Frederick Douglass
- Speech to the Ohio Women's Conference: Ain't I a Woman? By Sojourner Truth
- Learning to Read by Frances Ellen Watkins Harper
- Monster by Walter Dean Myers
- Slam, Dunk, & Hook by Yusef Komunyakaa
- Commencement Address to the Santa Fe Indian School by Michelle Obama
- Curtain Call by Swin Cash
- Denée Benton: Broadway Princess by Mekeisha Madden Toby
- Disappear by Derrick Harriell
- Life Doesn't Frighten Me by Maya Angelou
- Mother to Son by Langston Hughes
- Narrative of the Life of Frederick Douglass by Frederick Douglass
- Songs for the People by Frances Ellen Watkins Harper
- Spaceships by Derrick Harriell
- Kobe by Derek Jeter

In the area of the Visual and Performing Arts we met on November 3, 2022 to review the initial requirements of HB 198 and determine what resources we are currently using. Our next steps will be to determine gaps in the resources and structures to support these gaps.

9th Grade

The Capital School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Primary Source Documents in grades 6-12 are coming from various resources such as, but not limited to DBQ Online, TCI, NewsELA, Discovery Education, Edmentum, The Gilder Lehrman Institute of American History, Khan Academy, ICivics, Junior Scholastic, and various Court Cases.

In 9th Grade Civics and Geography, teachers will cover the following topics in response to criteria a-h,

- Civics:
 - 1a: Structures of Government Around the World with an emphasis on African nations.
 - 2a: Political Parties: History of Two-Party System and Ideology with an emphasis on issue positions and history of the parties.
 - 2b: Dynamic Constitution with emphasis on Development of Voting Rights and Civil Rights; Civil War Amendments; 24th Amendment.
 - 3a: Importance of Participating in a Democratic Society with an emphasis on civil rights, voting, and non-violent protest.
 - 4a: Working with Bureaucratic Agencies including the Civil Rights Division of the Department of Justice.
 - 4b: Emphasis on Civil Rights/Liberties Interest Groups and Skills Needed to contact local government officials.
- Geography
 - 1A: Diffusion of folk culture and spread of popular culture. Music, Islamic Religion, cities development along coast/rivers (Nile River)
 - 1B: Understanding the maps of the world, Africa, Asia, United States, looking at migration both voluntary and forced. The slave trade/triangular trade and the movement of refugees out of Africa into Europe. Developing nations and issues arise
 - 2A: Examining development levels in parts of Africa's widespread landscape. Sub-Saharan Africa compared to Egypt and South Africa.

- 3A: Origins of culture in Africa, Folk Culture and Traditional values. Spreading of Islam through North Africa, and Indigenous religions/languages. Africa's reliance on subsistence agriculture, and exploitation of natural resources. Development of enclaves in the United States, the Great Migration, Redlining/White Flight, Urbanization and Gentrification. Global population pyramids, birth rates, death rates, infant mortality rates, total fertility rates.
- 4A: European influence on the boundaries of Africa through imperialism and the ever lasting results of those drawn boundaries leading to civil unrest, civil war and instability in countries in Africa due to division of cultures and customs. (Rwanda, Congo) Apartheid in South Africa and the influence of those boundaries.

Through ELA, students have the opportunity to read any of the following books/short stories/poems as they are incorporated into the Study Synch Lessons and are being tied to criteria a-h with teacher and student choice in the following resources.

- Stamped: Racism, Antiracism, and You Novel Study
- what the ocean said to the black boy by Clint Smith
- Mr. Cornelius Johnson, Office-Seeker by Paul Laurence Dunbar
- Letter from Birmingham Jail by Dr.Martin Luther King Jr.
- Coming of Age in Mississippi by Anne Moody
- M'sieu Fortier's Violin by Alice Dunbar-Nelson
- Ode to 9th & O NW by Clint Smith
- A Small Needful Fact by Ross Gay
- Living and Dying in Brick City: Stories from the Front Lines of an Inner-City E.R. by Sampson Davis
- Becoming by Michelle Obama
- Choice: A Tribute to Dr. Martin Luther King Jr. by Alice Walker
- I Have a Dream by D. Martin Luther King Jr.

In the area of the Visual and Performing Arts we met on November 3, 2022 to review the initial requirements of HB 198 and determine what resources we are currently using. Our next steps will be to determine gaps in the resources and structures to support these gaps.

10th Grade

The Capital School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- d. The central role racism played in the Civil War.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Primary Source Documents in grades 6-12 are coming from various resources such as, but not limited to DBQ Online, TCI, NewsELA, Discovery Education, Edmentum, The Gilder Lehrman Institute of American History, Khan Academy, ICivics, Junior Scholastic, and various Court Cases.

In 10th Grade Econ and Personal Finance, teachers will cover the following topics in response to Criteria a-h,

- The contributions of Black people to American life, history, literature, economy, politics, and culture. <https://www.econedlink.org/resources/kareem-abdul-jabbar-and-the-pedagogy-of-preparation/>
- Black figures in national history and in Delaware history.
- 2A: Understanding how the health of the economy (unemployment, inflation) have different effects on different groups and areas. <https://www.americanprogress.org/article/black-men-and-the-u-s-economy-how-the-economic-recovery-is-perpetuating-systemic-racism/>
- 3A: Looking at the foundation of the American Economy established through slavery, civil rights, Jim Crow Laws, and inequality <http://www.labor-studies.org/by-labor-topic/cultural-resources/literature/black-labor-history/>
- 1A: Understand the economy in different settings and the market economy's influence on given areas. Cities v Suburbs, Low-Income vs Higher Income (Gentrification) <https://www.econedlink.org/resources/on-demand-thursdays-the-economics-of-discrimination/>
- 1 and 3A: 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. <https://www.econedlink.org/resources/on-demand-thursdays-the-economics-of-discrimination/>
- Examine the ramifications of prejudice, racism, and intolerance <https://www.econedlink.org/resources/on-demand-thursdays-the-economics-of-discrimination/>

Through ELA, students have the opportunity to read any of the following books/short stories/poems as they are incorporated into the Study Synch Lessons and are being tied to criteria a-h with teacher and student choice in the following resources such as Dred Scott Decision, Plessy vs Ferguson, Brown vs Board of Education, etc.

- What the ocean said to the black boy by Clint Smith
- Mr. Cornelius Johnson, Office-Seeker by Paul Laurence Dunbar

- Letter from Birmingham Jail by Dr. Martin Luther King Jr.
- Coming of Age in Mississippi by Anne Moody
- M'sieu Fortier's Violin by Alice Dunbar-Nelson
- Ode to 9th & O NW by Clint Smith
- A Small Needful Fact by Ross Gay
- Becoming by Michelle Obama
- Choice: A Tribute to Dr. Martin Luther King Jr. by Alice Walker
- I Have a Dream by D. Martin Luther King Jr.

In the area of the Visual and Performing Arts we met on November 3, 2022 to review the initial requirements of HB 198 and determine what resources we are currently using. Our next steps will be to determine gaps in the resources and structures to support these gaps.

11th Grade

The Capital School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- In 11th Grade US History, teachers will cover the following topics in response to Criteria a-h,
- History 1a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical

continuity and change. How the legacy of slavery influenced segregation in the US, and future efforts to fully incorporate blacks politically and economically into US society. (Library of Congress, American Visions Textbook (2010))

- History 2a: Students will develop and implement effective research strategies for investigating a given historical topic. In what ways did the contributions of black people influence American life, Delaware life, history, literature, economy, politics and culture. (PBS-American Experience)
- History 2b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations. How can historians use facts to determine the ramification of prejudice, racism, and intolerance in the US, as well as, analyze their social, political, and economic impacts (Stanford History Reading Like an Historian)
- History 3a: Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations. Why are there competing narratives regarding civil rights, equality, and racism in the United States, and how have contemporary events altered the way in which these narratives are interpreted. (National Civil Rights Museum)

Through ELA, students have the opportunity to read any of the following books/short stories/poems as they are incorporated into the Study Synch Lessons and are being tied to criteria a-h as examples: Journal of William Still by William Still, Self-Made Men by Frederick Douglass, Nobel Lecture by Toni Morrison, etc.

In the area of the Visual and Performing Arts we met on November 3, 2022 to review the initial requirements of HB 198 and determine what resources we are currently using. Our next steps will be to determine gaps in the resources and structures to support these gaps.

Additional

In 11th Grade US History, teachers will cover the following topics in response to Criteria a-h,

- History 1a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change. How the legacy of slavery influenced segregation in the US, and future efforts to fully incorporate blacks politically and economically into US society. (Library of Congress, American Visions Textbook (2010))
- History 2a: Students will develop and implement effective research strategies for investigating a given historical topic. In what ways did the contributions of black people influence American life, Delaware life, history, literature, economy, politics and culture. (PBS-American Experience)
- History 2b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations. How can historians use facts to determine the ramification of prejudice, racism, and intolerance in the US, as well as, analyze their social, political, and economic impacts (Stanford History Reading Like an Historian)

- History 3a: Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations. Why are there competing narratives regarding civil rights, equality, and racism in the United States, and how have contemporary events altered the way in which these narratives are interpreted. (National Civil Rights Museum)

Through ELA, students have the opportunity to read any of the following books/short stories/poems as they are incorporated into the Study Synch Lessons and are being tied to criteria a-h.

- Journal of William Still by William Still
- Self-Made Men by Frederick Douglass
- Nobel Lecture by Toni Morrison
- In Our Neighborhood by Alice Dunbar-Nelson
- Harlem by Langston Hughes
- Harriet Tubman: Conductor on the Underground Railroad by Ann Petry
- Literary Seminar: Alain Locke and the Harlem Renaissance

In the area of the Visual and Performing Arts we met on November 3, 2022 to review the initial requirements of HB 198 and determine what resources we are currently using. Our next steps will be to determine gaps in the resources and structures to support these gaps.

12th Grade

The Capital School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

In 12th Grade World History, teachers will cover the following topics in response to Criteria a-h,

- Students will be able to describe the mathematical, linguistic, and architectural developments of Africa prior to European involvement by analyzing primary and secondary sources in order to differentiate between historical facts and historical interpretations. (H2b)
- Students will develop and implement effective research strategies by investigating the factors that sparked the Haitian Revolution and its historical significance. (H2a)
- Students will examine the ramifications of prejudice, racism, and intolerance.
- Prepare students to be responsible citizens in a pluralistic democracy.
- Students will analyze primary and secondary sources regarding the imperialism of Africa and discern the motivations for imperialism in relation to European V Indigenous perspectives.
- Students will analyze primary and secondary sources regarding world war related concerns and contributions.
- Students will use the Stanford History Education Group sources to analyze the transatlantic slave trade, specifically the middle passage, using European and African accounts of the events, causes and consequences from differing perspectives.
(<https://sheg.stanford.edu/history-lessons/middle-passage>.)

Through ELA, students have the opportunity to read any of the following books/short stories/poems as they are incorporated into the Study Synch Lessons and are being tied to criteria a-h with examples as follow: Journal of William Still by William Still, In Our Neighborhood by Alice Dunbar-Nelson Nobel Lecture by Toni Morrison, Harlem by Langston Hughes, Harriet Tubman: Conductor on the Underground Railroad by Ann Petry, Literary Seminar: Alain Locke and the Harlem Renaissance, etc.

In the area of the Visual and Performing Arts we met on November 3, 2022 to review the initial requirements of HB 198 and determine what resources we are currently using. Our next steps will be to determine gaps in the resources and structures to support these gaps.

In 12th Grade World History, teachers will cover the following topics in response to Criteria a-H,

- Students will be able to describe the mathematical, linguistic, and architectural developments of Africa prior to European involvement by analyzing primary and secondary sources in order to differentiate between historical facts and historical interpretations. (H2b)
- Students will develop and implement effective research strategies by investigating the factors that sparked the Haitian Revolution and its historical significance. (H2a)
- Students will examine the ramifications of prejudice, racism, and intolerance.
- Prepare students to be responsible citizens in a pluralistic democracy.
- Students will analyze primary and secondary sources regarding the imperialism of Africa and discern the motivations for imperialism in relation to European V Indigenous perspectives.
- Students will analyze primary and secondary sources regarding world war related concerns and contributions.
- Students will use the Stanford History Education Group sources to analyze the transatlantic slave trade, specifically the middle passage, using European and African accounts of the events, causes and consequences from differing perspectives.
(<https://sheg.stanford.edu/history-lessons/middle-passage>.)

Through ELA, students have the opportunity to read any of the following books/short stories/poems as they are incorporated into the Study Synch Lessons and are being tied to criteria a-h.

- Journal of William Still by William Still

- In Our Neighborhood by Alice Dunbar-Nelson Nobel Lecture by Toni Morrison
- Harlem by Langston Hughes
- Harriet Tubman: Conductor on the Underground Railroad by Ann Petry
- Literary Seminar: Alain Locke and the Harlem Renaissance
- Self-Made Men by Frederick Douglass
- Nobel Lecture by Toni Morrison
- Harlem by Langston Hughes
- Harriet Tubman: Conductor on the Underground Railroad by Ann Petry
- Literary Seminar: Alain Locke and the Harlem Renaissance

In the area of the Visual and Performing Arts we met on November 3, 2022 to review the initial requirements of HB 198 and determine what resources we are currently using. Our next steps will be to determine gaps in the resources and structures to support these gaps.

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 title and date of in-service training sessions provided to meet this requirement.

Elementary

Dates of Professional Learning sessions related to HB 198 legislation and instructional programming

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- June 15, 2022 - The Nuts and Bolts of HB 198- Fourth and Fifth Grade Teachers
- August 16, 2022 - Legislative Updates for HB 198 and Instructional Implications - ALL CSD Administrators
- September 23, 2022 - Diving Deeper Into HB 198 Legislation - Social Studies Workgroup K-4 Teachers and DBQ Training on Resources to Support the Teaching of Black History- Fifth Grade Teachers
- October 11, 2022- Curriculum Audit for Implementation of HB 198 - Social Studies Workgroups K-4 Teachers
- October 14, 2022- Social Studies: Expanding the Narrative in Social Studies Classrooms: How to meet HB198 with an Inclusive Lens - All Staff
- November 1, 2022 - HB 198 in the Library Media Center - K-12 Library Media Specialists
- January 17, 2023 - Exploring Best Practices for Teaching Black History in Today's World - K-5 Teachers
- March 3, 2023 - I-5 Teaching and Learning Conference (Sessions including - using primary sources to teach social studies, engaging digital resources to support implementation of HB 198, etc.)- K-12 staff
- Summer 2023- additional opportunities will be scheduled throughout the summer- K-5 Teachers
- Social Studies for a Better World book study monthly sessions from January 2023 - May

2022 - Pre-K to Fifth Grade Teachers

Secondary

- November 12, 2021 - Grades 5-12 reviewed HB 198 in relation to curriculum resources.
- November 17, 2021 - Overview of HB198 with High School Staff
- January 28, 2022 - Curriculum Next Steps in relation to HB 198
- February 12, 2022 - Grades 5-12 review HB 198 Curriculum Resources
- April 1, 2022 - DBQ Training with staff to help support HB198
- May 4, 2022 - Best Practices for Responsive and Proactive Conversation
- June 15, 2022 - Middle School and High School Workgroup developed to address content and related materials that would support HB198
- June 15, 2022 - The Nuts and Bolts of HB 198- Fourth and Fifth Grade Teachers
- July 25 and 26, 2022 - Middle School and High School Summer work by teachers to create lessons that meet HB 198 requirements for ALL grades (6-12)
- August 15 and 16, 2022- Legislative Updates for HB 198 and Instructional Implications - ALL CSD Administrators
- August 31, 2022 - Newsela led PD on Curated Folders to help support HB 198 Virtual Training
- September 1, 2022 -DBQ Training with DBQ's aligned to be used to help support HB198
- September 23, 2022- Diving Deeper Into HB 198 Legislation - Social Studies Workgroup K-4 Teachers
- DBQ Training on Resources to Support the Teaching of Black History- Fifth Grade Teachers
- October 11, 2022- Curriculum Audit for Implementation of HB 198 - Social Studies Workgroups K-4 Teachers
- October 13, 2022 PD for the Secondary Visual and Performing Arts
- October 13, 2022 Discovery Education Curated Folders to help support HB 198- Virtual Training
- October 14, 2022-State History PD Social Studies Coalition Virtual Conference (Social Studies: Expanding the Narrative in Social Studies Classrooms: How to meet HB 198 with an inclusive lens (all staff K-5 and 6-12 Social Studies)
- October 14, 2022-Equity Summit Professional Development
- November 1, 2022 - HB 198 in the Library Media Center - K-12 Library Media Specialists
- Planned:
- January 2023 - May 2022: Social Studies for a Better World book study monthly sessions from - Pre-K to Fifth Grade Teachers
- January 17, 2023- Exploring Best Practices for Teaching Black History in Today's World - K-5 Teachers and Next Steps with Visual and Performing Arts Teachers
- March 3, 2023- I-5 Teaching and Learning Conference (Sessions including - using primary sources to teach social studies, engaging digital resources to support implementation of HB 198, etc.)- K-12 staff
- Summer 2023- additional opportunities will be scheduled throughout the summer for curriculum alignment and resource implementation/unit and lesson development- K-5 Teachers and 6-12 Teachers

Christina School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead:	Norman Kennedy	Kelly Wells
Position:	Director of Teaching and Learning	K-12 Social Studies Curriculum Specialist
Email:	norman.kennedy@christina.k12.de.us	kelly.wells@christina.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Since the start of the 2021-2022 school year, the Christina School District's Teaching and Learning department has worked with the Delaware Department of Education and the Social Studies Coalition

of Delaware to understand the requirements of HB 198. Teaching and Learning shared the requirements of HB 198 with our School Board, district and school administrators, district specialists, coaches and building content chairs, and school staff to examine the curricula across all grade levels to identify current connections to the eight components of the bill. This examination has also helped to identify areas of opportunity where connections are missing. During the 2022-2023 school year, the Teaching and Learning Department will continue to work with lead teachers, curriculum specialists, and coaches to identify age-appropriate resources to address those areas of opportunity.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Christina School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

ELA:

- Benchmark Advance has cross content connections with social studies that most closely align in the following units: Character Matters; Government and Citizenship; Technology and Society; History, Culture, and Geography; and Economics. We will review the literature and resources in Benchmark and identify specific correlations with the Social Studies model lessons provided by the Social Studies Coalition of Delaware.

MATH:

- We will identify opportunities for greater representation within the Math Curriculum

SCIENCE:

- We will identify opportunities for greater representation within the Science curriculum and NGSS Standards.

SOCIAL STUDIES:

- June 2022 - Provided professional development for teachers to write lessons that meet HB 198 Content Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development
- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements and for teachers to compare and contrast a lesson that meets HB 198 Requirements versus another lesson
- Teachers created lessons that meet HB 198 Requirements:
 - *Working Together - African Americans Make it Better*
 - *African Americans Big Culture Contributors to Our Culture and Economics*
- Converted Learning for Justice lessons from the [Learning for Justice Website](#) to lessons for Nearpod to help meet HB 198 Requirements:
 - *What is in a Self-Portrait?*
 - *Who is an Immigrant?*
 - *Different Types of Families*
 - *Gender Stereotypes in Media (This lesson does not specifically help with HB 198 Requirements; however, it helps students become accustomed to the Courageous Conversations that need to happen in all grades to help meet HB 198 Requirements)*
- Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future.
- Collaboration of K-5 Elementary Teachers to tweak Perfection Learning's *Essential Voices* multicultural book lists for CSD use in SORA. This will be ongoing as we continue to move forward with the changes in Social Studies.
- Participation of CSD Grade K Teachers in State of Delaware October 14, 2022 Equity Summit

VISUAL and PERFORMING ARTS and WORLD LANGUAGE:

- We plan to engage the district chairs in an audit of the curriculum to identify areas of representation and map out a plan to increase representation within the text and materials.

1st Grade

The Christina School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

ELA:

- Benchmark Advance has cross content connections with social studies that most closely align in the following units: Character Matters; Government and Citizenship; Technology and Society; History, Culture, and Geography; and Economics. We will review the literature and resources in Benchmark and identify specific correlations with the Social Studies model lessons provided by the Social Studies Coalition of Delaware.

MATH:

- We will identify opportunities for greater representation within the Math Curriculum

SCIENCE:

- We will identify opportunities for greater representation within the Science curriculum and NGSS Standards.

SOCIAL STUDIES:

- June 2022 - Provided professional development for teachers to write lessons that meet HB 198 Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development
- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements and for teachers to compare and contrast a lesson that meets HB 198 Requirements versus another lesson
- Teachers created lessons that meet HB 198 Requirements:
 - *Time Marches On*
 - *Sweet Clara Brown*
- Converted Learning for Justice lessons from the [Learning for Justice Website](#) to lessons for Nearpod to help meet HB 198 Requirements:

- *My Family Rocks*
- *Everyone is a Helper*
- *White Anti-Racist Biographies: Early Grades*
- *Wants Versus Needs (This lesson does not specifically help with HB 198 Requirements; however, it helps students become accustomed to the Courageous Conversations that need to happen in all grades to help meet HB 198 Requirements)*
- *It's Okay to Feel Different (This lesson does not specifically help with HB 198 Requirements; however, it helps students become accustomed to the Courageous Conversations that need to happen in all grades to help meet HB 198 Requirements)*
- Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future.
- Collaboration of K-5 Elementary Teachers to tweak Perfection Learning's *Essential Voices* multicultural book lists for CSD use in SORA. This will be ongoing as we continue to move forward with the changes in Social Studies.
- Participation of CSD Grade 1 Teachers in State of Delaware October 14, 2022 Equity Summit

VISUAL and PERFORMING ARTS and WORLD LANGUAGE:

- We plan to engage the district chairs in an audit of the curriculum to identify areas of representation and map out a plan to increase representation within the text and materials.

2nd Grade

The Christina School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

ELA:

- Benchmark Advance has cross content connections with social studies that most closely align in the following units: Character Matters; Government and Citizenship; Technology and Society; History, Culture, and Geography; and Economics. We will review the literature and resources in Benchmark and identify specific correlations with the Social Studies model lessons provided by the Social Studies Coalition of Delaware.

MATH:

- We will identify opportunities for greater representation within the Math Curriculum

SCIENCE:

- We will identify opportunities for greater representation within the Science curriculum and NGSS Standards.

SOCIAL STUDIES:

- June 2022 - Provided professional development for teachers to write lessons that meet HB 198 Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development
- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements and for teachers to compare and contrast a lesson that meets HB 198 Requirements versus another lesson
- Teachers created lessons that meet HB 198 Requirements:
 - *Civil Rights*
 - *Understanding Enslavement*
 - *One Room School House*
- Converted Learning for Justice lessons from the [Learning for Justice Website](#) to lessons for Nearpod to help meet HB 198 Requirements:
 - *Sensible Consumers*
 - *What is Differently Abled?*
 - *When the Shadbush Blooms: How Our Identities Impact the World*
 - *Wants Versus Needs (This lesson does not specifically help with HB 198 Requirements; however, it helps students become accustomed to the Courageous Conversations that need to happen in all grades to help meet HB 198 Requirements)*
 - *Becoming a Community (This lesson does not specifically help with HB 198 Requirements; however, it helps students become accustomed to the Courageous Conversations that need to happen in all grades to help meet HB 198 Requirements)*
- Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future.
- Collaboration of K-5 Elementary Teachers to tweak Perfection Learning's *Essential Voices* multicultural book lists for CSD use in SORA. This will be ongoing as we continue to move forward with the changes in Social Studies.
- Participation of CSD Grade 2 Teachers in State of Delaware October 14, 2022 Equity Summit

VISUAL and PERFORMING ARTS and WORLD LANGUAGE:

- We plan to engage the district chairs in an audit of the curriculum to identify areas of representation and map out a plan to increase representation within the text and materials.

3rd Grade

The Christina School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

ELA:

- Benchmark Advance has cross content connections with social studies that most closely align in the following units: Character Matters; Government and Citizenship; Technology and Society; History, Culture, and Geography; and Economics. We will review the literature and resources in Benchmark and identify specific correlations with the Social Studies model lessons provided by the Social Studies Coalition of Delaware.

MATH:

- We will identify opportunities for greater representation within the Math Curriculum

SCIENCE:

- We will identify opportunities for greater representation within the Science curriculum and NGSS Standards.

SOCIAL STUDIES:

- June 2022 - Provided professional development for teachers to write lessons that meet HB 198 Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development

- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements and for teachers to compare and contrast a lesson that meets HB 198 Requirements versus another lesson
- Teachers created lessons that meet HB 198 Requirements:
 - *Junteenth*
 - *Famous African American Females*
 - *Famous African American Males*
- Converted Learning for Justice lessons from the [Learning for Justice Website](#) to lessons for Nearpod to help meet HB 198 Requirements:
 - *What's Fair?*
 - *Place as a Mirror of Self and Community (This lesson does not specifically help with HB 198 Requirements; however, it helps students become accustomed to the Courageous Conversations that need to happen in all grades to help meet HB 198 Requirements)*
 - *Advertisements and you*
 - *Evaluating Reliable Sources (This lesson does not specifically help with HB 198 Requirements; however, it helps students become accustomed to the Courageous Conversations that need to happen in all grades to help meet HB 198 Requirements)*
- Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future.
- Collaboration of K-5 Elementary Teachers to tweak Perfection Learning's *Essential Voices* multicultural book lists for CSD use in SORA. This will be ongoing as we continue to move forward with the changes in Social Studies.
- Participation of CSD Grade 3 Teachers in State of Delaware October 14, 2022 Equity Summit

VISUAL and PERFORMING ARTS and WORLD LANGUAGE:

- We plan to engage the district chairs in an audit of the curriculum to identify areas of representation and map out a plan to increase representation within the text and materials.

4th Grade

The Christina School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

ELA:

- Benchmark Advance has cross content connections with social studies that most closely align in the following units: Character Matters; Government and Citizenship; Technology and Society; History, Culture, and Geography; and Economics. We will review the literature and resources in Benchmark and identify specific correlations with the Social Studies model lessons provided by the Social Studies Coalition of Delaware.

MATH:

- We will identify opportunities for greater representation within the Math Curriculum

SCIENCE:

- We will identify opportunities for greater representation within the Science curriculum and NGSS Standards.

SOCIAL STUDIES:

- June 2022 - Provided professional development for teachers to write lessons that meet HB 198 Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development
- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements and for teachers to compare and contrast a lesson that meets HB 198 Requirements versus another lesson
- Use of Grade 4 Model Lessons found in the Schoology Group “Grade 4 US History and Civics Model Lessons” - Access Code=SMDS-M7QB-VV8NJ. Group and lessons provided through the SSCD:
 - *What is History and Why Learn It*
 - *Introduction to Chronology*
 - *Using Timelines to Analyze Change Over Time*
 - *Why and Where Rosa Parks*
 - *Ways of Thinking About People and Places in the Past*
 - *Seeking Solutions to the Labor Problem*
 - *Enslavement in History*
 - *Servants on Trial: John Punch*
 - *The Middle Passage*

- *Hidden History: Olaudah Equiano*
- *Forms of Resistance to Enslavement*
- *Enslavement in Delaware*
- *1619: A Particularly Important Year in History*
- *Hidden History: Elizabeth Key Sues for Freedom*
- *Onesimus and Smallpox*
- *Exploring the Delaware Colony*
- Converted Learning for Justice lessons from the [Learning for Justice Website](#) to lessons for Nearpod to help meet HB 198 Requirements:
 - *United We Stand*
 - *STEM by the Numbers*
 - *Evaluating Reliable Digital Sources* (*This lesson does not specifically help with HB 198 Requirements; however, it helps students become accustomed to the Courageous Conversations that need to happen in all grades to help meet HB 198 Requirements*)
 - *Exploring Young Immigrant Stories*
- Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future.
- Collaboration of K-5 Elementary Teachers to tweak Perfection Learning's *Essential Voices* multicultural book lists for CSD use in SORA. This will be ongoing as we continue to move forward with the changes in Social Studies.
- Participation of CSD Grade 4 Teachers in State of Delaware October 14, 2022 Equity Summit

VISUAL and PERFORMING ARTS and WORLD LANGUAGE:

- We plan to engage the district chairs in an audit of the curriculum to identify areas of representation and map out a plan to increase representation within the text and materials.

5th Grade

The Christina School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

ELA:

- Benchmark Advance has cross content connections with social studies that most closely align in the following units: Character Matters; Government and Citizenship; Technology and Society; History, Culture, and Geography; and Economics. We will review the literature and resources in Benchmark and identify specific correlations with the Social Studies model lessons provided by the Social Studies Coalition of Delaware.

MATH:

- We will identify opportunities for greater representation within the Math Curriculum

SCIENCE:

- We will identify opportunities for greater representation within the Science curriculum and NGSS Standards.

SOCIAL STUDIES:

- June 2022 - Provided professional development for teachers to write lessons that meet HB 198 Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development
- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements and for teachers to compare and contrast a lesson that meets HB 198 Requirements versus another lesson
- Teachers created lessons that meet HB 198 Requirements:
 - *Should Your Hairstyle be a Constitutional Right?*
 - *Civil Rights and Social Justice*
 - *13th Amendment*
- Use of the Delaware Recommended Curriculum Unit, *Box Brown*
- Converted Learning for Justice lessons from the [Learning for Justice Website](#) to lessons for Nearpod to help meet HB 198 Requirements:
 - *Treasure Chest of Symbols*
 - *Factors of Poverty*
 - *What is the Gender Pay Gap? (This lesson does not specifically help with HB 198 Requirements; however, it helps students become accustomed to the Courageous Conversations that need to happen in all grades to help meet HB 198 Requirements)*

- *Using Photographs to Show Racism*
- Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future.
- Collaboration of K-5 Elementary Teachers to tweak Perfection Learning's *Essential Voices* multicultural book lists for CSD use in SORA. This will be ongoing as we continue to move forward with the changes in Social Studies.
- Participation of CSD Grade 5 Teachers in State of Delaware October 14, 2022 Equity Summit

VISUAL and PERFORMING ARTS and WORLD LANGUAGE:

- We plan to engage the district chairs in an audit of the curriculum to identify areas of representation and map out a plan to increase representation within the text and materials.

6th Grade

The Christina School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

ELA:

- American Reading Company
 - Unit 4-argument unit on Ancient Civilizations

MATH:

- We will identify opportunities for greater representation within the Math Curriculum
- All secondary math teachers participated in the Math Equity Conference on 10/14/22.

SCIENCE:

- We will identify opportunities for greater representation within the Science curriculum and NGSS Standards.

SOCIAL STUDIES:

- June 2022 - Provided professional development for teachers to write lessons that meet HB 198 Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development
- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements and for teachers to compare and contrast a lesson that meets HB 198 Requirements versus another lesson
- Use of Grade 6 Model Lessons found in the Schoology Group “Grade 6 World Geography Model Lessons” - Access Code=HGVH-984D-DHFSJ. Group and lessons provided through the SSCD:
 - *Native People of North America*
 - *Functional Regions, Economic specialization, and Tech Hubs*
 - *Land Use Conflict in the Amazon Rainforest*
- Converted Learning for Justice lessons from the [Learning for Justice Website](#) to lessons for Nearpod to help meet HB 198 Requirements:
 - *What Makes Us Who We Are (This lesson does not specifically help with HB 198 Requirements; however, it helps students become accustomed to the Courageous Conversations that need to happen in all grades to help meet HB 198 Requirements)*
 - *Analyzing Environmental Racism (This lesson does not specifically help with HB 198 Requirements; however, it helps students become accustomed to the Courageous Conversations that need to happen in all grades to help meet HB 198 Requirements)*
 - *A Nation of Immigrants*
 - *Understanding Religious Clothing*
- ELA and Social Studies Collaboration Pilot for ELA and Social Studies teachers to collaborate at designated times to find correlations in each curriculum to develop HB 198 (and HB 318) lessons with an ELA *and* Social Studies lens.
- Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future.
- Participation of CSD Grade 6 Teachers in State of Delaware October 14, 2022 Equity Summit

VISUAL and PERFORMING ARTS and WORLD LANGUAGE:

- We plan to engage the district chairs in an audit of the curriculum to identify areas of representation and map out a plan to increase representation within the text and materials.

7th Grade

The Christina School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

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

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

ELA:

- American Reading Company
 - Genre unit-African American Literature
 - Argument unit-Westward Expansion

MATH:

- We will identify opportunities for greater representation within the Math Curriculum
- All secondary math teachers participated in the Math Equity Conference on 10/14/22.

SCIENCE:

- We will identify opportunities for greater representation within the Science curriculum and NGSS Standards.

SOCIAL STUDIES:

- June 2022 - Provided professional development for teachers to write lessons that meet HB 198 Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development
- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements and for teachers to compare and contrast a lesson that meets HB 198 Requirements versus another lesson
- Use of Grade 7 Model Lessons found in the Schoology Group “Grade 7 Civics and Economics Model Lessons” - Access Code=HN4W-9QDK-3QCFT. Group and lessons provided through the SSCD:
 - Economics Lessons:
 - *Money Doesn’t Grow on Trees*
 - *Not the Whole Story: Inflation Disaggregated*
 - *Not All Unemployment is Created Equal*
 - *Fiscal Policy: A Two-Act Play*

- *How Does Where You Live Influence How You Live?*
 - *The Geography of Opportunity: The Opportunity Atlas*
 - *Twenty-Two Cents and Pennies a Day*
 - *How Cultural Values Affect Production Decisions*
 - *Economic Spotlight*
 - Civics Lessons (from DRC):
 - *Expansion of Freedom (Unit)*
 - *Shirley Bulah | From RunaRound to Remedy (or Bulah to Brown)*
- Converted Learning for Justice lessons from the [Learning for Justice Website](#) to lessons for Nearpod to help meet HB 198 Requirements:
 - *Before Rosa Parks: Francis Watkins Harper*
 - *Bus Boycott: Historical Documents Highlight Integration*
 - *Why Local Elections Matter*
 - *What Responsibilities Accompany Our Rights?*
- ELA and Social Studies Collaboration Pilot for ELA and Social Studies teachers to collaborate at designated times to find correlations in each curriculum to develop HB 198 (and HB 318) lessons with an ELA and Social Studies lens.
- Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future.
- Participation of CSD Grade 7 Teachers in State of Delaware October 14, 2022 Equity Summit

VISUAL and PERFORMING ARTS and WORLD LANGUAGE:

- We plan to engage the district chairs in an audit of the curriculum to identify areas of representation and map out a plan to increase representation within the text and materials.

8th Grade

The Christina School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you

identified in 8th Grade this year. 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.

ELA:

- American Reading Company
 - Informational unit-Space (supplemental text Hidden Figures)
 - Argument unit-Civil Rights Era

MATH:

- We will identify opportunities for greater representation within the Math Curriculum
- All secondary math teachers participated in the Math Equity Conference on 10/14/22.

SCIENCE:

- We will identify opportunities for greater representation within the Science curriculum and NGSS Standards.

SOCIAL STUDIES:

- June 2022 - Provided professional development for teachers to write lessons that meet HB 198 Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development
- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements and for teachers to compare and contrast a lesson that meets HB 198 Requirements versus another lesson
- Use of Grade 8 Model Lessons found in the Schoology Group “Grade 8 US History Model Lessons” - Access Code=JCMS-G4VQ-V5CSN. Group and lessons provided through the SSCD:
 - *Emancipation in the North*
 - *Slavery in the Constitution*
 - *In Pursuit of Freedom in Delaware*
 - *Nat Turner*
 - *John Brown*
 - *Emancipation Proclamation*
 - *Memphis Riot*
 - *Sharecropping*
 - *Reconstruction*
 - *Changes in African American Freedom*
- ELA and Social Studies Collaboration Pilot for ELA and Social Studies teachers to collaborate at designated times to find correlations in each curriculum to develop HB 198 (and HB 318) lessons with an ELA and Social Studies lens.
- Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future.
- Participation of CSD Grade 8 Teachers in State of Delaware October 14, 2022 Equity Summit

VISUAL and PERFORMING ARTS and WORLD LANGUAGE:

- We plan to engage the district chairs in an audit of the curriculum to identify areas of representation and map out a plan to increase representation within the text and materials.

9th Grade

The Christina School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

ELA:

- American Reading Company
 - Informational unit-Economics
 - Genre unit-Romance (text option Romiette and Julio)
 - Argument unit-Sports and Society

MATH:

- We will identify opportunities for greater representation within the Math Curriculum
- All secondary math teachers participated in the Math Equity Conference on 10/14/22.

SCIENCE:

- We will identify opportunities for greater representation within the Science curriculum and NGSS Standards.

SOCIAL STUDIES:

- June 2022 - Provided professional development for teachers to write lessons that meet HB 198 Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development
- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements in order to distinguish between a lesson that satisfies HB 198 requirements versus a lesson that is unsatisfactory.
- Use of Pearson's *The Cultural Landscape* by James M. Rubenstein ebook and materials
 - Unit 2: Analyzing Population Patterns and Processes
 - Unit 3: Applying Knowledge of Regional Boundaries
 - Unit 4: Understanding Cultural Patterns and Processes

- Unit 6: Patterns of Economic Interaction
- Unit 7: Analyzing Settlements
- ELA and Social Studies Collaboration Pilot for ELA and Social Studies teachers to collaborate at designated times to find correlations in each curriculum to develop HB 198 (and HB 318) lessons with an ELA *and* Social Studies lens.
- Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future.
- Participation of CSD Grade 9 Teachers in State of Delaware October 14, 2022 Equity Summit

VISUAL and PERFORMING ARTS and WORLD LANGUAGE:

- We plan to engage the district chairs in an audit of the curriculum to identify areas of representation and map out a plan to increase representation within the text and materials.

10th Grade

The Christina School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

ELA:

- American Reading Company
 - Lit Lab unit-text Killer of Enemies
 - Argument unit-Civics

MATH:

- We will identify opportunities for greater representation within the Math Curriculum
- All secondary math teachers participated in the Math Equity Conference on 10/14/22.

SCIENCE:

- We will identify opportunities for greater representation within the Science curriculum and NGSS Standards.

SOCIAL STUDIES:

- June 2022 - Provided professional development for teachers to write lessons that meet HB 198 Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development
- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements in order to distinguish between a lesson that satisfies HB 198 requirements versus a lesson that is unsatisfactory.
- Teachers created lessons that meet HB 198 Requirements.
 - *Civics 13th Amendment Purposes and Effects*
 - *Civics The 14th Amendment: America's Second Founding*
 - *Economics The 13th Amendment & Convict Labor*
 - *Economics Black Entrepreneurship and Black Excellence*
- Converted Learning for Justice lessons from the [Learning for Justice Website](#) to lessons for Nearpod to promote, encourage, and ensure courageous conversations are taking place and to help meet HB 198 Requirements.
 - *Civics-Staying Informed Immigration Reform (This lesson does not specifically help with HB 198 Requirements; however, it helps students become accustomed to the Courageous Conversations that need to happen in all grades to help meet HB 198 Requirements)*
 - *Civics-Digital tools as a Mechanism for Active Citizenship*
 - *Civics-The Truth About Voting*
 - *Civics-Why Local Elections Matter*
- ELA and Social Studies Collaboration Pilot for ELA and Social Studies teachers to collaborate at designated times to find correlations in each curriculum to develop HB 198 (and HB 318) lessons with an ELA *and* Social Studies lens.
- Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future.
- Participation of CSD Grade 10 Teachers in State of Delaware October 14, 2022 Equity Summit

VISUAL and PERFORMING ARTS and WORLD LANGUAGE:

- We plan to engage the district chairs in an audit of the curriculum to identify areas of representation and map out a plan to increase representation within the text and materials.

11th Grade

The Christina School District included (or will include) the following requirements in their 11th Grade

curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

ELA:

- American Reading Company
 - Genre unit-Memoir (text options by Maya Angelou and other African American authors)
 - Argument unit-Civil war era

MATH:

- We will identify opportunities for greater representation within the Math Curriculum
- All secondary math teachers participated in the Math Equity Conference on 10/14/22.

SCIENCE:

- We will identify opportunities for greater representation within the Science curriculum and NGSS Standards.

SOCIAL STUDIES:

- June 2022 - Provided professional development for teachers to write lessons that meet HB 198 Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development
- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements in order to distinguish between a lesson that satisfies HB 198 requirements versus a lesson that is unsatisfactory.
- Teachers created lessons that meet HB 198 Requirements.
 - *US History - Hell Fighters and African Americans in World War I*
 - *US History - Tulsa Race Riots 1921*
 - *US History - Popular Figures of the Harlem Renaissance*
- Converted Learning for Justice lessons from the [Learning for Justice Website](#) to lessons for Nearpod to promote, encourage, and ensure courageous conversations are taking place and to help meet HB 198 Requirements.
 - *Before Rosa Parks: Ida B. Wells*

- *Birmingham 1963 Children’s March*
- ELA and Social Studies Collaboration Pilot for ELA and Social Studies teachers to collaborate at designated times to find correlations in each curriculum to develop HB 198 (and HB 318) lessons with an ELA *and* Social Studies lens.
- Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future.
- Participation of CSD Grade 11 Teachers in State of Delaware October 14, 2022 Equity Summit

VISUAL and PERFORMING ARTS and WORLD LANGUAGE:

We plan to engage the district chairs in an audit of the curriculum to identify areas of representation and map out a plan to increase representation within the text and materials.

12th Grade

The Christina School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

ELA:

- American Reading Company
 - Genre unit-Dystopian literature
 - Argument unit-Contemporary Issues

MATH:

- We will identify opportunities for greater representation within the Math Curriculum
- All secondary math teachers participated in the Math Equity Conference on 10/14/22.

SCIENCE:

- We will identify opportunities for greater representation within the Science curriculum and NGSS Standards.

SOCIAL STUDIES:

- June 2022 - Provided professional development for teachers to write lessons that meet HB 198 Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development
- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements in order to distinguish between a lesson that satisfies HB 198 requirements versus a lesson that is unsatisfactory.
- African American Studies Course
- ELA and Social Studies Collaboration Pilot for ELA and Social Studies teachers to collaborate at designated times to find correlations in each curriculum to develop HB 198 (and HB 318) lessons with an ELA *and* Social Studies lens.
- Ongoing visits and collaboration in PLCs in all K-12 school buildings to promote the ongoing collaboration, learning, understanding, and development of lessons/resources to ensure that HB 198 Requirements are met now and in the future.
- Participation of CSD Grade 12 Teachers in State of Delaware October 14, 2022 Equity Summit

VISUAL and PERFORMING ARTS and WORLD LANGUAGE:

- We plan to engage the district chairs in an audit of the curriculum to identify areas of representation and map out a plan to increase representation within the text and materials.

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 title and date of in-service training sessions provided to meet this requirement.

- September 16, 2021 - Critical Conversations for Secondary Teachers
- October 9, 2021 - State PD for Social Studies teachers
- March 18, 2021 - Understanding HB 198
- June 28, 2022 - Provided professional development for teachers to write lessons that meet HB 198 Requirements
- Summer 2022 - Meetings with teachers to support HB 198 Requirements lesson development
- August 2022 - Teacher Professional Development for a deeper understanding of HB 198 Requirements in order to distinguish between a lesson that satisfies HB 198 requirements

versus a lesson that is unsatisfactory.

- October 14, 2022 - State PD for Social Studies teachers

Colonial School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Nicholas Baker
Position: Supervisor of Curriculum and Instruction
Email: nicholas.baker@colonial.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

The HB198 Instructional Framework provides the foundation for the standards to be implemented. Colonial's equity work over the past few years has also laid a foundation for our staff and students to

engage in the Instructional Framework as well as the new standards. It has become a part of our vision and mission. Below you will read about the processes we used and are using this year to meet the framework requirements in multiple curricular areas.

In the 2022 school year, Colonial completed a Strategic Planning Process. The new Strategic Plan was based upon the extensive feedback and input of community stakeholders, educators, parents and caregivers, and our students. Connected to HB198 were specifically 2 goals: conducting an equity audit and implementation of culturally relevant instruction. Our Strategic Plan was presented to our Board and community. At our workgroup meeting in May 2022, we also reviewed Delaware's DOE's definition of culturally responsive education to ensure alignment.

Colonial's social studies program utilizes the Delaware Recommended Curriculum and aligned instructional resources to support the Delaware standards. Statewide, social studies programs that utilize the Delaware Recommended Curriculum, are embarking on a multi-year plan to revise and update materials to meet adjusted standard configurations. Currently, there are a combination of lessons and model units that are implemented at each elementary grade level that continue to be enhanced to authentically incorporate black history and culturally relevant materials. At the secondary level, this is primarily in the form of lesson plans or framework that ensure alignment to state standard expectations. Critical to this is intentionality to authentically be more inclusive with culturally relevant materials.

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

A foundation of our state standards (and the resulting curriculum work) includes opportunities to address the curriculum requirements of HB198. Within the social studies department, we reviewed the legislation among teacher leaders and the entire teaching team. We then spent professional learning days and afterschool workshops inventorying how to authentically include the content deliverables in our grade level programs and within our state standards, while at the same time anticipated curriculum development statewide with the Delaware Recommended Curriculum. Teams of teachers reviewing their existing lessons and activities to align their course of study with the curriculum requirements within HB198. Then, teachers examined a combination of resources to identify what material was missing, and what material can help enhance our standards-driven lessons. Summer professional learning was offered to interested teachers who sought to continue this work. In some grades, the work is ongoing as reflected in Part 2 of this report. Recommended

materials to support student text and materials were also acquired and continue to be reviewed as curriculum and professional learning continues.

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

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

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

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

- UDLibsearch Collection for HB198 materials
- Delaware Historical Society and the Mitchell Center for African-American Heritage
- Constitution Center of Philadelphia
- National Museum of African American History and Culture
- Library of Congress National Archives
- PBS Learning Media
- Discovery Education
- 302 Stories
- Bill of Rights Institute
- Newsela African American History Collection
- Ancillary resources from the African American Odyssey by Hines, Hines, and Harrold.
- Facing History and Ourselves

- Teaching Hard History (Learning for Justice)
- Delaware Archives
- Stanford History Education Project , Stanford Civic Reasoning Project
- Center for Civic Education
- Girl Rising
- ICivics
- Next Gen Personal Finance
- Federal Reserve Bank of St. Louis, Philadelphia, and New York

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

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

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

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

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

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

units include texts written by authors diverse in gender, race, ethnicity, and religion.

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

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

The students create an understanding of the phenomenon through gathering evidence in investigations. An example of this is in the OpenSciEd Grade 8 Sound Unit, where all students engage in observing and questioning a phenomenon of a loud sound coming from a speaker making a window move far away. All students observe and question a model of a real speaker moving a bowl with plastic wrap. All students share related experiences and these experiences are used to compare and contrast to the unit phenomenon and build understanding throughout the unit. Students develop an initial model to try and explain their observations. As the students work with the teacher to create the classroom norms and use the norms to think about what they as a group need to work on to have a productive class discussion. They work with their classmates in a scientists’ circle to share and discuss using talk moves. They build the classroom model of the speaker, the window, and the air between the window, from which the whole class diagrams what they know about the causes and effects of this phenomenon and where they need to go next. The group places question marks on any parts of disagreement or confusion. Students use their words to describe the phenomenon. When all students agree to what they are describing and explaining, a science vocab word may then be introduced. This is one example; and, all units in OpensciEd 6-8 Curriculum were created with the same 4 questions in mind, ultimately creating a student centered approach to learning where all students are seen, heard, and supported to develop understanding to figure out the why behind the phenomena developed in class.

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

We implement Rights and Responsibilities as Learners in our math classrooms, and every math classroom has them posted for reference. We embrace the Five Equity-based Practices in Mathematics Classrooms adapted from The Impact of Identity in K – 8 Mathematics Rethinking

Equity-Based Practices (NCTM, Aguirre, Mayfield-Ingram, & Martin 2013). Last school year, we piloted and provided feedback on national math social justice lessons. This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Libraries continue to be transformed through a state-wide partnership with the Delaware Public Libraries. A major focus of our partnership has been the commitment to collection development in each of our school libraries.

Our shared goals for collection development include: increase student access to high quality, high interest collections including diverse collections representative of our student population. Additionally, we are increasing the age of our library collections by removing outdated texts and ordering new texts.

To accomplish these goals, we have created the first collection and circulation data dashboard for all school libraries. Various stakeholders are reviewing our data dashboards to help identify gaps and areas of needs with a major focus on diversity in our library collections. Last, we are using this data to make informed decisions when selecting new texts that meet our above library collection goals.

Through the Health and PE Teacher Leader Workgroup, interested teachers across the state are going to assemble to investigate state standards within health education and identify resources and connections that support health and physical education standards when addressing HB198. For health education, for example, there are topics and issues within our communities and in Delaware that pertain to the experiences of our students. Other states have begun similar work and we intend to review their statewide resources to adapt to the topics addressed within our curriculum materials. This work is just beginning and was introduced at the October SHAPE Delaware professional learning conference for Health and PE Educators.

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

K-12 Grade-level Implementation

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 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.

Kindergarten

The Colonial School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

Social Studies:

Colonial implements the Delaware Recommended Curriculum and teaches a unit in Civics and Geography in the Kindergarten year. In the Unit, *Participating in a Group*, Kindergarten students acquire the necessary skills needed for participating in a group. This year, the unit was enhanced so students learn about Harriet Tubman and the role she played in American history. We plan to incorporate additional black figures to the lesson by the end of the school year.

Throughout the remainder of the 2023 school year, we plan to partner with our colleagues in ELA as they implement their first year of the Amplify CKLA program. In particular, we plan to identify additional examples of black figures in national and Delaware history to help address Delaware's

Civics standard addressing citizenship and participation.

Science:

At the start of the year, our elementary students complete an introductory activity where they uncover stereotypes students have around scientists. Teachers pose prompts such as What do you imagine a scientist does? Who is a scientist, according to your students? Who even has the ability to do science or become a scientist? This activity is meant to uncover the stereotypes your students have around scientists. Views held by students of what scientists look like and how they engage in science are often narrow and exclusive, reflecting stereotypes of science and scientists that have existed for decades. One way to uncover these stereotypes is to have students draw a model of a scientist and what a scientist does. Students use readings to learn more about diverse scientists and what they did or do and revise their initial models to explain who is a scientist and what they do. One book titled, Scientist, Scientist, Who do you See?, showcases diverse scientists and what they do. Within our existing science units, it is our intent to identify children’s literature that expose students to the contributions of black scientists and figures in American history and culture within the science discipline. We will also coordinate with our colleagues in the ELA department to help consult with us on children’s literature that address these themes.

English Language Arts:

CKLA explores historical events throughout much of the curriculum which include the contributions of Black people to American life, history, literature, economy, politics, and culture. Examples include:

- Games, Songs, and Stories from an African American Childhood.
- Reading about the lives of African Kings and Queens from a diverse set of nations, countries, and time periods, making sure to represent royal families from around the world and throughout human history.
- A domain that covers Abraham Lincoln and his role in ending slavery fewer than two hundred years ago. It also describes the historic election and re-election of Barack Obama as the nation’s first African-American president. Finally, students consider their own perspectives on issues of respect and equality.

Mathematics:

- We have a Weekly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
- This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Visual and Performing Arts:

In our elementary Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Teachers will continue to spend the SY 2023 identifying opportunities and resources to promote a diverse, culturally diverse repertoire to authentically support their respective standards in Music and Visual Arts.

1st Grade

The Colonial School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Social Studies:

Colonial implements the Delaware Recommended Curriculum and teaches a unit in Civics and History in the First Grade. In the Unit, *The Role of a Leader*, first graders begin their understanding that leaders are chosen by election and positions of authority. The lesson introduces Barack Obama with examples from his life and presidency. We plan to add additional examples to this unit by the end of the school year.

Throughout the remainder of the 2023 school year, we plan to partner with our colleagues in ELA as they implement their first year of the Amplify CKLA program. In particular, we plan to identify additional examples of black figures in national and Delaware history to help address our Civics and History standards around the role of leaders. We expect to partner with the Delaware Historical Society to identify artifacts and other primary sources to connect with the role of black figures in Delaware history.

Science:

At the start of the year, our elementary students complete an introductory activity where they uncover stereotypes students have around scientists. Teachers pose prompts such as *What do you imagine a scientist does? Who is a scientist, according to your students? Who even has the ability to do science or become a scientist?* This activity is meant to uncover the stereotypes your students have around scientists. Views held by students of what scientists look like and how they engage in science are often narrow and exclusive, reflecting stereotypes of science and scientists that have existed for decades. One way to uncover these stereotypes is to have students draw a model of a scientist and what a scientist does. Students use readings to learn more about diverse scientists and what they did or do and revise their initial models to explain who is a scientist and what they do. One book titled, *Ada Twist: Scientist*, showcases diverse scientists and what they do. Within our existing science units, it is our intent to identify children's literature that expose students to the contributions of black scientists and figures in American history and culture within the science discipline. We will also coordinate with our colleagues in the ELA department to help consult with us on children's literature that address these themes.

English Language Arts:

CKLA explores historical events throughout much of the curriculum which include the contributions of Black people to American life, history, literature, economy, politics, and culture. Examples include:

- Reading stories from different African cultures and specifically discussing features and traditions of the people who may have first told these stories.
- Reading about African-American people who have made significant contributions to our society; specifically Dr. Corbert who helped to develop the COVID 19 vaccine and Mae Jemison who was the first African American woman to travel in space.
- A domain that covers groups who were living in America at the same time: enslaved Africans, Native Americans, and women focusing on the two words - liberty and justice. Students will learn and focus on the roles of women, Native Americans, and African Americans during this time period.

Mathematics:

- We have a Weekly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
- This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Visual and Performing Arts:

In our elementary Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Teachers will continue to spend the SY 2023 identifying opportunities and resources to promote a diverse, culturally diverse repertoire to authentically support their respective standards in Music and Visual Arts.

2nd Grade

The Colonial School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

Social Studies:

Colonial implements the Delaware Recommended Curriculum and teaches a unit supporting the Civics, History, and Geography standards for those grade levels. In the unit, *Respect in a Civil Society*, students are introduced to the story and importance of Rosa Parks. We are currently identifying additional examples of black figures to authentically place within this unit. In the unit, *Past & Present*, students will rely on artifacts to learn about ancient civilizations of Egypt and Zimbabwe to gather information about the people of the past and look at how those communities changed over time. We also plan to add artifacts pertaining to historical Black culture in the United States by the time this unit is administered in the spring. Throughout the remainder of the 2023 school year, we plan to partner with our colleagues in ELA as they implement their first year of the Amplify CKLA program in the second grade. In particular, we plan to identify additional examples of black figures in national and Delaware history to help support HB 198 and the standards within each of these units. Within the history unit, we plan to incorporate more artifacts from a broader swath of African cultures and ancient civilizations. Additionally, we plan to utilize the Newsela “Did you know? A Series of Influential Black Americans” to help highlight and identify key Black heroes who, through adversity, transformed their communities and society.

Science:

At the start of the year, our elementary students complete an introductory activity where they uncover stereotypes students have around scientists. Teachers pose prompts such as What do you imagine a scientist does? Who is a scientist, according to your students? Who even has the ability to do science or become a scientist? This activity is meant to uncover the stereotypes your students have around scientists. Views held by students of what scientists look like and how they engage in science are often narrow and exclusive, reflecting stereotypes of science and scientists that have existed for decades. One way to uncover these stereotypes is to have students draw a model of a scientist and what a scientist does. Students use readings to learn more about diverse scientists and what they did or do and revise their initial models to explain who is a scientist and what they do. An example of a book used by some teachers is “The Doctor with an Eye for Eyes: The Story of Dr. Patricia Bath”. Additional books are being used based on library availability. Colonial will be in the first year implementing the Amplify Science program to address Delaware’s science standards at this grade level. It is our intent to identify children’s literature that expose students to the contributions of black scientists and figures in American history and culture within the science discipline. We will also coordinate with our colleagues in the ELA department to help consult with us on children’s literature that address these themes.

English Language Arts:

KLA explores historical events throughout much of the curriculum which include the contributions of Black people to American life, history, literature, economy, politics, and culture. Examples include:

- Trade books and stories are read that are part of the domain studying the War of 1812.
- A domain that studies the US Civil War where students learn about the controversy of slavery,

as well as historical figures like Harriet Tubman.

- A research unit that studies the Age of Aviation where students will research key figures from the world of aviation such as the Tuskegee Airman.

Mathematics:

- We have a Weekly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
- This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Visual and Performing Arts:

In our elementary Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Teachers will continue to spend the SY 2023 identifying opportunities and resources to promote a diverse, culturally diverse repertoire to authentically support their respective standards in Music and Visual Arts.

3rd Grade

The Colonial School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

Social Studies:

Colonial implements the Delaware Recommended Curriculum and teaches a unit supporting the Civics, Economics, and Geography standards. Within the unit *Citizens Have Rights and Responsibilities*, students are introduced to the Civil Rights Movement within the context of this standard. Throughout the remainder of the 2023 school year, we plan to review third grade supplemental readings with the

Untold Stories program from Teacher Created Materials. With these resources, we will investigate how they support students exploring perspectives from Black Americans during the time of slavery, help them analyze the contributions of black people, understand the socio-economic struggle black people endured, and examine ramifications of prejudice, racism, and intolerance. Upon review of the materials, we plan to integrate them within existing units for social studies to enhance mastery of the standards. Additionally, we plan to utilize the Newsela “Did you know? A Series of Influential Black Americans” to help highlight and identify key Black heroes who, through adversity, transformed their communities and society.

Science:

At the start of the year, our elementary students complete an introductory activity where they uncover stereotypes students have around scientists. Teachers pose prompts such as What do you imagine a scientist does? Who is a scientist, according to your students? Who even has the ability to do science or become a scientist? This activity is meant to uncover the stereotypes your students have around scientists. Views held by students of what scientists look like and how they engage in science are often narrow and exclusive, reflecting stereotypes of science and scientists that have existed for decades. One way to uncover these stereotypes is to have students draw a model of a scientist and what a scientist does. Students use readings to learn more about diverse scientists and what they did or do and revise their initial models to explain who is a scientist and what they do. An example of a book used by some teachers is “Starstruck: The Cosmic Journey of Neil Degrasse Tyson”. Additional books are being used based on library availability. Colonial implements the Amplify Science program to address Delaware’s science standards at this grade level. It is our intent to identify children’s literature that expose students to the contributions of black scientists and figures in American history and culture within the science discipline. We will also coordinate with our colleagues in the ELA department to help consult with us on children’s literature that address these themes.

English Language Arts:

CKLA explores historical events throughout much of the curriculum which include the contributions of Black people to American life, history, literature, economy, politics, and culture. Examples include:

- Trade books and stories are read that are part of the various domains that build background knowledge and provide diverse perspectives and voice.
- Within the Human Body domain, learning about Chicago native Anita Cameron, who has worked and advocated to make public transportation more accessible for people with disabilities.
- As students explore Light and Sound and learn about Thomas Edison and his team's contributions, CKLA highlights black American inventor, Lewis Howard Latimer. He is often forgotten or not credited for his contributions to the light bulb and the telephone. Not many Black inventors were given the opportunity or resources to create and expand on their inventions and ideas at this time. Due to many racist and discriminatory practices, institutional and active violence against Black people often made it difficult or impossible for Black students to pursue higher education or professional careers, especially in science and technology industries.
- As students explore the Astronomy unit, explain how a team of Black women worked as mathematicians on NASA’s first missions to send an astronaut into space, but racist practices and cultures led to them receiving no credit or awards for their work. Whether it was keeping track of test data or computing complex equations to ensure the astronaut’s safety, these

women played essential roles in ensuring that astronauts were able to exit and re-enter Earth's atmosphere. Among these women, Mary Jackson, Katherine Johnson, and Dorothy Vaughan played instrumental roles in NASA's Mercury missions, and they are highlighted in the movie *Hidden Figures* as examples of the vital role that Black scientists and mathematicians play throughout our nation's history both in space and throughout society. Read aloud the trade book, *Hidden Figures*.

- As students explore Colonial America, students discuss the unfairness of Europeans claiming for themselves land on which people were already living and students discuss the enslavement of Africans and Native American people.
- As students explore the Ecology domain, students will be exposed to the following environmentalists and discuss their contributions to this work: MaVynnee Betsch, George Washington Carver, etc.

Mathematics:

- We have a Weekly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
- This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Visual and Performing Arts:

In our elementary Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Teachers will continue to spend the SY 2023 identifying opportunities and resources to promote a diverse, culturally diverse repertoire to authentically support their respective standards in Music and Visual Arts.

4th Grade

The Colonial School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

Social Studies:

At the start of SY 2023, 4th grade teachers began piloting lessons that were designed in partnership with the Social Studies Coalition of Delaware and the Delaware Department of Education and in consultation with the New York Metro Center. As students investigate the Delaware History standards, the following lessons are being implemented in the first administration. All lessons utilize primary and secondary sources to practice the skills of sourcing, chronology, cause-effect, analysis, and interpretation. Lessons also have recommended children’s literature that can be used by the teacher to supplement the lesson. These resources were purchased for each 4th grade teacher and will continue to be recommended with upcoming lessons.

- Students first learn how to analyze documents, use chronologies to analyze cause and effect, and how to differentiate primary and secondary sources. Then, complete a lesson titled “Ways of Thinking About People and Places in the Past” where students are introduced to ways of thinking about people and places in the past that are often misinformed and that had negative consequences, with a focus on Africa.
- Additional lessons include: Columbian Exchange, The Middle Passage, Hidden History: Olaudah Equiano, Forms of Resistance to Enslavement, Enslavement in Delaware, Hidden History: Elizabeth Key Sues for Freedom, Exploring the Delaware Colony.

Additional lessons will be shared with districts as they are completed and vetted throughout the remainder of SY 2023, with adjustments from feedback being made in time for SY 2024. For supplemental resources, we are preparing a correlation with Newsela and these units to align materials with the Black History Collection that is used in our secondary programs. We expect this correlation to be completed by the end of the school year for use next year. We are also piloting the *Untold Stories* from Teacher Created Materials program so that students can explore perspectives from Black Americans within the context of their new units and make parallels to the themes discussed in the lessons. Examples of resources include:

- Students explore the perspective of Black Americans during enslavement. In one lesson, there is a focus on Frances Watkins Harper who was a free Black woman to help people along the Underground Railroad.
- Alice Augusta Ball who was a black chemist who taught science at her college and researched a cure for leprosy.
- Dorothy Height who was a leader for civil rights and women’s rights

Additionally, we plan to utilize the Newsela “Did you know? A Series of Influential Black Americans” to help highlight and identify key Black heroes who, through adversity, transformed their communities and society. There are also newly-released collections from the Delaware Historical Society with their primary source packets from their collections of artifacts and documents which will be investigated. Teachers have also begun planning curricular field trips to enhance their social studies instruction to historic locations and programming with the New Castle Court House Museum, John Dickinson Plantation, and the State House. Teacher feedback has indicated interest in additional field trip opportunities that will be investigated.

Science:

At the start of the year, our elementary students complete an introductory activity where they uncover stereotypes students have around scientists. Teachers pose prompts such as What do you

imagine a scientist does? Who is a scientist, according to your students? Who even has the ability to do science or become a scientist? This activity is meant to uncover the stereotypes your students have around scientists. Views held by students of what scientists look like and how they engage in science are often narrow and exclusive, reflecting stereotypes of science and scientists that have existed for decades. One way to uncover these stereotypes is to have students draw a model of a scientist and what a scientist does. Students use readings to learn more about diverse scientists and what they did or do and revise their initial models to explain who is a scientist and what they do. An example of a book used by some teachers is “Counting on Katherine: How Katherine Johnston Saved Apollo 13”. Additional books are being used based on library availability. Colonial implements the Amplify Science program to address Delaware’s science standards at this grade level. It is our intent to identify children’s literature that expose students to the contributions of black scientists and figures in American history and culture within the science discipline. We will also coordinate with our colleagues in the ELA department to help consult with us on children’s literature that address these themes.

English Language Arts:

CKLA explores historical events throughout much of the curriculum which include the contributions of Black people to American life, history, literature, economy, politics, and culture. Examples include:

- Personal narratives domain: As students reflect on the stories in this unit, they discuss why it is important to hear first-person narratives—that they learn about a variety of people’s experiences, and that they hear those experiences from the people themselves. The narratives students draft reflect on how their individual heritages, traditions, and experiences have helped shape who they are. Some of the various personal narratives read in this unit include those of Condoleeza Rice and Ruby Bridges.
- Reading poetry that represents a wide variety of time periods and the contributions of Black people to poetry, including the work of Langston Hughes.
- Exploration of various inventors and their contributions to history and life, including reading about black American inventors, Lewis Howard Latimer, George Washington Carver, etc.
- Optional Lesson modification that helps build educator background around how race and racism has played a role in certain domains of study such as Geology and the lack of diversity in that field. Students read and respond to Nyanhongo’s artistic work in sculpture.

Mathematics:

- We have a Weekly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
- This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Visual and Performing Arts:

In our elementary Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Teachers will continue to spend the SY 2023 identifying opportunities and resources to promote a diverse, culturally diverse repertoire to authentically support their respective standards in Music and Visual

Arts.

Beginning in this grade, students may participate in the performing arts through band. Colonial leadership and teachers ensure that instruments are available to all students and band recruitment is intentional to include all of our students who might show interest. Additionally, band instructors include pieces representing black/brown artists, as well as genre across time through modern examples.

5th Grade

The Colonial School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

Social Studies:

Currently, new 5th grade lessons are being created in partnership with the Social Studies Coalition, the Delaware Department of Education, Center for Economic Education at UD, and the Delaware Center for Geography Education to create culturally relevant units that support standards that are assigned to fifth grade's new assessment blueprint. This will adjust the focus of fifth grade to the Delaware Geography and Economics standards. Interested Colonial teachers will be piloting lessons with those respective centers for the remainder of the 2023 school year. Colonial teachers are also part of the lesson development team, with guidance and feedback from the New York Metro Center. In SY 2024, several 5th grade teachers will begin implementing lessons that were designed with the Social Studies Coalition of Delaware and the Delaware Department of Education.

Within our current units, students are examining historical events utilizing primary and secondary sources. Current topics include the following pertaining to HB198:

- Interpreting the Past: Enslavement, Underground Railroad, Black soldiers in the Civil War
- Economics: Post-Civil War Industrialization and black labor

As we are currently piloting the 4th grade Untold Stories supplemental resource, we are looking to enhance our 5th grade social studies program utilizing this resource and correlate the materials once

we learn more about the anticipated geography and economics lessons that are created.

Science:

At the start of the year, our elementary students complete an introductory activity where they uncover stereotypes students have around scientists. Teachers pose prompts such as What do you imagine a scientist does? Who is a scientist, according to your students? Who even has the ability to do science or become a scientist? This activity is meant to uncover the stereotypes your students have around scientists. Views held by students of what scientists look like and how they engage in science are often narrow and exclusive, reflecting stereotypes of science and scientists that have existed for decades. One way to uncover these stereotypes is to have students draw a model of a scientist and what a scientist does. Students use readings to learn more about diverse scientists and what they did or do and revise their initial models to explain who is a scientist and what they do. An example of a book used by some teachers is “A Computer called Katherine: How Katherine Johnson Helped Put Americans on the Moon”. Additional books are being used based on library availability. It is our intent to identify additional children’s literature that expose students to the contributions of black scientists and figures in American history and culture within the science discipline. We will also coordinate with our colleagues in the ELA department to help consult with us on children’s literature that address these themes.

English Language Arts:

CKLA explores historical events throughout much of the curriculum which include the contributions of Black people to American life, history, literature, economy, politics, and culture. Examples include:

- Personal narratives domain: Students compare and contrast different ways African Americans grappled with life in a segregated society through various personal narratives, describing how historical figures such as Rosa Parks challenged injustices during the Civil Rights movement.
- Reading poetry that represents a wide variety of time periods and the contributions of Black people to poetry, including the work of Langston Hughes, Amanda Gorman, Carrie Allen McCray, etc.
- A research unit: Juneteenth, 1865 to Present. This unit will take students on a journey beyond Juneteenth, as they study specific contributions of African Americans from 1865 to present day.

Mathematics:

- We have a Weekly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
- This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Visual and Performing Arts:

In our elementary Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Teachers will continue to spend the SY 2023 identifying opportunities and resources to promote a diverse, culturally diverse repertoire to authentically support their respective standards in Music and Visual

Arts.

Students may participate in the performing arts through Band. Colonial leadership and teachers ensure that instruments are available to all students and band recruitment is intentional to include all of our students who might show interest. Additionally, band instructors include pieces representing black/brown artists, as well as genre across time through modern examples.

6th Grade

The Colonial School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

Social Studies:

Colonial teachers have been involved in the development of model geography lessons as part of a collaborative effort between the Social Studies Coalition of Delaware, Delaware Department of Education, and in consultation with the New York Metro Center. Professional learning and consultation has been provided by lesson developers to include more culturally relevant opportunities for students to address state geography standards. The 2023 school year is the first year of implementation of new lessons and roll out is ongoing as developed.

The first unit addresses North America, Central and South America. As we partnered with Newsela to identify text and instructional resources as part of their social studies collection, a correlation was created identifying potential items that also could enhance HB198. Teachers began reviewing the different components of the Black History collection (noted below) to create lessons that support the geography standards, but also expose students to content deliverables as noted within the content requirements of HB198. Lesson development utilizing these resources is ongoing and will be ready in

time for SY 2024. Specific collections target the following to enhance the experience of learning about American human and cultural geography:

- Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950): specific collections that present students with materials and activities to learn about art, politics, economic triumph, and trial for Black Americans in the 1920's and Great Depression; and informed action and examples of this in American History
- Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970): a collection of materials that addresses topics such as Black Culture and the Community in the 50's and 60's, Regional Experiences with Racism in the 1950's.

The second unit emphasizes the geography of Africa. An example of a lesson students complete is titled *Cultural Hearths in Southwest Asia/North Africa*, where students analyze patterns of cultural activity associated with different world regions to explain the reasons for the cultural development of a place. In addition to learning about the physical, economic, and human geography of Africa, students will apply their knowledge of Ancient Egypt and compare/contrast it to other cultural hearths located in northern and central Africa (ex: Songhai, Aksum, Ghana). Teachers use a variety of materials from PBS Learning Media, Discovery Education, National Geographic, and Facing History and Ourselves to help address the geography standards within this unit using examples from Africa and African history. Throughout the remainder of the 2023 school year, teachers will identify additional resources to support this unit from those outlined resources.

Within both of these units, teachers would like to create activities utilizing local Delaware resources, notably to support the first unit. We plan to connect with the Delaware Archives and Delaware Historical Society to identify materials for inclusion within the geography standards at this grade level. Additionally, we have access to ArcGIS software and would like to include mapping activities to support geography instruction within our diverse community in Colonial. We also plan to review the *Facing History and Ourselves* resource to identify collections, teaching strategies, and lesson materials to support our units and enhance components of the HB198.

Science:

Colonial implements the OpenSciEd program as members of the Science Coalition. Colonial supplements our science curriculum and scientific literacy in classrooms through our partnership with Newsela to incorporate grades 6-8 science readings that are culturally diverse. Through that partnership, we have collaborated to identify articles that are culturally diverse and enhance content deliverables within HB198. These texts engage the students in culturally diverse perspectives through past and present scientists and engineers contributions with relation to the phenomenon and content addressed in the curriculum. One example is a grade 6 reading called, "NASA Star Katherine Johnson blazed a path for #blackgirlmagic". In an effort to encourage all students to see themselves as scientists and engineers and to elevate careers that all students can pursue in the future, we included readings that highlight diverse groups of students solving real world problems. We also intend to investigate the equity resource guide that accompanies the OpenSciEd program to identify ways to make scientific phenomena culturally relevant to our students and their communities.

English Language Arts:

Colonial will approach the requirements identified above through various means.

- We will utilize texts, both novels and informational texts to support topics relating to the history of racism.
- Students will engage in texts written by Black authors and engage in discussions on the

contributions these authors have made to American life.

- Famous Black leaders, explorers, athletes, and writers will be celebrated through reading and writing across units of study.

Mathematics:

- We have a Weekly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
- This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Visual and Performing Arts:

In our middle school Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Within our specialized music and art opportunities, students connect the history of Jazz music and how it intertwines with the Civil Rights Movement. Students study black musicians and artists that have impacted American History and American Arts Culture. Within the art program, students are exposed to African-inspired fashion, art, and sculpture within the various standards that are addressed. Teachers will continue to spend the SY 2023 identifying opportunities and resources to promote a diverse, culturally diverse repertoire to authentically support their respective standards in Music and Visual Arts.

Students may participate in the performing arts through participation in Band. Colonial leadership and teachers ensure that instruments are available to all students and band recruitment is intentional to include all of our students who might show interest. Additionally, band instructors include pieces representing black/brown artists, as well as genre across time through modern examples.

7th Grade

The Colonial School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

Social Studies:

Colonial students take a social studies course that addresses Delaware’s civics and economics standards. Beginning next school year, 7th grade teachers will implement civics lessons that were designed in partnership with the Social Studies Coalition of Delaware and the Delaware Department of Education and in consultation with the New York Metro Center. These lessons will be provided later in the school year for implementation in SY 2024.

Integral to our civics program is empowering our students to embrace citizenship and civic participation. After observing success at the 9th grade level, middle school teachers began implementing an educational experience where they learn to exercise their voice and teachers utilize materials to help students become informed. Earlier this year, Colonial partnered with Appoquinimink, Christina, and Red Clay districts to implement the *Mikva Challenge* in middle and high school to empower our students to investigate issues of interest and passion for them in the community. Student topics are self-selected; and past speeches that support this bill have included topics and discussion around racism, equity, movements such as Black Lives Matter, violence in the local community, economic development in the Wilmington/New Castle area, equal rights, health and wellness. The resources as part of the Mikva Challenge are aimed to provide youth with authentic investigative experiences, develop agency and a future commitment to civic action, provide youth with skills and knowledge to be effective citizens, and provide students with the tools to engage in citizenship in the democratic process. As part of these activities, teachers and students are encouraged to have courageous conversations around issues that affect their community, and learn how to navigate through the political process to encourage student voice and, ideally, create change. A culminating experience among the districts is *Project Soapbox*, where students learn to develop and deliver a speech on a community issue they feel passionately about. Elected officials and community leaders are invited to the showcase. To support the standards and content deliverable in HB198, students participate in the Issues to Action program where students examine their communities, identify issues of importance to them, conduct intensive primary research about those issues, analyze power, develop strategies, and take action to impact policy and reflect throughout the entire process. In Spring 2023, the same districts will collaborate for another showcase from the work in their respective civics classes.

Colonial teachers have utilized the *Facing History and Ourselves* site to identify lessons and resources

they plan to implement this school year. In particular, lessons from the collection of “My Part of the Story: Exploring Identity in the United States” helps enhance the importance of democracy and civic engagement.

Last spring, Colonial teachers piloted economics lessons that are now being implemented across the state throughout the 2023 school year. These lessons were designed by a team of teachers with the Center for Economic Education at the University of Delaware and include elements that support HB198 content connections. Lesson plans that are being implemented include the following topics:

- Macroeconomics: The Geography of Opportunity, Gender Wage Gap, How does Where you Live Influence How you Live (Redlining), Not All Unemployment is Created Equal
- Spotlighting noted individuals in the field of economics. This includes Dr. Sadie Alexander, Dr. Willene Johnson, Dr. Raphael Bostic, Dr. Belinda Archibong,

In addition to these lessons, teachers are creating economics and civics activities that support the following content deliverables to enhance their instruction for the civics and economics standards.

- Political and economic history and culture of the African diaspora. Specifically, students investigate historic African empires and kingdoms with a focus on their wealth and success.
- Understanding the significance that enslavement played in the development of the American economy.
- The relationship between white supremacy, racism, and slavery
- Identifying black figures in national and Delaware history through in the field of government and economics/finance.
- Understanding majority and minority rights: examining how federal, state and local laws perpetuated the suffering of freed black men and women in the post-Civil War years. Special attention on the 13-15th and 19th Amendments.
- Utilizing Newsela “Did you know? A Series of Influential Black Americans” to help highlight and identify key Black heroes who, through adversity, transformed their communities and society.
- Examining different political systems and structures

Science:

Colonial implements the OpenScied program as members of the Science Coalition. Colonial supplements our science curriculum and scientific literacy in classrooms through our partnership with Newsela to incorporate grades 6-8 science readings that are culturally diverse. Through that partnership, we have collaborated to identify articles that are culturally diverse and enhance content deliverables within HB198. These texts engage the students in culturally diverse perspectives through past and present scientists and engineers contributions with relation to the phenomenon and content addressed in the curriculum. One example in 7th grade is titled “How Black Scientists and Nature Lovers are using social media to elevate their voices.” We also intend to investigate the equity resource guide that accompanies the OpenScied program to identify ways to make scientific phenomena culturally relevant to our students and their communities.

English Language Arts:

Colonial will approach the requirements identified above through various means.

- Students will engage in texts from famous Black writers such as Walter Dean Myers and Langston Hughes.

- The “Agents of Change” Unit will highlight the contributions of Richard Turere, a 13 year old inventor and speaker. Students will research and write about young people and their contributions to society.
- The “Argument” Unit showcases Congressman Elijah Cummings as a U.S. Congressman and his statement on adopting a Zero-Tolerance Drug Policy.

Mathematics:

- We have a Weekly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
- This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Visual and Performing Arts:

In our middle school Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Within our specialized music and art opportunities, students connect the history of Jazz music and how it intertwines with the Civil Rights Movement. Students study black musicians and artists that have impacted American History and American Arts Culture. Within the art program, students are exposed to African-inspired fashion, art, and sculpture within the various standards that are addressed. Teachers will continue to spend the SY 2023 identifying opportunities and resources to promote a diverse, culturally diverse repertoire to authentically support their respective standards in Music and Visual Arts.

Students may participate in the performing arts through participation in Band. Colonial leadership and teachers ensure that instruments are available to all students and band recruitment is intentional to include all of our students who might show interest. Additionally, band instructors include pieces representing black/brown artists, as well as genre across time through modern examples.

8th Grade

The Colonial School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

Social Studies:

In the 2022 school year, 8th grade teachers began implementing lessons that were designed in partnership with the Social Studies Coalition of Delaware and the Delaware Department of Education. In regards to HB198, the following lessons are currently implemented that address the content deliverables of the bill in this grade level:

- Unit 1 - Emancipation in the North, Slavery in the Constitution
- Unit 2 - In Pursuit of Freedom in Delaware, Nat Turner, Historical Interpretations of the Battle of the Alamo, John Brown
- Unit 3 - Fort Sumter, Emancipation Proclamation, Memphis Riot, Women’s Suffrage, sharecropping, Reconstruction, Changes in Lincoln’s Views on Slavery, Changes in African American Freedom, Juneteenth, Defining Freedom, The Devastation on War and Healing and Justice, Equality for All, Backlash and the KKK

Throughout the spring of 2022, Colonial partnered with Newsela to align the newly-released Black History Collection to the content components of HB 198. Colonial teachers will next investigate that alignment to identify authentic insertion points of the articles and lesson activities that accompany those resources. These collections include the following focus and content:

- Independence for Whom? The Black Experience in the Revolutionary Era. Topics address: Black Americans in the Revolutionary War, Gradual Post-War Emancipation for Some, Post-War Slavery in the South, and Informed Action--Independence for Whom?
- Fighting for Freedom and Humanity: Legacy of the Civil War. Topics address: Black Americans in the Antebellum Period, Abolitionism and the Fight to End Slavery, Course of the Civil War, Reconstruction: Attempts to Rebuild and Empower, Informed Action: Fighting for Freedom and Humanity.
- Facing Backlash and Violence: The Hardening of Jim Crow. Topics address: Reconstruction’s End and the Rise of Jim Crow.

Colonial teachers have begun to utilize the “Black History in Two Minutes” youtube channel to deliver short stories accessible to students in the form of podcast recordings describing major historical events and less well-known experiences involving Black Americans. The podcasts range from recent events to the founding of the United States, through the Civil rights movement. These have been

produced by historian Dr. Henry Louis Gates, Jr. Among the 92 currently recorded podcasts include pertaining to the 8th grade curriculum: Reconstruction, Free Black Americans before the Civil War, Transatlantic Slave Trade, Blacks and the Civil War, 19th century Black Discoveries. Throughout the 2023 school year, teachers plan to connect these podcasts and review additional ones to align within their current program of study.

Colonial teachers plan to further investigate the *Facing History and Ourselves* and *Teaching Hard History* resources to identify potential lessons and materials to support HB198. In particular from *Facing History and Ourselves*, lessons from the collection of “The Reconstruction Era” , “Violence and Backlash” and “Defining Freedom” and “The Power of Names” will be utilized or reviewed for further implementation. From *Teaching Hard History*, we plan to review “Slavery in the Early Republic”, “Sectional Crisis and Civil War”. Teachers also plan to review the Delaware Historical Society teacher resources and primary source packets to identify materials within the chronological periods covered in this course. Our teachers have also indicated interest in scheduling curricular field trips to enhance the HB198 programming to the Delaware Archives, Delaware Historical Society, and New Castle Court House for programming that helps support HB198 and culturally relevant topics.

Science:

Colonial implements the OpenScied program as members of the Science Coalition. Colonial supplements our science curriculum and scientific literacy in classrooms through our partnership with Newsela to incorporate grades 6-8 science readings that are culturally diverse. Through that partnership, we have collaborated to identify articles that are culturally diverse and enhance content deliverables within HB198. These texts engage the students in culturally diverse perspectives through past and present scientists and engineers contributions with relation to the phenomenon and content addressed in the curriculum. One example in 8th grade is an article titled, “Students Search for Space Rocks, Turned up Different Kind of Alien” highlights a group of diverse middle school scientists, who when working with a team of researchers and scientists search and find meteorites that lead to a discovery.

English Language Arts:

Colonial will approach the requirements identified above through various means.

- Through poetry, novel study, and text sets, students will have many opportunities for discourse surrounding Black authors and their contributions to literature and culture.

Mathematics:

- We have a Weekly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
- This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Visual and Performing Arts:

In our middle school Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Within our

specialized music and art opportunities, students connect the history of Jazz music and how it intertwines with the Civil Rights Movement. Students study black musicians and artists that have impacted American History and American Arts Culture. Within the art program, students are exposed to African-inspired fashion, art, and sculpture within the various standards that are addressed. Teachers will continue to spend the SY 2023 identifying opportunities and resources to promote a diverse, culturally diverse repertoire to authentically support their respective standards in Music and Visual Arts.

Students may participate in the performing arts through participation in Band. Colonial leadership and teachers ensure that instruments are available to all students and band recruitment is intentional to include all of our students who might show interest. Additionally, band instructors include pieces representing black/brown artists, as well as genre across time through modern examples.

9th Grade

The Colonial School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies: Civics and Geography

Colonial students complete a semester course in Civics that is grounded in the Delaware civics standards, and another semester learning about the Delaware geography standards which is approached in a global context. As part of our Civics experience in relation to HB198, our students investigate the following topics utilizing resources from the Center for Civic Education, Constitution Center, We the People, National Archives, and/or Delaware History Museum and Archives, National

African American History Museum. For example, the following topics are explored and/or in development:

- Review of African political structures and colonization through case studies and connections to current events.
- Examining the evolution of political parties and specific analysis of voting rights, access to voting, and demographic impact
- Case studies in voting rights and impact on Delaware local history.
- Identifying the impact and experiences of black local and national leaders .

Just like in 7th grade, it is Important to our civics program to empower our students to embrace citizenship and participation. For the third year, students are given an educational experience where they learn to exercise their voice and teachers utilize materials to help students become informed . This year, Colonial partnered with Appoquinimink, Christina, and Red Clay districts to implement the *Mikva Challenge* to empower middle and high school students to investigate issues of interest and passion for them in the community. Student topics are self-selected; and past speeches that support this bill have included topics and discussion around racism, equity, movements such as Black Lives Matter, violence in the local community, economic development in the Wilmington/New Castle area, equal rights, health and wellness. The resources as part of the Mikva Challenge are aimed to provide youth with authentic investigative experiences, develop agency and a future commitment to civic action, provide youth with skills and knowledge to be effective citizens, and provide students with the tools to engage in citizenship in the democratic process. As part of these activities, teachers and students are encouraged to have courageous conversations around issues that affect their community, and learn how to navigate through the political process to encourage student voice and, ideally, create change. A culminating experience among the districts is sponsored titled Project Soapbox where students learn to develop and deliver a speech on a community issue they feel passionately about. Elected officials and community leaders are invited to the showcase. To support the standards and content deliverable in HB198, students participate in the Issues to Action program where they examine their communities, identify issues of importance to them, conduct intensive primary research about those issues, analyze power, develop strategies, and take action to impact policy and reflect throughout the entire process. In Spring 2022, the same districts will collaborate for another showcase from the work in their respective civics classes.

In the summer of 2022, our geography teachers completed a redesign of their course to be implemented in the second semester of the 2023 school year. Within the plans for that course, the following activities are in development/previously implemented in support of HB198's content deliverables:

- Examining the diffusion of African people and culture from the African Diaspora (Choices Program-Colonization in Africa resource)
- Investigating racial disparities in access to resources due to structural inequities in society (redlining, food deserts, access to polling stations)
- Use of ArcGis software to include mapping activities to integrate local community patterns and trends over time (ex: consumption and wealth, food deserts, development of northern Delaware school districts and busing)
- Impact of environmental and physical geography and the economic development of an area (i.e. Flint and Detroit Case Studies)
- Comparing the site and situation of diverse communities within Wilmington and the impact of

redlining.

- Case study investigating the human and physical geography of New Orleans and comparing it with environmental factors such as flooding.
- Incorporating African empires and states when examining relationships between groups and how they interact through trade and religion.
- The effects of globalization and urbanization in the 21st century
- Unequal access to drinking water across various population centers
- Using the Choices Program resources *Climate Change and Question for Justice, Freedom in our Lifetime: South Africa's Struggle, The United Nations: Challenges and Changes*

English Language Arts: English 1

Colonial will approach the requirements identified above through various means.

- Students will participate in novel studies or excerpts of novels such as *The Narrative of the Life of Frederick Douglas* and *Kindred*.
- Speeches, Ted Talks, and Poetry by Black authors will be analyzed for rhetoric, perspective, and meaning.

Mathematics:

- We have a Weekly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
- This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Visual and Performing Arts: Electives

In our high school Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Within our specialized music and art opportunities, students connect the history of Jazz music and how it intertwines with the Civil Rights Movement. Students study black musicians and artists that have impacted American History and American Arts Culture. Within the art program, students are exposed to African-inspired fashion, art, and sculpture within the various standards that are addressed. Teachers will continue to spend the SY 2023 identifying opportunities and resources to promote a diverse, culturally diverse repertoire to authentically support their respective standards in Music and Visual Arts.

Students may participate in the performing arts through orchestra, band, or other specialized programs. Colonial leadership and teachers ensure that instruments are available to all students and band recruitment is intentional to include all of our students who might show interest. Additionally, band instructors include pieces representing black/brown artists, as well as genre across time through modern examples. We continue to incorporate literature into these courses as well to connect music and arts activities that promote black/brown culture.

10th Grade

The Colonial School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies: Economics

Our Economics teachers have received lesson materials from the Center for Economic Education at the University of Delaware, an affiliate of the Social Studies Coalition of Delaware. Lessons that are being included this year include “The Economics of Racial Discrimination” where students identify ways in which higher incomes, cash purchases, and boycotts helped African Americans challenge segregation. Students also demonstrate how segregation laws limited African Americans economic, social, and political opportunities, as well as the costs that segregation laws imposed on all residents of the South. Students are also participating in lessons around Redlining where students learn the history of redlining and its impact on wealth and health inequalities using historical maps and other primary sources. Currently, our seventh grade program is implementing lessons in these areas for the first time this year, but there are high school lessons and resources that are designed to complement those topics. Students utilize instructional materials that not only highlight this at a national level, but also using local Delaware resources. Resources have also been compiled for teacher investigation of banking deserts and their effects on the peoples of the United States, as well as a focus on the Route 9 Corridor within the Colonial School District boundaries. Within the course of study throughout the SY 2023, teachers are planning to investigate resources from the Federal Reserve Bank of New York focusing on economic inequality. Here, teachers will investigate resources from the economic inequality research series to help students learn the effects of policies and economic trends and how they vary across geographic, demographic, and socioeconomic boundaries focusing on race, gender, age, income, education, and other factors. Teachers also plan to work this year to continue accessing resources from the Delaware Archives/Delaware Historical Society to connect these economic topics within their current units.

Within the full-year economics course, Colonial teachers spend roughly half of that time approaching the Delaware Financial Literacy standards. Utilizing those standards, teachers are developing lessons for Spring 2023 and beyond utilizing the Next Gen Personal Finance program, as well as examining the currently-used Keys to Financial Success Program (Federal Reserve Bank). For example, we will continue to investigate the NGPF's resources around the Freedman's Bank, reparations efforts during the Reconstruction Era, and the educational opportunities for black people after high school leading to the rise of historically black colleges and universities. Additionally, NGPF provides materials recognizing black financial leaders and educators, housing policies and impact on communities of color, the wealth gap conversation, and national/local black business leaders and their impact on local and national economies.

English Language Arts (English 2)

Colonial will approach the requirements identified above through various means.

- "A Letter from a Birmingham Jail" is included in the Argue for Change Unit. Students will engage in a variety of texts to build background on the Civil Rights Movement and tie in current struggles today such as racism, equality and the socio-economic struggle.
- Text sets are used to teach about social justice and will connect to King's letter.
- A microcultures research project allows for student choice and may support many of the requirements.
- Outside reading project includes student choice from the NNSTOY Social Justice Book List.

Mathematics (Integrated Math, all offerings)

- We have a Weekly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
- This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Visual and Performing Arts: Electives

In our high school Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Within our specialized music and art opportunities, students connect the history of Jazz music and how it intertwines with the Civil Rights Movement. Students study black musicians and artists that have impacted American History and American Arts Culture. Within the art program, students are exposed to African-inspired fashion, art, and sculpture within the various standards that are addressed. Teachers will continue to spend the SY 2023 identifying opportunities and resources to promote a diverse, culturally diverse repertoire to authentically support their respective standards in Music and Visual Arts.

Students may participate in the performing arts through orchestra, band, or other specialized programs. Colonial leadership and teachers ensure that instruments are available to all students and band recruitment is intentional to include all of our students who might show interest. Additionally, band instructors include pieces representing black/brown artists, as well as genre across time through

modern examples. We continue to incorporate literature into these courses as well to connect music and arts activities that promote black/brown culture.

11th Grade

The Colonial School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies: United States History

In the past year, the United States History course has addressed Delaware's History standards investigating historical content using concepts such as change and continuity over time, analysis, and interpretation. Primary and secondary sources provide the foundation for the course material while students learn how to read, think, and write as historians.

Utilizing Hine, Hine, and Harold's *African-American Odyssey* as a content resource, topics within Black History have been incorporated, as well as continue to be developed through additional sources (as described in Part 1). Examples of Black History that have been integrated into the course includes:

- Unit: Industrialization, Urbanization, Imperialism: African-Americans in the late 19th century, challenges and treatment from white supremacy, notable African Americans of the early 20th century.
- Unit: Great Depression, New Deal, WW2: Experiences of African-Americans in the 1920s, black protest, black culture and society, involvement and impact throughout World War 2.
- Unit: Cold War, Social and Demographic Change: Freedom movements, Brown vs. Board of

Education, Youth movements, Civil and Voting Rights, Black Nationalism and Arts, rise of black elected officials at the national level

- Unit: Overseas Conflict, Global Interdependence, Social change: political activism, black politics of the 80s-today, cultural and artistic developments, developing a black identity in the 21st century, intellectualism and “hip hop” nation.

Teachers regularly incorporate the *Stanford History Education Project* materials to support and develop lessons and assessments. The purpose of this resource is to investigate historical content utilizing historical thinking skills, corroboration skills and to develop interpretations grounded in documentary evidence. To address the HB198 content connections noted within this section, sample lessons include topics such as sharecropping, Bidley Mason, The Liberator and the Black Press, Booker T Washington and W.E.B Du Bois, Women’s Movement of the 20th century, Great Migration, Historical Photographs of African American, Marcus Garvey, Chicago Race Riots, Zoot Suit Riots. There is also a special collection of historical sourcing regarding the civil rights era focusing on poverty, protest, boycotts, and political movements.

Additionally, sample lessons that have been incorporated into this course include resources from Brown University’s Choices Program. This program empowers students to understand the relationship between history and current issues while developing the analytical skills to become global citizens. Key to this program are resources that provide up-to-date historiography, tell an inclusive history where students grapple with documents like historians do, and provide teachers with access to primary and secondary sources around the investigated topic. Within this course, the following materials are supplemental and/or required lessons:

- Racial Slavery in the Americas: Resistance, Freedom, and Legacies
- The Civil War and the Meaning of Liberty (will be adapted for 8th grade as a result of new standards configuration, but used as a launch within the high school experience)
- Freedom Now: The Civil Rights Movement in Mississippi

Colonial teachers have begun to utilize the “Black History in Two Minutes” youtube channel to deliver short stories accessible to students in the form of podcast recordings describing major historical events and less well-known experiences involving Black Americans. The podcasts range from recent events to the founding of the United States, through the Civil rights movement. These have been produced by historian Dr. Henry Louis Gates, Jr. Among the 92 currently recorded podcasts include pertaining to the US History curriculum: Reconstruction, Madame CJ Walker, Separate but Equal, The Tulsa Massacre, Ida B. Wells, Freedman’s Bank, Robert Smalls, Shirley Chisholm, Birth of Jazz, Harlem Renaissance, Black Feminism, Ella Baker, Katherine Johnson, 19th century Black Discoveries and there are many more that, throughout the 2023 school year, teachers plan to connect these podcasts within their current program of study. Colonial teachers have also begun utilizing the *302 Stories* youtube channel, which is a growing compilation of videos that highlight stories of Black Delawareans. US History teachers plan to incorporate these recordings more directly now that there have been many additions over the past year.

Throughout the spring of 2022, Colonial partnered with Newsela to align the newly-released Black History Collection to the content components of HB 198, as well as within the state standards for social studies. Colonial teachers have begun accessing primary and secondary source materials within the focus and topics below. Throughout the 2023 school year, teachers will continue to develop activities and authentic insertion points of the articles and lesson activities that accompany those

resources. These collections include the following focus and content:

- Facing Backlash and Violence: The Hardening of Jim Crow (1877-1920). Topics address: Reconstruction's End and the Rise of Jim Crow, Leaders and Organizations Fighting for Justice, Black Communities and Culture during Jim Crow, Black Americans at Home and Abroad in WW1, Informed Action: Facing Backlash and Violence: The Hardening of Jim Crow
- Forward or Backward: Black Resilience and Perseverance in a Changing World (1920-1950). Topics address: Art, Politics, Economic Triumph and Trial of Black Americans, Black Americans at Home and Abroad in WW2, Informed Action--Forward or Backward?
- Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970). Topics Address: Black Culture and the Community in the 50's and 60's, Regional Experiences with Racism in the 50's, Early Fights for Equality
- A Job Unfinished: Fighting Racism and Oppression in the Modern Era (1970-present). Topics address: Fighting for Justice in the late 20th century, Systemic Racism and White Supremacy Today, Impact and Legacy of the First Black President, Black Cultural Achievements in the 21st Century.

Colonial teachers plan to examine the *Facing History and Ourselves* and Teaching Hard History online site to identify resources to help support HB198. In particular, lessons from the collection of "Legacies of Reconstruction", "The World the War Made", "The 1963 Chicago Public Schools Boycott", as well as current event topics from modern US history including Charlottesville and Ferguson will be utilized or reviewed for further implementation.

Lesson materials come from a variety of sources. As we continue to incorporate black history content, we intend to utilize professional learning time to investigate additional resources from the Delaware History Museum, Delaware Archives, Library of Congress National Archives, African American History Museum, Stanford History Education Project, C3 Inquiries, Facing History and Ourselves, and the UDLibSearch HB198 Teaching and Learning Resources.

English Language Arts: English 3

Colonial will approach the requirements identified above through various means.

- Through poetry, novel study, and text sets, students will have many opportunities for discourse surrounding Black authors and their contributions to literature and culture.
- Students look at Reconstruction and the state and federal laws that came about during that time. Students also analyze how the legislature impacted African Americans by reading the play *A Raisin in the Sun* and focusing on redlining.
- Poetry and the Harlem Renaissance era and the work of Langston Hughes
- Review of primary and secondary sources about contributions of African Americans at home and abroad during the WWI era.
- Explore the Civil Rights Era in conjunction with the novel *A Lesson Before Dying*. Students look closely at different events from the time period and how state and federal laws impacted African Americans rights in this country. Using the novel, students analyze parallels from the legislation and fictional novel.
- Demographic disparities in the US prison system; connection to the 13th amendment
- Housing segregation and discrimination in the 1950s (red lining), Cicero Race Riot of 1951 and its connection to the unit text.

Mathematics: All offerings (Integrated Math)

- We have a Weekly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
- This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Visual and Performing Arts: Electives

In our high school Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Within our specialized music and art opportunities, students connect the history of Jazz music and how it intertwines with the Civil Rights Movement. Students study black musicians and artists that have impacted American History and American Arts Culture. Within the art program, students are exposed to African-inspired fashion, art, and sculpture within the various standards that are addressed. Teachers will continue to spend the SY 2023 identifying opportunities and resources to promote a diverse, culturally diverse repertoire to authentically support their respective standards in Music and Visual Arts.

Students may participate in the performing arts through orchestra, band, or other specialized programs. Colonial leadership and teachers ensure that instruments are available to all students and band recruitment is intentional to include all of our students who might show interest. Additionally, band instructors include pieces representing black/brown artists, as well as genre across time through modern examples. We continue to incorporate literature into these courses as well to connect music and arts activities that promote black/brown culture.

12th Grade

The Colonial School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies:

Colonial offers multiple elective opportunities for 12th graders (and are available generally in grades 9-11 as well). The description below accounts for those courses. There are additional electives (ex: Psychology and Sociology and Criminal Justice) which intend to investigate lessons and resources to incorporate in their redesigned courses in time for SY 2024. There is no requirement for senior social studies credit.

Elective: Storytelling for Social Justice

In both the 2022 and 2023 school years, Colonial implemented an elective course in “Storytelling for Social Justice and a Culturally Competent Workforce”. This course was initially piloted among partner districts under the facilitation of the Delaware Department of Education and Career and Technical Education Program. With Colonial’s implementation, it was planned to include this elective for interested students within the social studies department. Additionally, Colonial is partnering for dual enrollment credit with Delaware State University. Following extensive professional learning and course design through the Delaware Department of Education, the course was created to include reading and writing of fiction and non-fiction to explore how to increase self-awareness, celebration of diversities, analysis of injustice and commitment to becoming agents of change.

Elective: AP Modern World History

Colonial has offered students to participate in AP Modern World History for elective credit. As per the CollegeBoard’s framework, the course (circa 1200 AD-present) employs units that address historical thinking skills such as sourcing, situation, claims and evidence, contextualization, making connections, and argumentation) and historical writing. Units that address content within HB198 include the following Networks of Exchange, Land Based Empires, Transoceanic Interconnections, Revolutions, Consequences of Industrialization, Global conflict, Cold War and Decolonization, and Globalization. The focus of this course is primarily global in nature, but with connections to examples from United States History to highlight those themes..

Elective: World History

In Colonial’s elective World History course, a thematic approach was created throughout the summer of 2022 for piloting in the 2023 school year. The intent was to include more culturally relevant connections to a variety of historical contexts. Utilizing Dr. Rosalie Metro’s framework for thematic history coursework, to support HB198 we are piloting units that include connection to African history through the present. In particular, the following inquiry-based units will be developed throughout the

2023 school year to pilot with students using a combination of primary and secondary sources. Teachers of this course are also utilizing the AP Modern World History framework to help identify resources and topics to enhance unit foci.

- Forms of Government: What should be the Rights and Responsibilities of the Rulers and the Ruled?
- Conflict: What is Worth Fighting For?
- Equality vs. Hierarchy: What should be the Balance between Social Equality and Social Hierarchy?
- Economics, Technology, and Environment: How Should People Get the Resources they Need?
- Resistance, Revolution and Reform: How should people bring about political and social change.

Sample lessons that have been incorporated into this course include resources from Brown University's Choices Program. This program empowers students to understand the relationship between history and current issues while developing the analytical skills to become global citizens. Key to this program are resources that provide up-to-date historiography, tell an inclusive history where students grapple with documents like historians do, and provide teachers with access to primary and secondary sources around the investigated topic. Within this course, the following materials are supplemental and/or required lessons:

- Colonization and Independence in Africa
- The Haitian Revolution
- Racial Slavery in the Americas: Resistance, Freedom, and Legacies
- Freedom in our Lifetime: South Africa's Struggle
- Nigeria: History, Identity, and Change
- Confronting Genocide: Never Again?

Elective: African American History

Colonial has implemented an African American History full-year elective that is very popular with our student body. The course is designed to learn about and research the African diaspora and is designed to elevate african-american history and education. Students trace the history of enslavement, liberation, and the on-going struggle for equality in the United States. Students explore ancient civilizations, slave trade, the role African-Americans (both enslaved and free) in the growth of our nation, the anti-slavery movement, the Civil War and Reconstruction, decades of cultural achievement despite continued repression and the Civil Rights Movement, including legislative and judicial landmarks. Students also investigate the struggles African-Americans faced to gain equality and citizenship. Students discover and appreciate the scientific, literary, artistic, and political achievements of many African-American leaders and entertainers throughout American History. This will be done by closely analyzing relationships between historical events and general social, political, and economic issues presented. Sample lessons that have been incorporated into this course include resources from Brown University's *Choices* Program. This program empowers students to understand the relationship between history and current issues while developing the analytical skills to become global citizens. Key to this program are resources that provide up-to-date historiography, tell an inclusive history where students grapple with documents like historians do, and provide teachers with access to primary and secondary sources around the investigated topic. Within this course, the following focus materials are used:

- Colonization and Independence in Africa
- The Haitian Revolution

- Racial Slavery in the Americas: Resistance, Freedom, and Legacies
- The American Revolution: Experiences of Rebellion

As described in the 8th and 11th grade US History courses, our partnership with Newsela also included the Black History Collection of text and instructional resources. The same collections will be reviewed within this course and incorporated into the units within this class.

Colonial intends to apply to be a partner district for a pilot of AP African American Studies as per the CollegeBoard for SY 2024. If selected, we would be one of approximately 200 schools to pilot this course. Regardless, we plan to implement this course beginning in August 2024 when it is slated to launch worldwide.

English Language Arts: English 4

Colonial will approach the requirements identified above through various means.

- Through poetry, novel study, and text sets, students will have many opportunities for discourse surrounding Black authors and their contributions to literature and culture.
- Annotation of speeches and historical documents. Examples include Shirley Chisolm's Presidential Campaign announcement.
- Argumentative units that include Mitch Landrieu's address on removal of Civil War statues in New Orleans, Barack Obama A more perfect Union Speech, etc.

Mathematics: All offerings

- We have a Weekly Math Newsletter in which we share mathematicians from diverse backgrounds for teachers to showcase in their classrooms.
- This year, we have purchased 3 books that have math-focused social justice lessons at the elementary, middle, and high school levels and we are soliciting teachers who might want to pilot these lessons and align them to our curriculum.

Visual and Performing Arts: Electives

In our high school Visual and Performing Arts program, teachers promote artists and music that reflect African American and Black/Brown culture. Teachers select choral music that has African rhythms and songs from a wide range of different cultures. Teachers provide opportunities to introduce and engage with material that students appreciate the relationship among art and music and how these examples recognize the struggles of individuals from black/brown cultures. Within our specialized music and art opportunities, students connect the history of Jazz music and how it intertwines with the Civil Rights Movement. Students study black musicians and artists that have impacted American History and American Arts Culture. Within the art program, students are exposed to African-inspired fashion, art, and sculpture within the various standards that are addressed. Teachers will continue to spend the SY 2023 identifying opportunities and resources to promote a diverse, culturally diverse repertoire to authentically support their respective standards in Music and Visual Arts.

Students may participate in the performing arts through orchestra, band, or other specialized programs. Colonial leadership and teachers ensure that instruments are available to all students and band recruitment is intentional to include all of our students who might show interest. Additionally,

band instructors include pieces representing black/brown artists, as well as genre across time through modern examples. We continue to incorporate literature into these courses as well to connect music and arts activities that promote black/brown culture.

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 title and date of in-service training sessions provided to meet this requirement.

District Equity Work:

- We have a multi-layered approach in our District Equity work. This professional learning is critical to being able to implement the HB198 Instructional Framework and Standards.
 - We have a self-guided learning document for our educators, our Equity ERA (Engage-Act-Reflect) doc for which staff can use to engage in their own personal equity journey.
 - We have a Weekly Staff Update for all Colonial staff that includes a section specific to sharing Equity-based artifacts (article, podcasts, etc) for staff to engage in their leisure.
 - We support cohorts of educators who want to engage more deeply in their personal equity journeys through the 4DL EPP program and the Proximity Project.
 - At our new hire orientation at the beginning of the school year, we offer equity sessions to our newly hired staff.
 - We hold an annual Virtual Equity Retreat in mid-August - we did this in the summer of 2021 and 2022 and plan to continue. This is an optional event for staff with local and national speakers.
 - This year, we have a small group of educators participating in learning how to facilitate Affinity Groups. (Aug, Sept 2022 with more coming)
 - We have a District Equity Team led by 5 Team leads. This team meets monthly with representation from all of our schools. This year, we have an emphasis on facilitator training with 4DL. In previous years, committee subgroups worked on components of our equity planning/development.
 - Building-based Equity Teams - Every school has an Equity team supported by the District Team. They meet regularly and provide PD based on school needs regarding Equity learning. (11/7/22, 1/13/22)
 - Districtwide PD - we are in Year 3 of our districtwide PD plan. We host events from webinars, PD sessions, Town Halls, book studies, and more. This team develops comprehensive and coherent PD sessions for staff. This school year, the focus is on supporting school-based Equity Teams in conjunction with district PD. (Some of these dates 9/17/21, 11/1/21, 1/14/21, 6/10/22, 8/24/22, 2/17/22, 6/12/22)
 - Equity Summit - Our first Equity Summit will be held on Thurs, Jan 19, 2023. This is our first opportunity to invite our community into a session to help them

understand our Equity-based work.

- Fireside chat series - We are in the early planning phases of a district and community focused “Fireside” chat series with local and national speakers.
- National and regional Equity-based conferences -
 - Courageous Conversations National Summit (Oct 3-5, 2022 in DC - we sent a group to this conference)
 - The Center for Black Educator Development’s 5th annual Black Men Educator Convening (BMEC) this fall. BMEC is happening in Philadelphia on Nov 17 -19. (We have a small group attending this conference)

Social Studies:

Colonial social studies teachers spent professional learning time during the 2022 school year receiving an overview of HB198. Discussed at this convening included a review of the bill, resources available from the Delaware DOE website, as well as discussion around the department’s role in supporting the legislation to provide our students and teachers with the resources and materials to approach the historical content objectives. Throughout social studies professional development days in March and May 2022, secondary social studies teachers took the components of the bill and completed an inventory of components that are already addressed within the course. Then, they investigated a recommended list of resources (shared by Delaware DOE), investigated district resources from Newsela (African American History collection, Social Studies collection), and Discovery Ed to identify areas for curriculum enhancement and authentic inclusion of the material. That work is continuing throughout the 2023 school year.

At the elementary level, the same overview has been provided in the 2022 school year, as well as an asynchronous opportunity for teachers to understand HB198. Teachers interested in supporting the district's curriculum development work were identified, and as materials are acquired opportunities are provided for piloting with possible acquisition. As the fourth grade social studies program has been reconfigured as a result of the balanced assessment approach, this also means that there is now an emphasis on the history and civics standards. Teachers in 4th, 6th, and 7th grades have had the opportunity to be part of the Social Studies Coalition/Delaware DOE’s lesson plan development project to help prepare statewide lesson plans that support not only Delaware’s social studies standards, but also support components of HB198 and culturally relevant education (in consultation with the New York Metro Center). In August 2022, new teachers in the social studies department received an overview and discussion about HB198. In September 2022, all fourth grade teachers received an overview of the lessons and explanation of its support of House Bill 198. Future professional learning throughout the 2023 school year will introduce newly-released lessons to teachers once they are distributed. This winter, an asynchronous professional learning opportunity will be created providing an update to Colonial’s HB 198 Plan, as well as anticipated goals and objectives for the remainder of the academic year.

To support Colonial’s incorporation of Newsela in grades 4-12 as a supplemental resource, the following asynchronous opportunities are available to teachers beginning in the 2022 school year, and through the 2023 school year. These asynchronous opportunities were created in consultation with Colonial’s Curriculum and Instruction Division and with the text of HB198 as a planning tool:

- Overview of the Black History Collection (March 2022)
- Cultivating Culturally Responsive Pedagogy (September 2021)

- Social Justice in your Classroom (September 2021)
- Rethinking History (September 2021)
- Culturally Responsive Teaching (October 2022)
- Tackling Complex Topics with Newsela (October 2022)

Colonial's Social Studies Leadership Council (composed of teacher leaders within the social studies department in each school) are planning to conduct a book study around Goldy Muhammad's *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. This will then provide a foundation as our teacher leaders and department members continue their curriculum development at each grade within our social studies program.

Every social studies teacher in grades 6-12 participated in the Social Studies Coalition's October 13, 2022 virtual professional learning conference titled *Expanding the Narrative in Social Studies Classrooms: How to meet HB198 with an Inclusive Lens*. The focus for this conference was implementation of HB198 and culturally relevant education within social studies programming. Sessions were recorded, and Colonial intends to make them available for optional broader viewing and reflection in asynchronous professional learning opportunities. Throughout the remainder of the 2023 school year, the department will use this professional learning experience to either enhance our social studies instructional programming in continued support of HB198, or identify presenters for further Colonial-specific (or, inter-district collaboration) professional learning. The following sessions were participated by Colonial teachers:

- Keynote: Teaching through Black History (Dr. LeGarrett King, Univ of Buffalo)
- Public Education, Memory, Race, and History in Delaware (Denise Burgher and Samantha de Vera, Penn State)
- Social Studies for a Better World: Teaching Anti-Oppressive Content in Contentious Times (Dr. Noreen Naseem Rodriguez, Univ. of Colorado)
- How does Where you Live Influence How You Live: Redlining (Scott Bacon, Center for Economic Education, UD)
- Shining Light in the Shadows: Finding and bringing the stories of blacks in America out of the shadows of our existing curriculum and into our classrooms (Alysha Butler Arnold, DC Public Schools)
- Using Film to Expand the Narrative and Make Connections Between Past and Present (Girl Rising)
- Teaching African American History in Delaware from Civil War to Civil Rights (Dr. Yohuru Williams, Univ. of St. Thomas)
- #BecauseofHerStory: Exploring Untold Stories Through Portraiture and American Art (Smithsonian National Portrait Gallery)
- Delaware's African American History (Delaware Historical and Cultural Affairs)
- Using the Hard History Frameworks and Assets (Hard History Project)
- Historical Consciousness Framework (Dr. LeGarrett King, Univ. of Buffalo)
- Bringing an Inclusive Lens to Elementary Economics (Dr. Bonnie Meszaros, Center for Economic Education, UD)
- Juneteenth and the Destruction of Slavery (Dr. Richard Bell, Univ. of Maryland)
- Heroes Abroad, Activists at Home: Stories from African American GIs in the Civil Rights Movement
- Stolen: Delaware's Connection to the Reverse Underground Railroad (Dr. Richard Bell, Univ.

of Maryland)

- Economics and the Great Migration (Scott Bacon, Center for Economic Education, UD)
- Teaching "Racial Slavery in the Americas" with the Choices Program
- Digital Mapping for K-12 Classrooms (Dr. Tracy DeLiberty, Univ. of Delaware)
- Delaware's Other Black History (Delaware Historical and Cultural Affairs)
- Using the Library of Congress Collections to Expand Your Classroom Narrative (Kathleen Barker, Nat. Council for History Education)

As discussed in the 7th and 9th grade programming, our teachers implement the MIKVA Challenge materials. This year, all teachers received professional learning on how to utilize the MIKVA Challenge resources for Issues to Action and Project Soapbox materials. A team attended a summer institute to become lead teachers and receive deeper training around the curriculum materials.

In July 2022, a team of elementary and secondary social studies administrators and teachers attended the virtual "Teaching Black history Conference" sponsored by the University of Buffalo's Center for Black History and Racial Literacy Education. Teacher leaders who attended had the expectation to support Colonial's Curriculum and Instruction Division's Social Studies Leadership Council as we include additional instructional support material within our K-12 programming. This group will also advise on additional professional learning support using either the recorded sessions (with permission of the University of Buffalo, pending) or separate, contracted professional learning for a broader Colonial audience.

Colonial is sending a team of elementary and secondary teachers to the National Council for the Soc.Studies Annual Conference in Philadelphia in December 2022. The focus of the conference is along the following themes: *Teaching Civil Discourse, Embracing Hard History, Building Critical Media, Fostering Global Citizens, and Navigating the Political Landscape in Teaching Social Studies*. Participants have been informed that as a result of their attendance, they will be members of our leadership council and collaborate with the Curriculum and Instruction Division with our ongoing efforts to enhance our social studies programming to support culturally relevant education, and notably as we continue curriculum work in support of House Bill 198.

Additionally, the Curriculum and Instruction Division has offered professional learning in the following areas and opportunities. These have been shared broadly by the Social Studies Coalition, as well as through recommendations by teacher leaders. Colonial teachers have had the option to participate in the following opportunities:

- *Black History Nerds Saturday School*: monthly professional development series for pre-K-12 schoolteachers and others interested in learning more about Black history and race. These one-hour sessions aim to help develop Black history content pedagogical knowledge. Sessions are archived for asynchronous access. Sponsored by the University of Buffalo's Center for Black History and Racial Literacy Education.
- *Our Struggle for Justice, Telling Our Story: Bringing Together Diverse Perspectives to Understand our Present Moment*, National Portrait Gallery (October 2022)
- Overview of *Girl Rising* programs and educator resources (September 2022)
- *Beyond the Textbook: Equity, Engagement, and Primary Sources in the Classroom*, Phila Area Consortium of Special Collections Libraries (October 2022)
- Harriet Tubman Underground Railroad Experience at Blackbird State Forest, Underground

Railroad Experiences, Inc.(September 2022)

- African Americans in the Civil War, Delaware Humanities Program *(with school programming available in our social studies programming. Colonial is investigating arranging these in our 5th and 8th grade social studies programming in Spring 2023).*

Colonial social studies teachers have participated in the first of a multi-day series of professional learning using Joe Schmidt and Nichelle Pinkney’s “Civil Discourse: Classroom Conversations for Stronger Communities”. Here, teachers utilize primary sources and other materials made available from the Delaware Archives and Delaware Historical Society to spark discourse in their classroom. Schmidt and Pinkney’s professional learning series provides educators in professional learning around their framework addressing the following themes:

- Civil discourse strengthens communities,
- Why discomfort can no longer be avoided,
- Discourse structures for contentious topics,
- And building communities of empathy and belonging.

Science:

Science teachers participated in Delaware Department of Education’s Equity-themed professional learning experience on October 13, 2022. All science teachers attended a session led by Dr. Lizette Burks from the Department of Urban Education at the University of Houston. In that session, the presenter discussed the importance of science teaching in making meaningful connections to the cultural knowledge, experiences, and ways of knowing students and their communities. The presenter emphasized the need to make learning more equitable for students from historically under-resourced communities within STEM education. Following this workshop, high school science teachers began identifying black scientists and achievements within the high school science disciplines to begin incorporating into their units of study. This work will continue in Spring 2023.

Science teachers also attended on fairness and equity within science assessment. Teachers investigated science assessment items that failed statewide field testing due to equity and fairness concerns and how to adjust them to make them more accessible for greater populations of students. This session was led by Dr. April McCrae at the Delaware Department of Education. As all Colonial science teachers could not attend this session, we are investigating a Colonial workshop for the same topic with our teachers in Spring 2023.

English Language Arts:

- Curriculum and Instruction representatives met with high school and middle school ELA team leaders to discuss the HB 198 document and start to look for evidence in current units.
- Literacy Coaches Meeting Presentation 5.26.22: ELA District and Building Coaches, SS Department Leaders redelivery of the HB198 sharing event in May 2022.
- Launched Culturally Relevant Instruction as a focus area for SY 2023. We address this via our coaches meetings. Equitable literacy strategies were shared in 2019 pre-covid, so a revisit of those strategies will be embedded in our coaching work. .
- *Literacy is Liberation* is our focus for a monthly Book Club for Secondary Coaches
- Secondary PD series - acceleration academy with School Kit.
- New teacher professional learning centered around addressing student identities within ELA.

Mathematics:

- Educators who teach math in grades 3-12 and K-2 Immersion attended the Delaware Statewide Math Equity Conference on Friday, October 14, 2022. There were sessions for every level and every attendee will receive a copy of the book, *Choosing to See: A Framework for Equity in the Math Classroom*.
- Several math coaches and interventionists attended the national math conference, NCSM to gather ideas for how to embed lessons and activities into our curriculum. There were several sessions pertaining to these topics and we are exploring how to implement what was learned.
- The upcoming Annual DCML Math Conference will be held on Saturday, March 11, 2023 virtually. It has an equity-based strand. All educators who teach or support math in Colonial are encouraged to attend.

Visual and Performing Arts:

The department has invested time to examine HB198 and collaborate around lessons and resource acquisition through their monthly PLC meetings (Elementary and Secondary for both Music and Arts), established District Professional Development Days and in participating in the Statewide VPA Leadership Workshops sponsored by state-level professional organizations within the Arts.

Delmar School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Michael Bleile
Position: Supervisor of Curriculum, Instruction, & Assessment
Email: michael.bleile@delmar.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Throughout the 2021-2022 school year our staff has taken time during Dept. PLCs and professional development days to discuss their content standards, curriculum they use and where and how it

aligns to the HB198 requirements at each grade level. Most of the areas are covered through ELA and Social Studies curricula that are taught.

Each PLC took time to review the items below and map out where they were covered in their curricula and content standards.

At a minimum, Black History curricula must 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.

K-12 Grade-level Implementation

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 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.

**As of the 2022-2023 school year, the Delmar School District does not serve students in grades K - 4.*

5th Grade

The Delmar School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

SS - Economics/ Geography - Unit 3: Box Brown - Starting 2024: Bookworms Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole.

- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery
- The contributions of Black people to American life, history, literature, economy, politics, and culture.

ELA - Range of Reading and Level of Text Complexity - Achieve 3000 articles

- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

6th Grade

The Delmar School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

- SS** - World Regional Geography - Unit 2: Cultural Patterns and Diffusion, Unit 4: Purposes and Powers of Government, Unit 5: Economic Systems, Unit 6: Reasons for Regions
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
 - The contributions of Black people to American life, history, literature, economy, politics, and culture.
 - 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.
 - Black figures in national history and in Delaware history.

- ELA** - Range of Reading and Level of Text Complexity/Poetry - Unit 3 – Poetry and Achieve 3000 articles
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
 - 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.
 - Black figures in national history and in Delaware history.

7th Grade

The Delmar School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- c. The relationship between white supremacy, racism, and American slavery.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

SS - Civics/Economics - Unit 4: Civil Rights and Political Freedom and Unit 3: Expansion of Freedom –

- Includes primary sources - letters from Bulah family to Governor Carvel - and virtual field trip to Hockessin Schools #29 and #107
- 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
- Provide students with a foundation for examining the history of discrimination in this State.
- Black figures in national history and in Delaware history.
- Provide students with a foundation for examining the history of discrimination in this State.
- 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.

ELA - Figurative and connotative meanings in text. Analyze how a poem’s form contributes to its meaning. Analyze how the author uses points of view of different characters in a text
Poetry Unit and Achieve 3000 articles

- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- Poetry selections will include, but not be limited to:
 - “Mother to Son” by Langston Hughes
 - “I Know Why the Caged Bird Sings” by Maya Angelou
- Black figures in national history and in Delaware history.
 - “The Hope and Legacy of Dr. King”
 - “The Myths of the Underground Railroad”

8th Grade

The Delmar School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

SS - U.S. History - 1783-1877 - Unit 1: Emancipation in the North, Unit 1: Slavery in the Constitution, Unit 1: In Pursuit of Freedom in Delaware, Unit 2: Westward Expansion, Unit 3: Civil War Amendments and Change, Unit 3: Changes in African American Freedom, Unit 3: Changes in Lincoln's Views on Slavery

- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery .
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

ELA - Common Lit and Achieve - Courageous Characters and Informational Text

- The history and culture during the Harlem Renaissance, jazz music.
- "The Treasure of Lemon Brown" author Walter Dean Meyers.
- The struggle during Civil Rights. Joseph McNeil was one of the Greensboro Four who staged a sit in.
- Black figures in national history and in Delaware history.

9th Grade

The Delmar School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

SS - Civics/Geography - Constitutional Amendments C2: Political Systems, Citizenship C4: Civic Participation

- Reaffirm the commitment of free peoples to the 13th Amendment to the United States Constitution
- Explore the various mechanisms of transitional and restorative justice that help humanity move forward

ELA - To Kill a Mockingbird - Jim Crow laws, Great Depression, Scottsboro Boys
“Roselily” – Alice Walker - Characterization, Black American Lit - “Roselily,” a single mother living in the small town of Panther Burn, Mississippi, has agreed to marry a man from Chicago. He chafes at her religion and at the White drivers going by on the highway, correlating Christianity with the South’s history of racism.

- The significance of enslavement in the development of the American economy
- The relationship between white supremacy, racism, and American slavery
- The socio-economic struggle Black people endured...
- Black figures in national history
- Be trauma-responsive and recognize the impact of racial and historical trauma on students
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.

Science - History of the Universe - Unit 1/Big Bang Theory - Discussion of African-American contributions to our understanding of space. Benjamin Banneker is specifically discussed as a local contributor.

10th Grade

The Delmar School District included (or will include) the following requirements in their 10th Grade

curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

SS – Your Consumer Role in the Economy Unit FL 3: Saving and Investing Economics

- 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

ELA - “Everyday Use” - Malcolm X, Black Power movement

“I Have a Dream” – Dr. King - Argument and Persuasion

Analytical Writing - MLK’s most memorable speech from his life as an activist, was delivered on August 28, 1963, before more than 200,000 people in front of the Lincoln Memorial in Washington, D.C. The speech was part of the March on Washington for Jobs and Freedom. It not only helped to galvanize the already growing civil rights movement across the country at the time, but also became one of the most influential and inspirational pieces of rhetoric in American history.

- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history
- 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.
- how Black persons were treated throughout history in this country.
- Examine the ramifications of prejudice, racism, and intolerance.

11th Grade

The Delmar School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

SS - U.S. History 1877-present

- Sectionalism Unit
 - H1 Chronology
 - H2 Analysis
- Emancipation and the Civil War
 - H3 Interpretation
- Evaluating Reconstruction Lesson
 - H2 Analysis
- WEB Dubois and Booker T Washington
 - H3 Interpretation
- Harlem Renaissance
 - H2 Analysis
- Double V Campaign
 - H1 Chronology
- Civil Rights Unit
 - H1 Chronology
 - H2 Analysis
 - H3 Interpretation
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local law
- The relationship between white supremacy, racism, and American slavery
- Black figures in national history and Delaware history
- Examine the ramifications of prejudice, racism, and intolerance
- Provide students with a foundation for examining the history of discrimination in this State

- The central role racism played in the Civil War
- Reaffirm the commitment of free peoples to the 13th Amendment to the United States Constitution
- Provide students opportunities to discuss and uplift the Black experience
- 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
- The contributions of Black people to American life, history, literature, economy, politics, and culture
- 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.
- Develop students' respect for cultural and racial diversity
- Provide opportunities for students to discuss and uplift the Black experience
- Prepare students to be responsible citizens in a pluralistic democracy
- Incorporate contemporary events into discussions of Black history and the tools of resistance.
- Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- Provide opportunities for students to discuss and uplift the Black experience

ELA - Their Eyes Were Watching God by Zora Neale Hurston

Fiction - Despite its references to race, racism is not the central theme of *Their Eyes Were Watching God*. Instead, Hurston weaves race and racism into the society and culture in which Janie lives but chooses to focus more on Janie's life experiences as a human being than as a black woman. In some ways, by not exclusively or predominantly focusing on race, the novel can portray race and racism in the American South in the early 20th century with great complexity."

- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Examine the ramifications of prejudice, racism, and intolerance.
- Develop students' respect for cultural and racial diversity.
- Provide opportunities for students to discuss and uplift the Black experience.

Fine Arts - History of Popular Music - The Blues

- The Great Migration
- Elvis and Race
- The Memphis Sound and Segregation
- Music and the Civil Rights Movement
- Black Pride and Social Soul
- Motown Records
- 70's Soul
- Funk Asserts Itself

- Early Hip-Hop
- Gangsta Rap vs. Conscience Hip-Hop
 - The contributions of Black people to American life, history, literature, economy, politics, and culture.
 - 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.
 - Black figures in national history and in Delaware history

12th Grade

The Delmar School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

SS - World History –

- Unit 1: Prehistory
- Unit 2: River Valley Civilization
 - H1: Chronology
 - H2: Analysis
 - H3: Interpretation
- Unit 2: River Valley Civilization
 - H1: Chronology
 - H2: Analysis
 - H3: Interpretation
- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature
- The contributions of Black people to American life, history, literature, economy, politics, and culture
- Develop students' respect for cultural and racial diversity

ELA - British Literature - Independent Reading: 20% Classroom Library features Black and African American heritage and culture, authors, protagonists, and/or illustrators

- Examine the ramifications of prejudice, racism, and intolerance.
- Prepare students to be responsible citizens in a pluralistic democracy.
- 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. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- Develop students' respect for cultural and racial diversity.

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 title and date of in-service training sessions provided to meet this requirement.

As of November 15th – Our staff has participated in Statewide Equity Professional Development Day in October 2021 and October 2022.

Planning to hold specific Professional Development with the Social Studies Depts in MS and HS later in the 2022-2023 school year.

Indian River School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Renee Jerns
Position: Director of Secondary Education
Email: pamela.jerns@irsd.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

The Indian River School District (IRSD) is inclusive of nearly 11,000 Pre-Kindergarten through 12th grade students in fifteen schools—seven elementary schools, three middle schools, two high schools, a

K-8 arts magnet school, a K-12 specialized school for students with severe disabilities, and an Early Learning Center (serving only birth to pre-K students).

Prior to the implementation of House Bill 198 (HB 198), and in taking a proactive approach to ensuring comprehensive social studies instruction in our district, IRSD hired a K-12 Social Studies Specialist who acts as a liaison between our district and the state; and, works directly with teachers to align our grade-level instruction with Delaware standards and models units/lessons of instruction provided through the Social Studies Coalition of Delaware (SSCD) and supporting partners. This staff member, the first social studies specialist for our district, joined a team of reading, math, science and multilingual learner specialists already in place in the IRSD. Our Social Studies Specialist collaborated with the instructional directors and other content specialists in the IRSD Department of Instruction (DOI), as well as teachers in our schools, to assess our current status in meeting the requirements of House Bill 198.

Since we recognize that most of our instruction related to HB 198 occurs in social studies and ELA classrooms, we began our assessment with those two departments and that is the work reflected in the qualitative data being shared with you via this survey. Each school's staff was provided a Google sheet with the details of each element in House Bill 198. Staff members were supported by our department, as well as building-level administrators, in meetings as grade-level content PLCs to map out their instruction in relation to Black History education. This vertical assessment has led to action steps we will use to further our work in ensuring our alignment to the regulations of House Bill 198. These action steps will include gathering data from other content areas such as visual and performing arts, and science; and the continuation of our Social Studies Specialist's collaboration with our Department of Instruction's directors and content specialists, as well our teachers, to continuously assess our status. Additionally, as our district continues to review potential new curricular programs and resources, we will ensure the evaluation of each program includes the requirements of HB 198.

In our district-wide assessment of Black History education, we discovered that our elementary Benchmark Reading Advance curriculum, and our secondary ELA curriculum, College Board's SpringBoard, incorporate texts and authors from diverse backgrounds, and use thematic approaches to teaching Delaware standards. Some of these themes include, The Challenge of Heroism, where students learn about black figures such as Frederick Douglass who challenged the status quo despite life-threatening barriers. Our curricular resources include visual, written, and listening/ speaking models that depict individuals of different genders, races, and cultures.

As members of the SSCD, our district also uses the model lessons they provide us which are designed with the requirements of House Bill 198 in mind; and our district Social Studies Specialist reviews them with grade-level social studies teachers to align them with our instructional framework, Learning Focused. This ensures teachers are prepared to plan and deliver instruction that goes beyond cursory understanding of content; and to provide students with structures for authentic academic discussions.

Overall, our assessment led us to the realization that our curricula and instructional resources enable us to teach our students many elements of HB 198 such as the contributions of Black people to American life, history, literature, economy, politics and culture; the relationship between white supremacy, racism, and American slavery; the perpetuation of enslavement through segregation and federal, state and local laws; black figures in national and Delaware history; and the socio-economic

struggle Black people endured, and continue to endure, in working to achieve fair treatment in the U.S. Our ongoing work this year will be to strengthen our delivery of education related to ALL elements of House Bill 198.

Our district's curriculum review and purchase process is a collaborative decision among representatives from all district stakeholder groups. The process requires alignment to Delaware standards, inclusivity of appropriate grade and age-level texts that are diverse in authors, characters, images, and perspective. As a district, we will strive to include diverse stakeholder representatives and will include the elements of this bill, as well as others such as Genocide Education, into our review criteria.

In the past year, our district has created an Equity Steering Committee. As a district, we will continue to seek the input of our Equity Steering Committee and community organizations while using our PLC structure to continuously assess our teaching of Black History Education and in planning lessons that deepen student understanding of each element throughout their K-12 school experience.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Indian River School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

At the Kindergarten grade level, Benchmark Reading Advance provides a variety of texts written by Black authors, and texts and stories about diverse cultures. Likewise, the illustrations and pictures included in the Kindergarten program represent a wide variety of ethnicities, including those of Black people. Specifically, our Kindergarten Benchmark Reading Advance program provides texts that enable teachers to focus on the contributions of Black people.

In teaching to standard RI.K.3, “With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text,” our Kindergarten teachers use Unit 7/Week 2 lessons on “People We Celebrate” to guide students in learning about holidays that celebrate important historical figures, including Dr. Martin Luther King, Jr. The lesson specific to Dr. King, includes his successes in the Civil Rights Movement and highlights his accomplishments and the celebrations that occur on his holiday. Photos and illustrations in these lessons include Dr. King’s portrait, and appropriate visuals of civil rights protests.

Additionally, our district uses the “Studies Weekly,” a K-6th grade social studies resource, and in Kindergarten, students complete a geography lesson where they learn they are part of a community made up of many individuals who are each important to the community. They read about working and living together and respecting each other. In this lesson they discuss equality, fairness and the common good.

Finally, our district elementary math interventionists (one per building through ESSER funding) are participating in the equity work being offered at the state level. This work will further support our implementation of HB 198.

1st Grade

The Indian River School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you

identified in 1st Grade this year. 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.

In first grade, our curricular program, Benchmark Reading Advance, provides a variety of texts by Black authors and about Black people and culture. Likewise, the illustrations and pictures included in the first grade program represent a wide variety of ethnicities, including those of Black people. We find that our elementary program provides texts that enable teachers to focus on the contributions of Black people to American life, history, literature, economy, politics, and culture. For example, in Benchmark Unit 1, “People Who Make Contributions,” first graders read about Inventor and Traffic Safety Pioneer, Garrett Morgan, in the text, “Safe to Go,” highlighting his traffic light and respiratory mask design that later became the gas mask.

Our district also supplies all first grade classrooms with the “Studies Weekly” resource, and in first grade, students complete Geography Lesson 21 aimed at defining “culture” and helping students develop a respect for cultural and racial diversity.

Finally, our district elementary math interventionists (one per building through ESSER funding) are participating in the equity work being offered at the state level. This work will further support our implementation of HB 198.

2nd Grade

The Indian River School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

While second grade instruction, like kindergarten and first grade instruction, focuses on celebrating the accomplishments of Black people, our curricular program, Benchmark Reading Advance, also provides teachers with the texts and resources to examine the history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art and literature; and Black figures in national and Delaware history.

In Unit 5, students learn about, and make comparisons, of famous inventors including George Washington Carver, and his contributions to our society and daily lives. In Unit 6, students read an African folktale, "Why the Sky is Far Away," to learn about the culture and beliefs of native Africans specific to hard work in growing and harvesting your own food.

Our district also supplies all second grade classrooms with the Studies Weekly resource and students complete Geography Lesson 13, "Culture," supporting students in understanding and being able to describe customs, traditions, food, etc... of various cultures; and understand how cultures from other countries may influence a local community. This is building on learning from kindergarten and first grade use of Studies Weekly.

Finally, our district elementary math interventionists (one per building through ESSER funding) are participating in the equity work being offered at the state level. This work will further support our implementation of HB 198.

3rd Grade

The Indian River School District (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

Third grade students are guided in furthering their learning of the contributions of Black people and Black figures in national history while also engaging in appropriate learning through the use of Benchmark Reading Advance as follows:

In Unit 1, students read a variety of texts aimed at helping them understand how the tragedy of enslavement was perpetuated through segregation and federal, state and local laws; and the socio-

economic struggle Black people endured in working to achieve fair treatment in the United States. These stories include “Election Day,” centered on voting rights and the contributions of Thoroughgood Marshall; “It is My Right,” highlighting the contributions and struggles of Rosa Parks and Dr. Martin Luther King, Jr. in working to achieve fair treatment; and, “Winning the Right to Vote” describing the struggles Black people endured in gaining the right to vote.

Studying the contributions of Black people to American society continues with Unit 2 and the Ballad of John Henry.

In Unit 7, students begin learning about the relationship between white supremacy, racism, and American slavery through their study of the Underground Railroad and the text, “Levi Coffin House.”

Our district also supplies all third grade classrooms with the “Studies Weekly” resource, and in third grade, students complete Geography lesson 17, aimed at engaging students in further defining “culture” and in developing a respect for cultural and racial diversity.

Finally, our district elementary math interventionists (one per building through ESSER funding) are participating in the equity work being offered at the state level. This work will further support our implementation of HB 198.

4th Grade

The Indian River School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

Fourth grade students begin learning more about Black History education through their study of the early colonization of America taught by teachers using the following Delaware model lessons:

In Unit 2, Lesson 1, “Ways of Thinking of People and Places in the Past,” students learn about the history and culture of Black people prior to the African and Black Diaspora;

In Unit 4, Lessons 1 and 2, “Seeking Solutions to the Labor Problem,” students learn how enslavement was different in the New World; and,

In Unit 4, Lesson 3, “Servants on Trial: John Punch,” students discover how labor shifted from indentured servitude to permanent enslavement and the impact it had on Black people.

Teachers also use Black figures in Delaware and in the nation, such as Lisa Blunt Rochester and Kamala Harris, to help students understand our government’s structure and offices.

IRSD Teachers will continue to include model lessons provided by Delaware DOE that meet additional elements of HB 198 once they are published and provided for use.

During reading/ELA time, students continue to learn about the contributions of Black authors through the poetry of Paul Laurence Dunbar.

5th Grade

The Indian River School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- d. The central role racism played in the Civil War.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

In 5th grade reading, using the Benchmark Advance program, students are engaged in texts that support HB 198 elements in the following ways:

In Unit 5, “Eli Whitney’s Cotton Gin” supports students in understanding the significance of enslavement in the development of the American economy.

“The Dred Scott Decision,” “Mrs. Stowe and the President,” and “Liberty Medal Acceptance Speech” by Thoroughgood Marshall in Unit 1; and Unit 4’s “Justice in Eatonville: the Story of Zeal Thurston” help students in understanding the relationship between while supremacy and racism; and the central role racism played in the Civil War.

Students also continue to learn about the contributions of Black people through the works of Langston Hughes in Unit 4.

Through the texts “Voting Rights Act Address,” and “Liberty Medal” in Unit 1, students also learn about the development of laws and about people who have fought to change unfair laws and to analyze why laws evolve.

In social studies, teachers are currently using DRC lessons while planning for the new model lessons expected next year. We anticipate the economics lessons will include elements of this bill, like it did in the 7th grade economics lessons.

Finally, our district elementary math interventionists (one per building through ESSER funding) are participating in the equity work being offered at the state level. This work will further support our implementation of HB 198.

6th Grade

The Indian River School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

In units built around the theme of “change,” our College Board SpringBoard ELA curriculum offers a variety of literature written by black authors, and students learn about the contributions of each author. For example, students read “Thank You, Ma'am” by Langston Hughes that provides a fictional perspective of stereotyping and teaches a lesson of maintaining kindness and compassion in times when we must accept the consequences of our poor decisions. Students also learn about Langston Hughes and his contributions to American literature and the Harlem Renaissance. They explore how his poetry, plays, and stories frequently focus on the Black experience, particularly those stemming from the struggles and feelings of Black people in a segregated society.

In social studies, we are currently developing district-wide model lessons centered on Geography standard 3a: Students will develop an understanding of the diversity of human culture and the unique nature of places; specifically, in analyzing patterns of the African and Black Diaspora in order to explain the cultural developments of particular places. We will also continue to implement the model Delaware units/lessons as they are provided to districts.

7th Grade

The Indian River School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

In 7th grade ELA, students are exposed to the poetry of Nikki Giovanni, learning about her literary contributions to the Black Arts movement. They also learn about African culture and creation myths through “Voices of the Ancestors: Africa.” Students also learn about the historical influence of famous Blacks such as Sojourner Truth and Nelson Mandela. Students listen to the recording of Sojourner Truth’s 1851 speech, “Ain’t I a Woman” as well as read the autobiographical work of Nelson Mandela, and then write an analysis of their leadership qualities as Black figures in national history and their contributions to American life, history, literature, politics and culture.

This learning is further supported in social studies where students learn how to be productive and engaged citizens; and advocates for all citizens’ rights through their learning of the Constitution and Bill of Rights. Students are engaged in Delaware model economics lessons on how redlining influenced the socio-economic struggles of Black people (Unit 1, Lesson 20) and that not all unemployment is equal (Unit 2 Lesson 14). Students also learn about the limits on majority rule in district-created lessons focused on Delaware Civics Standard 2a, “Students will understand that the

concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections afforded those minorities in the American political system.”

8th Grade

The Indian River School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

The eighth grade social studies standards and curriculum focuses explicitly on the Civil War, including the events leading up to it (History Standard 4); and addresses quite a few requirements of HB 198:

Students learn that enslavement was the central cause of the Civil War through Delaware model lessons, “Reasons for Westward Expansion,” and “Emancipation in the North;” and through our Discovery Ed techbook materials on the expansion of enslavement, political conflict and secession.

Students also explore the question, “Were African Americans free during Reconstruction?” through the Delaware model lesson, “Changes in African American Freedom,” which includes how legislation limited the rights of Black people.

Students also conduct a historical investigation on Nat Turner through the model lesson, “Nat Turner,” that concludes with an essay explaining how Nat Turner expedited the coming of the Civil War.

In ELA, students explore the life, struggles and contributions of Frederick Douglass through the Unit 1 theme, “The Challenge of Heroism.”

9th Grade

The Indian River School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

In ninth grade Civics courses, students learn specifically about legislation, the amendments, and Supreme Court cases that highlight how racism impacted limited freedom for Black people, as well as the efforts leaders took to challenge and change those limitations.

Through SpringBoard Unit 4 in ninth grade ELA, students read the novel, "To Kill a Mockingbird," which highlights the relationship between white supremacy and racism through historical fiction; and is known as one of the "...most influential pieces of literature to highlight race relations."

10th Grade

The Indian River School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

In tenth grade ELA, the theme of Unit 3 is "Cultures in Conflict." Students read "Things Fall Apart" by Nigerian author, Chinua Achebe (or a similar novel), providing a rendering of how violence and suffering exist, balanced by the strong sense of traditions and culture held by African people. As part

of this unit, and to understand the historical context, students research the pre- and post-Colonial impact on Nigeria and the African people.

11th Grade

The Indian River School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

In eleventh grade social studies, students learn more about U.S. History from the late 19th century through the 20th century; and the necessary skills to conduct historical investigations of chronology, analysis, and interpretation (Standards 1-3). Lessons from multiple sources (Stanford History Education Group, Zinn Education Project, New Visions, etc...) help students learn about key events and movements that impacted African Americans during this time period. Some examples include the establishment of Jim Crow, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Additionally, students learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes and entertainers from this time period.

In ELA classes, eleventh graders are engaged further in the poetry of Nikki Giovanni that includes, "Their Fathers" and "Ego Tripping," providing students insight into Giovanni's call to power and equality through Black pride.

12th Grade

The Indian River School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

As most courses vary for high school seniors, our assessment determined that instruction again focuses on the contributions of Black people to American life, history, literature, economics, politics, and culture. In International Baccalaureate ELA, students read the novel, "The Invisible Man" by Ralph Ellison which describes one Black man's process of overcoming being "invisible" to the "blind" white men symbolizing the struggles of Black people in American society.

Students also study the works of Alice Walker, Gwendolyn Brooks, Maya Angelou, and Langston Hughes.

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 title and date of in-service training sessions provided to meet this requirement.

Annually, all new teachers and returning teachers receive professional learning specific to their curricular programs and resources. This year, these trainings occurred on August 18, 2022, and August 22 through August 24, 2022 for new teachers; and the week of August 29, 2022 for all teachers.

On August 29, 2022, all IRSD staff participated in our district-wide Kick Off where administrator Dr. David Carter spoke about building stronger relationships with students, especially those who don't look like you or come from the same background as you, so students invest in what we are trying to teach them.

On October 14, 2022, we had all 6-12 social studies teachers participate in the statewide virtual Social Studies Coalition of Delaware Professional Learning Day focused on Social Studies and HB198. Also on this day, we conducted a district-wide professional learning day and virtually offered the state's Equity Summit sessions to all staff throughout the day.

On March 17, 2023, we will host Dr. Adolph Brown, III for district-wide professional learning on "Equity in Action." Dr. Brown explains this learning as: "Equity in Action was established to eradicate racism and the systems and structures that maintain them. The short-term goals of Equity in Action are to provide bridges and tools for those who desire to overcome their

biases regarding issues of cultural competency, equity, inclusion, diversity and systemic and personal bias rather than giving excessive attention to those who do not. The long-term goals of Equity in Action are to create cultures where all individuals feel they are seen, heard, belong, included, respected, and valued. Our professional facilitations operate under the simple philosophy of Maya Angelou that many of us “if we knew better, we would do better.”

Lake Forest School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Tania Alexander
Position: Supervisor of Opportunity Growth and School Improvement
Email: tania.alexander@lf.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

- Orientation to HB 198- Admin/Staff/Board of Ed presentation by The Supervisor of Opportunity Growth and School Improvement by reviewing the elements of the Bill.

- Professional Development- June 9/June 14/ Aug 25 The Supervisor of Opportunity , Growth and School Improvement presented on the Implementation of HB 198 in Lake Forest School District.
- Emphasis on Existing SS Units that address the requirements of the HouseBill
- Develop K-3 Curriculum
- We as a District developed a progressive 5 year timeline on the Implementation of the House Bill.
 - https://docs.google.com/presentation/d/1tiwfcwR0_6JLM9QUtcAQOQKnIT4XRRL_PK2PkbMWGQ/edit#slide=id.g11d0c8a2244_1_60
- Several Arts teachers attended the Arts PD on Oct.14 on integrating HB198
- All of our staff attended the Oct. 14 PD sponsored by DOE on the integration of HB 198
- All staff were provided with a PD on Cultural Responsiveness in order to provide instruction.
- Our District developed an Equity Plan within our Strategic Plan to incorporate Culturally Responsive Practices.
- We have building level and District level equity teams that discuss the implementation and progress of HB 198.
- We as a District are looking into possibly piloting an AP African American Studies Course.

Future plans

- Will work in PLCs to integrate the requirements of the House Bill
- Continue to implement our 5 year Implementation plan
- Provide vetted resources

K-12 Grade-level Implementation

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 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.

Kindergarten

The Lake Forest School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

ELA/Math/Science/Social Studies/Library/Music/Art

Describe how you provide instruction on: History of Black people's contributions to science, art, music and literature. List any resources you use for your instruction/lessons.

- Books from classroom libraries and school library, YouTube videos(read alouds), daily facts shared out on morning announcements.

Music:

- Throughout the year we learn many different spirituals and the various games and activities that go with them. We deal with the underground railroad and the history of it. What the clues mean in the songs. Teaching traditional African Folk Songs, Cultural Significance and Meanings Orchestra Unit: When demonstrating various instruments to the students, we show them diverse examples of musicians in order to remove stereotypes of who can play certain types of instruments. We use these musicians to highlight various musical styles. Example: African Americans with the development of Jazz and similar styles.
- Rhythm Units:
 1. We use rhythmic exercises and activities that help the students perform a steady beat. We use different styles of music that use composers from various cultures.
- Concert Prep: When preparing musical selections, we briefly discuss the composer, their challenges in life, how they overcame hardships, and their reason for composing that song.

Library:

- Teaching traditional African Folk Songs, Cultural Significance and Meanings

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- Through read alouds and discussions

Do you include activities/lessons that provide instruction on: Black figures in national history and in Delaware history.

- Daily facts read aloud on morning announcements & then discussed within the classroom

PE

- Students participating in traditional African childhood games.
- Art
- <https://docs.google.com/document/d/1fXIZLxhXr5FgrpWyMdchnbe1zg5VbYlibBWrcdmfFSg/edit>

1st Grade

The Lake Forest School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Library/ELA/SS/Music/PE/Art

Describe how you provide instruction on: History of Black people's contributions to science, art , music and literature. List any resources you use for your instruction/lessons.

- Books from classroom libraries and school library, YouTube videos(read alouds), daily facts shared out on morning announcements
- Diverse read-alouds on DOE, SANKOFA read-aloud youtube/website.

Music:

- Throughout the year we learned many different spirituals and the various games and activities that go with them. We deal with the underground railroad and the history of it. What the clues mean in the songs. Teaching traditional African Folk Songs, Cultural Significance and Meanings Orchestra Unit: When demonstrating various instruments to the students, we show them diverse examples of musicians in order to remove stereotypes of who can play certain types of instruments. We use these musicians to highlight various musical styles. Example: African Americans with the development of Jazz and similar styles.
- Rhythm Units: We use rhythmic exercises and activities that help the students perform a steady beat. We use different styles of music that use composers from various cultures.
- Concert Prep: When preparing musical selections, we briefly discuss the composer, their challenges in life, how they overcame hardships, and their reason for composing that song.

Library

- Research on Famous African American Inventors, Reading Curriculum including historically influential African Americans.

PE:

- Students participating in traditional African childhood games.

Art:

- <https://docs.google.com/document/d/1fXIZLxhXr5FgrpWyMdchnbe1zg5VbYlibBWrcdmfFSg/e/dit>

2nd Grade

The Lake Forest School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

ELA/Science/SS/Music/Art:

Do you include activities/lessons that provides instruction on: History of Black people's contributions to science, art, music, and literature

Music:

- Throughout the year we learned many different spirituals and the various games and activities that go with them. We deal with the underground railroad and the history of it. What the clues mean in the songs. Teaching traditional African Folk Songs, Cultural Significance and Meanings.Orchestra Unit: When demonstrating various instruments to the students, we show them diverse examples of musicians in order to remove stereotypes of who can play certain types of instruments. We use these musicians to highlight various musical styles. Example: African Americans with the development of Jazz and similar styles.
- Rhythm Units: I use rhythmic exercises and activities that help the students perform a steady beat. We use different styles of music that use composers from various cultures.
- Concert Prep: When preparing musical selections, we briefly discuss the composer, their challenges in life, how they overcame hardships, and their reason for composing that song.

Library

- Research on Famous African American Inventors, Reading Curriculum including historically influential African Americans.

Do you include activities/lessons that provide instruction on: How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

In history we compare schools from the past and now and how they were changed by segregation.

PE

- Students participating in traditional African childhood games.

Art

- <https://docs.google.com/document/d/1fXIZLxhXr5FgrpWyMdchnbe1zg5VbYlibBWrcdmfFSg/e/dit>

The Lake Forest School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

ELA/SS/Music

Do you include activities/lessons that provides instruction on: History of Black people's contributions to science, art, music, and literature

- Each class picks one famous African American to research and do a project on for the District's Black History event.

Library:

- Research on Famous African American Inventors, Reading Curriculum including historically influential African Americans.

Music:

- Throughout the year we learned many different spirituals and the various games and activities that go with them. We deal with the underground railroad and the history of it. What the clues mean in the songs. Teaching traditional African Folk Songs, Cultural Significance and Meanings

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- Use of teacher- created presentations, articles, and stories in our Wonders and enVisions curriculum.)

Do you include activities/lessons that provide instruction on: Black figures in national history and in Delaware history.

- Our main focus is on Black figures in national history.
- Orchestra Unit: When demonstrating various instruments to the students, I show them diverse examples of musicians in order to remove stereotypes of who can play certain types of instruments. I use these musicians to highlight various musical styles. Example: African Americans with the development of Jazz and similar styles.
- Rhythm Units: We use rhythmic exercises and activities that help the students perform a steady beat. We use different styles of music that use composers from various cultures.
- Concert Prep: When preparing musical selections, we briefly discuss the composer, their challenges in life, how they overcame hardships, and their reason for composing that song.

PE

- Students participating in traditional African childhood games.

ART

- <https://docs.google.com/document/d/1fXIZLxhXr5FgrpWyMdchnbe1zg5VbYlibBWrcdmfFSg/edit>

4th Grade

The Lake Forest School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

Do you include activities/lessons that provide instruction on: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- Research of different Black People in History.

Describe how you provide instruction on: How the tragedy of enslavement was perpetuated through

segregation and federal, state, and local laws. List any resources you use for your instruction/lessons.

- <https://docs.google.com/presentation/d/18KKD3Mu6NfQ0c2aSQamuybiaNNZe3rbn1GrSbsDS/Eus/edit?usp=sharing>

5th Grade

The Lake Forest School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

Do you include activities/lessons that provide instruction on: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- Research of different Black People in History

Describe how you provide instruction on: How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws. List any resources you use for your instruction/lessons.

- <https://docs.google.com/presentation/d/18KKD3Mu6NfQ0c2aSQamuybiaNNZe3rbn1GrSbsDS/Eus/edit?usp=sharing>

6th Grade

The Lake Forest School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

ELA/SS/Music/PE/ART

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

Culture- Cuisine and Etiquette between three African cultures and ours in the US.

ILC ELA/SS

Do you include activities/lessons that provide instruction on: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- Unit in Read 180 includes opportunities to divert from the script" and integrate expanded history such as Elizabeth Keckley, Douglass, etc.

Do you include activities/lessons that provide instruction on: The significance of enslavement in the development of the American Economy.

- Enslavement and economy - scenarios

Do you include activities/lessons that provide instruction on: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

Music

- Teach band music performed by black entertainers and written by black composers.

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- musical contributions made by black composers and entertainers.

PE

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- Examples of fitness and athletic achievements.

Do you include activities/lessons that provide instruction on: Black figures in national history and in Delaware history.

PE

- Achievements through exercise and fitness.

Art

Do you include activities/lessons that provide instruction on: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- learns about how quilts were used to help slaves get to freedom.

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- <https://www.youtube.com/watch?v=1SaqmPjkFt4>
- <https://www.youtube.com/watch?v=NICodKeadp0>

7th Grade

The Lake Forest School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

SS/ELA/Music/ PE/Art

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- Harlem Renaissance with "Thank-you Ma'am", History of black women in aviation (Bessie Coleman- story "Women in Aviation"), "Watsons Go to Birmingham" 1963- segregation and racism
- We include a Black History Month and minority rights choice board.

Do you include activities/lessons that provide instruction on: How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

- Entire unit based around progression of civil rights and expansion of minority rights.

Do you include activities/lessons that provide instruction on: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- Online web quest that includes the readings of African cultures.

Do you include activities/lessons that provide instruction on: 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.

- Socio-economic struggle through disparity of educational outcomes due to segregation. Hardships are also covered such as Poll Tax due to the presence of economic hardships.

Do you include activities/lessons that provide instruction on: 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.

- Black History Month and minority rights choice board. We do more national history.

Do you include activities/lessons that provide instruction on: The relationship between white supremacy, racism, and American slavery.

- Includes the Grandfather Clause

ILC ELA/SS

Do you include activities/lessons that provide instruction on: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- Unit in Read 180 includes opportunities to divert from the script" and integrate expanded history such as Elizabeth Keckley, Douglass, etc.

Do you include activities/lessons that provide instruction on: The significance of enslavement in the development of the American Economy.

- Enslavement and economy - scenarios

Music

Do you include activities/lessons that provide instruction on: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- Teach band music performed by black entertainers and written by black composers.

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- musical contributions made by black composers and entertainers.

PE

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- Examples of fitness and athletic achievements.

Do you include activities/lessons that provide instruction on: Black figures in national history and in Delaware history.

- Achievements through exercise and fitness.

Art

Do you include activities/lessons that provide instruction on: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- a lesson on culture and ethnicity.

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- <https://www.youtube.com/watch?v=1SaqmPjkFt4>
- <https://www.youtube.com/watch?v=NICodKeadp0>

8th Grade

The Lake Forest School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

SS/Music/PE/ART

Do you include activities/lessons that provide instruction on: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- Nystrom lesson on African civilizations
- Teaching colonization, civil war, etc.

Do you include activities/lessons that provide instruction on: The significance of enslavement in the development of the American Economy.

- teaching about the plantation economy and the end of slavery and how it would impact the southern economy

Do you include activities/lessons that provide instruction on: The central role racism played in the Civil War.

We play a game called how would you feel and it would ask a student if this happened or if these went on how would you feel. We watched various diverse videos from various perspectives.

- Black codes, Jim Crow laws, "colored" schools, etc

Do you include activities/lessons that provide instruction on: How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

- We discuss various roles , all governments and how their policies and how things changed based on the era, and education. We tied it into everyone's truths and beliefs.
- During civil war reconstruction unit

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- colonization, civil war, reconstruction units

Do you include activities/lessons that provide instruction on: 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.

- We discuss socio-economic differences, ethics, fair treatment and various public resources to help squash differences and stereotypes.
- reconstruction unit, discuss NAACP

Do you include activities/lessons that provide instruction on: Black figures in national history and in Delaware history.

- We have a library of books that I bought that are of various black, hispanic, muslim, afghan etc and we read their biography and the students need to look up the person

Do you include activities/lessons that provide instruction on: The relationship between white supremacy, racism, and American slavery.

- We discuss supremacy, racism and American slavery during Civil War lessons, Anne Frank lesson and various other era and accounts in history that help to show that history repeats itself in many different forms

ILC ELA/SS

Do you include activities/lessons that provide instruction on: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- Unit in Read 180 includes opportunities to divert from the script" and integrate expanded

history such as Elizabeth Keckley, Douglass, etc.

Do you include activities/lessons that provide instruction on: The significance of enslavement in the development of the American Economy.

- Enslavement and economy - scenarios

Music

Do you include activities/lessons that provide instruction on: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- Teach band music performed by Black entertainers and written by Black composers.

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- musical contributions made by Black composers and entertainers.

PE

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- Examples of fitness and athletic achievements.

Do you include activities/lessons that provide instruction on: Black figures in national history and in Delaware history.

- Achievements through exercise and fitness.

Art

Do you include activities/lessons that provide instruction on: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

- 8th grade looks at how artists use their experiences to create art.

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- <https://www.youtube.com/watch?v=1SaqmPjkFt4>
- <https://www.youtube.com/watch?v=NICodKeadp0>

9th Grade

The Lake Forest School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Civics/Geography/World History/ART

<https://docs.google.com/spreadsheets/d/13ePVSKIbRgK1QWHJfRCACu5eAhIQhjN6vpLXM3NsQDY/edit#gid=1379091540>

Art

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- We view and discuss several Black artists throughout American history from slave pottery to Harlem Renaissance to Contemporary artists and their influences throughout the semester.

10th Grade

The Lake Forest School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to

Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

English II/AP Lit/Business Info Tech/Global Economics/ART

<https://docs.google.com/spreadsheets/d/13ePVSKlBrGK1QWHJfRCAcu5eAhlQhjN6vpLXM3NsQDY/edit#gid=1379091540>

Art

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- We view and discuss several Black artists throughout American history from slave pottery to Harlem Renaissance to Contemporary artists and their influences throughout the semester.

11th Grade

The Lake Forest School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Civics/Geography/US History/AP Us History

<https://docs.google.com/spreadsheets/d/13ePVSKlBrGK1QWHJfRCAcu5eAhlQhjN6vpLXM3NsQDY/edit#gid=1379091540>

Art

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- We view and discuss several Black artists throughout American history from slave pottery to Harlem Renaissance to Contemporary artists and their influences throughout the semester.

12th Grade

The Lake Forest School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

ART/Literature

<https://docs.google.com/spreadsheets/d/13ePVSKlBrGK1QWHJfRCAcu5eAhlQhjN6vpLXM3NsQDY/edit#gid=1379091540>

Art

Do you include activities/lessons that provide instruction on: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- We view and discuss several Black artists throughout American history from slave pottery to Harlem Renaissance to Contemporary artists and their influences throughout the semester.

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 title and date of in-service training sessions provided to meet this requirement.

- Orientation to HB 198- Admin/Staff/Board of Ed presentation by The Supervisor of

Opportunity Growth and School Improvement by reviewing the elements of the Bill.

- Professional Development- HB 198 Implementation June 9/June 14/ Aug 25 The Supervisor of Opportunity , Growth and School Improvement presented on the Implementation of HB 198 in Lake Forest School District.
- Several Arts teachers attended the Arts PD on Oct.14 on integrating HB198
- All of our staff attended the Oct. 14 PD sponsored by DOE on the integration of HB 198
- All staff were provided with a PD on Cultural Responsiveness on Sept. 13

Laurel School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Tiesha Niblett
Position: District Instructional Coordinator for Curriculum and Coaching
Email: tiesha.niblett@laurel.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

We began the year providing District Level Professional Learning to our Elementary and Secondary teachers that introduced HB 198, the "why" behind it, the requirements of it, and our commitment

to it. These two hour sessions became the foundation for the work that we have and will continue to do moving forward and allowed for open and honest reflection and conversation around how we felt, how and what we've taught, and how we will progress. Since this original professional learning, each building administrator has worked with staff to create a building specific vision for this work and has provided professional learning specific to the needs of his/her building and developed a scope and sequence of this work dedicated to the three building level PD days given to do this work. In addition to building specific PD to meet the needs surrounding HB 198, we are utilizing our HQIM and our monthly PLCs to identify gaps in meeting the above requirements. Once the gaps are identified, we will couple our Professional Development days with our PLC days to begin to address and fill the gaps to ensure that all requirements are met. We have begun exploring secondary curricular changes that would provide students a more diverse learning experience and meet the requirements for HB 198. Our cross-content PLCs will help foster responsibility for this work across all contents. The Equity Summit provided valuable learning that aligned the work from PD to PLC and across contents. Our district Schoology Group, titled Culturally Responsive Education, houses multiple resources for Administrators and teachers to support this on-going work.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Laurel School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

Our literacy curriculum, Bookworms, serves as the main support for meeting the required content for the above learning targets, which is covered primarily during ELA instruction. An elaboration of how the curriculum and lessons support instruction in Black History is found below.	
The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	ELA: In Unit 2; lessons 41-45 <u>Rap a Tap Tap</u> , Rap a Tap Tap is a narrative text highlighting the experience of a real life tap dancer written by Leo Dillon and Diane Dillon. Rap a Tap Tap is a tribute to Bill “Bojangles” Robinson and captures the rhythm of the famous tap dancing he did all over the city.
The significance of enslavement in the development of the American economy.	There is no specific text example that discusses the significance of enslavement in the development of the American economy in Grade K. However, the text Harriet Tubman: Follow the North Star, describes the systems of enslavement in America.
The relationship between white supremacy, racism, and American slavery.	ELA: In Shared Module 4: 16-20, Harriet Tubman: Follow the North Star is an informational text about the life of Harriet Tubman and her fight to

	free slaves. There are texts that discuss slavery as a cruel system in the American past or answer students' questions if they go beyond the information provided in the text.
The central role racism played in the Civil War.	ELA: In Unit 2; lessons 41-45 <u>Rap a Tap Tap</u> , Rap a Tap Tap's watercolor illustrations in sophisticated shades of tan, plum, aqua, mustard, olive, rust, black, and gray recall the pre-WWII era in which Robinson lived and danced.
How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	ELA: In Unit 2; lessons 41-45, Happy Birthday, Martin Luther King tells about the important events in the life of Dr. Martin Luther King, Jr. and describes segregation and federal, state, and local laws.
The contributions of Black people to American life, history, literature, economy, politics, and culture.	ELA: In Unit 2: lessons 16-20, Of Thee I Sing: A Letter to My Daughters, former President Barack Obama writes a letter to his daughters, including thirteen Americans who he believes demonstrate the United States' best virtues. The author explains how he sees those virtues reflected in his daughters and all of the nation's children.
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.	Amazing Grace is a realistic fiction story about a girl who loves pretending to be many different people and characters until others tell her that she cannot do things because of who she is. Even though her classmates discourage Grace from trying out for Peter Pan in the school play because she is Black and a girl.
Black figures in national history and in Delaware history.	ELA: In Unit 2, Happy Birthday, Martin Luther King tells about the important events in the life of Dr. Martin Luther King, Jr. This nonfiction text is a biography with a sequence of events structure. Students will collaboratively create a list of events in Dr. King's life as a national figure.

1st Grade

The Laurel School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Our literacy curriculum, Bookworms, serves as the main support for meeting the required content for the above learning targets, which is covered primarily during ELA instruction. An elaboration of how the curriculum and lessons support instruction in Black History is found below.	
The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	ELA: In Module 2, Unit 1 “Stories from our Past”, Lesson 19, students learn that Duke Ellington was a revolutionary jazz pianist and composer. His contributions to jazz music are regarded as some of the most influential of the 20th century. This book is a biography of his exceptional life and an explanation of his musical genius.
The significance of enslavement in the development of the American economy.	There is no specific text example that discusses the significance of enslavement in the development of the American economy in Grade 1. However, the text, Martin Luther King: A Peaceful Leader, describes the fight for Black rights after enslavement.
The relationship between white supremacy, racism, and American slavery.	ELA: In Module 3, Unit 2 “Learning Our History”, Lessons 36-38, Harriet Tubman: Freedom Fighter is the true journey of a woman who helped enslaved people gain freedom. This book is a

	<p>biography that includes historical information and domain-specific vocabulary.</p>
<p>The central role racism played in the Civil War.</p>	<p>There is no specific text example that discusses the central role racism played in the Civil War in Grade K. However, the text <i>Martin Luther King: A Peaceful Leader</i>, describes his role in the Civil Rights movement resulting from the Civil War.</p>
<p>How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</p>	<p>There is no specific text example that discusses how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws in Grade 1. However, the text <i>Martin Luther King: A Peaceful Leader</i>, describes segregation held up by federal, state, and local laws.</p>
<p>The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>	<p>ELA: In Module 3, Unit 2 “Learning Our History”, Lessons 41-45, <i>Martin Luther King: A Peaceful Leader</i> is the true story of a brave peaceful man that stood up for Black rights affecting the contributions of Black people to American life, history, literature, economy, politics, and culture. This book is a biography that includes historical information and domain-specific vocabulary.</p>
<p>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.</p>	<p>ELA: In Module 3, Unit 2 “Learning Our History”, Lessons 36-38, <i>Harriet Tubman: Freedom Fighter</i> is the true journey of a woman who helped enslaved people gain freedom. This book is a biography that includes historical information relating to the struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States.</p>
<p>Black figures in national history and in Delaware history.</p>	<p>ELA: In Module 3, Unit 2 “Learning Our History”, Lessons 41-45, <i>Martin Luther King: A Peaceful Leader</i> Beginning readers will learn about the milestones in Martin Luther King Jr.’s life in this Level Two I Can Read biography, which combines a traditional, illustrated narrative with historical photographs at the back of the book—complete with a timeline, illustrations, and interesting facts as a national figure.</p>

The Laurel School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

<p>Our literacy curriculum, Bookworms, serves as the main support for meeting the required content for the above learning targets, which is covered primarily during ELA instruction. An elaboration of how the curriculum and lessons support instruction in Black History is found below.</p>	
<p>The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.</p>	<p>There is no specific text example that discusses history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature in Grade 2. However, in My Brother Martin, the illustrator Chris Soentpiet, used the spirit and generosity of Mrs. Farris, the staff at both the Ebenezer Baptist Church and the National Historic Site, and the King family to make the illustrations as genuine and authentic as possible and to have Dr. King’s vision of justice and harmony live on.</p>
<p>The significance of enslavement in the development of the American economy.</p>	<p>There is no specific text example that discusses the significance of enslavement in the development of the American economy in Grade</p>

	2. However, the text, In The Story of Ruby Bridges, describes the racial segregation in schools after enslavement in America.
The relationship between white supremacy, racism, and American slavery.	ELA: In Module 3, Unit 3, Lessons 21 -22 The Story of Ruby Bridges white supremacy and racism were evident. In 1954, in a landmark case, Brown v. Board of Education, the Supreme Court ruled unanimously that racial segregation of children in public schools was unconstitutional. Ruby was born the same year of the decision to desegregate schools and is notable in her journey as a civil rights activist.
The central role racism played in the Civil War.	There is no specific text example that discusses the central role racism played in the Civil War in Grade 2. However, in the text My Brother Martin, Christine King describes her lessons of standing up for justice and equality. It sets the stage for the historical journey that her brother would embark upon in his role in the Civil Rights movement resulting from the Civil War.
How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	There is no specific text example that discusses how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws Grade 2. However, in the text In the Story of Ruby Bridges, the racial segregation of children in public schools held up by federal, state, and local laws were deemed unconstitutional.
The contributions of Black people to American life, history, literature, economy, politics, and culture.	ELA: In Module 3, Unit 3, Lessons 23 - 25, My Brother Martin, Christine King uses simple language as she describes race relations in the South during her childhood, shares the lessons that the King children learned from their families about standing up for justice and equality and sets the stage for the historic journey that her brother would embark upon in the years to come.
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.	ELA: In Module 3, Unit 3, Lessons 23 - 25, In My Brother Martin, renowned educator Christine King Farris, older sister of the late Dr. King recalls the birth of her two younger brothers and reflects on life in the King household from the vantage point of an older sibling.

<p>Black figures in national history and in Delaware history.</p>	<p>ELA: In Module 3, Unit 2, Lessons 31 - 35, Jackie Robinson is a biography with a narrative text structure. It tells the life story of Jackie Robinson, a talented baseball player who overcame prejudice to become the first Black person to play on a modern major league baseball team—the Brooklyn Dodgers. Students will collaboratively create a timeline documenting the most important events in Jackie Robinson’s life from the readings each day.</p>
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3rd Grade

The Laurel School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

Our literacy curriculum, Bookworms, serves as the main support for meeting the required content for the above learning targets, which is covered primarily during ELA instruction. An elaboration of how the curriculum and lessons support instruction in Black History is found below.

<p>The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.</p>	<p>ELA: In Module 3, Unit 2 “Astonishing Accomplishments”, Lessons 11-14 , <i>Snowflake Bentley</i> is a text about the journey of Wilson Bentley’s snowflake photographs. Although this book is a biography, it is written in a narrative format so you will use a story map structure.</p>
<p>The significance of enslavement in the development of the American economy.</p>	<p>ELA: Module 4, Unit 1 “A Journey of Self Discovery”, Lessons 16-20, <i>The Boy Who Harnessed the Wind</i> is a true story about a Malawian boy that worked hard to create a better life for his community contributing to the development of the American economy.</p> <p>ELA: Module 4, Unit 1 “Actions and Consequences”, Lessons 4-7, <i>One Hen</i> is a true story based on a boy from Ghana named Kojo who utilized the town’s loan system to boost the overall economy of the village.</p>
<p>The relationship between white supremacy, racism, and American slavery.</p>	<p>There is no specific text example that discusses the relationship between white supremacy, racism, and American slavery in Grade 3. However, in the text, Rosa describes her lessons of standing up for justice and equality based on white supremacy and racism.</p> <p>“A Picture Book of Frederick Douglass” features illustrations which depict mistreatment (beating) of slaves and the buying of his freedom with monetary funds.</p>
<p>The central role racism played in the Civil War.</p>	<p>There is no specific text example that discusses the central role racism played in the Civil War in Grade 3. However, in the text, Rosa, describes her lessons of standing up for justice and equality during the Civil Rights movement.</p>
<p>How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</p>	<p>There is no specific text example that discusses how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws in Grade 3. However, in the text, Rosa describes her determination for positive change demonstrating segregation held up by federal, state, and local laws.</p>

	<p>“A Picture Book of Frederick Douglass” focuses on segregation due to his inability to attend school and learn to read alongside White students.</p> <p>“When Marian Sang” focuses on segregation due to her inability to attend music school and learn to perform alongside White students.</p>
The contributions of Black people to American life, history, literature, economy, politics, and culture.	<p>ELA: In Module 4, Unit 1 “A Journey of Self Discovery”, Lessons 16-20, <i>The Boy Who Harnessed the Wind</i> is a true story about a young boy that worked hard to create a better life for his community. His determination led to his success in providing wind electricity to his village. This text is identified as nonfiction, however, the author has chosen to use a narrative text structure.</p> <p>ELA: In Module 4, Unit 1 “Actions and Consequences”, Lessons 4-7 <i>One Hen</i> is a true story based on a boy from Ghana named Kojo who utilized the town’s loan system to boost the overall economy of the village.</p>
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.	<p>ELA: In Module 3, Unit 1 “Fearless American Females”, Lessons 1-5 , Rosa is a text about Rosa Parks and her determination for positive change demonstrating the socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States.</p>
Black figures in national history and in Delaware history.	<p>ELA: In Module 3, Unit 1 “Fearless American Females”, Lessons 1-5, Rosa is a text about Rosa Parks and her determination for positive change. The author offers a moving interpretation of Rosa Parks's momentous refusal to give up her bus seat. The author brings her heroine very much to life as she convincingly imagines Parks's thoughts and words while she rode the bus on December 1, 1955.</p>

4th Grade

The Laurel School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

<p>Our literacy curriculum, Bookworms, serves as the main support for meeting the required content for the above learning targets, which is covered primarily during ELA instruction. By grade 4, our Social Studies curriculum also helps address the learning targets through the Social Studies Coalitions Exemplar Units. An elaboration of how the curriculum and lessons support instruction in Black History is found below.</p>	
<p>The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.</p>	<p>Social Studies:Unit 2, Lesson 1, in the lesson “Ways of Thinking About People and Places in the Past,” students explore misconceptions about people, specifically about the people of West Africa Before Columbus (1492). Students learn that ancient West African people were once thought to be less advanced than other populations around the time that Christopher Columbus landed in the “New World” (in 1492). In reality, students learn that the people of West Africa had rich and diverse histories and cultures hundreds of years before Europeans arrived in the 1400s. Africans had kingdoms and empires, each with its own language and culture. The empire of Songhai and the kingdoms of Mali, Benin, and Kongo were large and powerful with kings and queens who ruled over well-developed</p>

	<p>governments that served hundreds of thousands of people. In other areas, there were smaller governments for people living in villages. Art, learning and technology flourished i.e., the achievements in Africa were reaching new heights. Africans were especially skilled with medicine, mathematics, and astronomy. Before the Europeans started exploring Africa, African people were making fine luxury items in bronze, ivory, gold, and terracotta. Students view photographs in an article of these artifacts.</p>
<p>The significance of enslavement in the development of the American economy.</p>	<p>Social Studies:Unit 4, Lesson 2, in the lesson “Enslavement in History,” students learn the main purpose of American slavery was to make money for enslavers. The enslavers used enslaved people to make profits to help build the American economy, while not paying the enslaved people for their work.Student explore the following: Why were people enslaved? How did life change for those enslaved? How was enslavement in America different from enslavement in the “Old World?”</p> <p>Social Studies: In Unit 4, Lesson 2, in the lesson “The Middle Passage”, students learn that the Middle Passage involved the forced removal of Africans from their homeland - an event that traumatized enslaved victims, harmed areas of Africa from which people were enslaved, and helped build the emerging economies of the British colonies and eventually of the United States.</p>
<p>The relationship between white supremacy, racism, and American slavery.</p>	<p>Social Studies: Unit 4, Lesson 2, in the lesson “Enslavement in History”, students learn enslavement in the areas that became part of the United States of America was different from the English colonies, most notably because American enslavement was based on race. Those who were enslaved included those who were different physically and culturally - Native Americans, then Africans. The enslavers justified enslaving those people by arguing to others and convincing themselves that, not only were these people different, but that they were inferior. Europeans</p>

	<p>frequently described the people of different races as “savages” simply because of their different ways of living, cultures, and religious practices. Europeans viewed them as less advanced or uncivilized compared to their own achievements and ways of living.</p> <p>Social Studies: In Unit 4, Lesson 6 in the lesson “Resistance to Enslavement” students explore misleading representations and flawed conclusions drawn about enslavement. Students debunk the “happy slave” narrative and explore the idea of “silent sabotage” as a form of resistance that historians have framed that includes people hurting or killing themselves. One resource explains how silent sabotage sometimes led enslavers to draw flawed conclusions about Africans being inherently lazy, unintelligent, sneaky, or thieving. These flawed conclusions, and others like the “happy slave”, were then used to prop up racist beliefs about the inferiority of Black people and white supremacy.</p>
<p>The central role racism played in the Civil War.</p>	
<p>How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</p>	<p>ELA: In Module 1, Unit 1: Our Changing Relationships, while reading “A Strong Right Arm: The Story of Mamie “Peanut” Johnson”, students learn about Mamie “Peanut” Johnson, one of only three women to play professional baseball in the Negro Leagues. In this group of lessons, students learn about the Negro Leagues, teams formed because Black players were not allowed to play on professional teams with White players due to racism and segregation. Students also learn that segregation in the United States was a practice where our laws required that Black people had to have separate places to live, separate schools, and other separate services, different from those of White people. Throughout the reading, students will explore how one Black woman navigated life in the 1950s and early 1960s in the United States as she worked to achieve her dream of playing professional baseball.</p> <p>ELA: In Module 4, Unit 2 Read Aloud,</p>

	<p>The book “Freedom on the Menu: The Greensboro Sit-Ins” is about true events that happened in Greensboro, North Carolina, in 1960. Students learn that Black and White people didn’t always get along, and Black people were often not given the same rights that White people enjoyed. Students learn about places that segregation affected, such as restaurants where Black people could not eat in the same restaurants that White people ate in. The book introduces students to a group of four Black college students who decided to address segregation through the non-violent means of holding a sit-in; protesting by sitting down and not moving.</p> <p>Social Studies: In Unit 1, Lesson 1, in the “Why and where was Rosa Parks?” lesson, students learn about the segregation going on in the City of Montgomery, AL in 1955. Students then learn that the Black people in Montgomery, Alabama started boycotting the buses. When Rosa Parks was asked about the boycott, she said, “Rather than ride in shame, we decided to walk with dignity.” Nine months after the boycott started, the bus company had lost so much revenue due to the boycott that they ended their discriminatory bus rules. Students analyze accounts of the day that Rosa Parks refused to give up her seat on the bus then draw conclusions and create accounts explaining why she chose to do so and where she was sitting.</p>
<p>The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>	<p>ELA: In Module 1, Unit 1: Our Changing Relationships, while reading “A Strong Right Arm: The Story of Mamie “Peanut” Johnson”, students learn about Mamie “Peanut” Johnson, one of only three women to play professional baseball in the Negro Leagues. In this group of lessons, students learn about the Negro Leagues, teams formed because Black players were not allowed to play on professional teams with White players due to racism and segregation. Students also learn that segregation in the United States was a practice where our laws required that Black people had to have separate places to live, separate schools, and other separate services, different from those</p>

	<p>of White people. Throughout the reading, students will explore how one Black woman navigated life in the 1950s and early 1960s in the United States as she worked to achieve her dream of playing professional baseball.</p> <p>ELA: In Module 2, Unit 2 Read Aloud, in “Shaking Things Up: 14 Young Women Who Changed the World” students read two texts about black women in history and learn about their backgrounds and accomplishments. First, students read the poem “Taking the Heat” about Molly Williams, a Black woman who was the first known female firefighter in the United States and who lived from 1747–1821. Students then read the poem “Lift-off” about Mae Jemison, the first female Black astronaut to go to outer space, born in 1956. Students plot both women’s stories on a timeline and record important facts about both women on an anchor chart.</p>
<p>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.</p>	<p>ELA: In Module 2, Unit 2 Read Aloud, The book “Freedom on the Menu: The Greensboro Sit-Ins” is about true events that happened in Greensboro, North Carolina, in 1960. Students learn that Black and White people didn’t always get along, and Black people were often not given the same rights that White people enjoyed. Students learn about places that segregation affected, such as restaurants where Black people could not eat in the same restaurants that White people ate in. The book introduces students to a group of four Black college students who decided to address segregation through the non-violent means of holding a sit-in; protesting by sitting down and not moving. Students are also introduced to the role of the NAACP, The National Association for the Advancement of Colored People, a civil rights organization in the United States, who works toward promoting justice for African Americans.</p>
<p>Black figures in national history and in Delaware history.</p>	<p>ELA: In Module 1, Unit 1: Our Changing Relationships, while reading “A Strong Right Arm: The Story of Mamie “Peanut” Johnson”, students learn about Mamie “Peanut” Johnson, one of only</p>

three women to play professional baseball in the Negro Leagues. In this group of lessons, students learn about the Negro Leagues, teams formed because Black players were not allowed to play on professional teams with White players due to racism and segregation. Students also learn that segregation in the United States was a practice where our laws required that Black people had to have separate places to live, separate schools, and other separate services, different from those of White people. Throughout the reading, students will explore how one Black woman navigated life in the 1950s and early 1960s in the United States as she worked to achieve her dream of playing professional baseball.

ELA: In Module 2, Unit 2 Read Aloud, in “Shaking Things Up: 14 Young Women Who Changed the World” students read two texts about black women in history and learn about their backgrounds and accomplishments. First, students read the poem “Taking the Heat” about Molly Williams, a Black woman who was the first known female firefighter in the United States and who lived from 1747–1821. Students then read the poem “Lift-off” about Mae Jemison, the first female Black astronaut to go to outer space, born in 1956. Students plot both women’s stories on a timeline and record important facts about both women on an anchor chart.

Social Studies: In Unit 1, Lesson 11, “Why and where was Rosa Parks?,” students learn about the segregation going on in the City of Montgomery, AL in 1955. Students then learn that the Black people in Montgomery, Alabama started boycotting the buses. When Rosa Parks was asked about the boycott, she said, “Rather than ride in shame, we decided to walk with dignity.” Nine months after the boycott started, the bus company had lost so much revenue due to the boycott that they ended their discriminatory bus rules. Students analyze accounts of the day that Rosa Parks refused to give up her seat on the bus then draw conclusions

	and create accounts explaining why she chose to do so and where she was sitting.
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5th Grade

The Laurel School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	
The significance of enslavement in the development of the American economy.	
The relationship between white supremacy, racism, and American slavery.	ELA: In Module 4, Unit 1: Demonstrating Courage, “The Mostly True Adventures of Homer P. Figg” is a text about a young boy in search of his brother who is a part of the Union Army. The main character, a white boy, travels to find his brother. During his travels he meets slave bounty hunters, a Puritan man who houses runaway slaves for the Underground Railroad, and troops of African American soldiers fighting in the Civil War. This story is set during the Civil War when slavery was still legal. Words like “Negroes,” “colored,” and “darkey” are used at various

	<p>points throughout the book. Ideas such as lynching and race-based social hierarchy is evident in the text, along with other instances of prejudice and injustice.</p>
<p>The central role racism played in the Civil War.</p>	<p>The central role racism played in the Civil war is not explicitly taught, however, in “The Mostly True Adventures of Homer P. Figg”, the main character meets troops of African American soldiers fighting in the Civil War.</p>
<p>How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</p>	<p>ELA:Module 3, Unit 1: Hope and Perseverance, “Bud, Not Buddy” is a historical fiction piece taking place during the Great Depression. In the novel, a ten-year-old Black boy deals with many troubles of growing up in Flint, Michigan during the Great Depression of the 1930s as he tries to find his father. There are instances of discrimination and dated examples of children being “punished” in the story. For example, there are adults who threaten to “whip” or “beat” Bud with a belt and his foster parents lock him in a shed where there are hornets and bats for the night. This story includes descriptions of the horrors of the Great Depression and allows students to witness a snapshot of what life was like for Black people in Michigan during the Depression in the 1930s in a work of historical fiction. There are also other events and instances of prejudice and segregation from within that time period that are described in the text.</p> <p>ELA: In Module 2, Unit 2: History of Civil Rights, Lessons 15-32, “The Watsons Go to Birmingham — 1963” is a novel about a Black family that travels to Alabama during one of the most difficult times in history. This work of historical fiction depicts what life was like in America during the 1960s during the time of segregation and the Civil Rights Movement.</p> <p>ELA: In Module 2, Unit 2: History of Civil Rights, Culminating Task, “Informative Writing: Civil Rights Research Paper, In this Civil Rights research paper, students are expected to provide information from multiple informative sources</p>

	<p>about the Civil Rights Movement, including an accurate explanation of Civil Rights, race discrimination, and segregation, an accurate description of one event that occurred during the Civil Rights Movement, and an accurate description of one influential individual who was directly involved in the event the student chose to include</p> <p>Social Studies: In their Civics Bill of Rights unit, students examine two high-profile Supreme Court case studies: Plessy vs. Ferguson and Brown vs. Board of Education. In Plessy vs. Ferguson, students learn that Plessy, who was technically black under Louisiana law, asked to sit in a "whites only" car of a Louisiana train and was denied access. In Brown vs. Board of Educations, students learn about segregation of public schools on the basis of race. Through their study of both cases, students examine issues of violation of one’s Constitutional Rights under the Fourteenth Amendment.</p>
<p>The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>	<p>ELA: In Module 1, Unit 1: Writing with a Purpose, Lesson 11, while reading the biography “Keep On! The Story of Matthew Henson: Co-discoverer of the North Pole”, students learn about Matthew Henson, an African American man who co-discovered the North Pole Robert Perry. The book includes a timeline of the exploration and information that discusses how Matthew Henson did not initially get credit for the discovery until many years later</p>
<p>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.</p>	<p>ELA: In Module 2, Unit 2: History of Civil Rights, Lessons 15-32, “The Watsons Go to Birmingham — 1963” is a novel about a Black family that travels to Alabama during one of the most difficult times in history. This work of historical fiction depicts what life was like in America during the 1960s during the time of segregation and the Civil Rights Movement.</p>

Black figures in national history and in Delaware history.	ELA: In Module 3, Unit 2: The Underground Railroad, Lessons 5-8, while reading “Aunt Harriet’s Underground Railroad in the Sky” students learn how the real Underground Railroad operated, and follow one fictional character’s journey along the railroad. This story is about siblings on an educational journey to learn about their great-great-grandparent’s movement from slavery to freedom through the stories of Harriet Tubman.

6th Grade

The Laurel School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

The history and culture of Black people prior to	Social Studies: In a unit titled, <i>North American</i>
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<p>the African and Black Diaspora, including contributions to science, art, and literature.</p>	<p><i>Cultural Patterns and Diffusion</i>, students will learn the meaning of the words culture, cultural diffusion, cultural hearth, and cultural fusion. Students will learn about the cultural aspects of Africans prior to the diaspora. They will study how that culture changed as it spread and fused with other cultures as a result of African slavery in the Americas. They will specifically learn about Gullah culture through a video and text. They will do so through class discussions, reading comprehension assessments, and short-answer written responses.</p> <p>ELA: While <i>The Boy Who Harnessed the Wind</i> chronicles the scientific accomplishments of a young boy (the author and narrator) who lives in Malawi, no anchor text in 6th grade addresses this specific standard.</p>
<p>The significance of enslavement in the development of the American economy.</p>	<p>Social Studies: In a unit titled, <i>North American Cultural Patterns and Diffusion</i>, students will learn about the causes of African slavery in the Americas. They will learn about how African slavery contributed to the economic growth of various regions in North America, specifically through agriculture.</p> <p>ELA: <i>Lizzie Bright and the Buckminster Boy</i> indirectly addresses the economic wealth as a result of slavery. The residents of Malaga Island are left out of the social and economic structure of Phippsburg and are, in fact, forced to abandon their generational homes because the white town leaders decide to develop the island for their own personal gain, without regard to the Black residents.</p>
<p>The relationship between white supremacy, racism, and American slavery.</p>	<p>ELA: The narrator of <i>brown girl dreaming</i>, a memoir in verse, describes personal stories of racism experienced by both the poet and her family members, who grew up during the 1960s Civil Rights Movement. <i>Lizzie Bright and the Buckminster Boy</i> also addresses the connection between white supremacy and racism, as the Black Malaga residents' rights are completely disregarded by the white, wealthy town leaders.</p>

<p>The central role racism played in the Civil War.</p>	<p>ELA: <i>Lizzie Bright and the Buckminster Boy</i> indirectly addresses racism during the Civil War, as the events in this historical novel take place 50 years after the end of the war and the older townspeople display deep-seated racism. The Black residents of Malaga, descendants of enslaved people are victims of this racism</p>
<p>How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</p>	<p>ELA: <i>Lizzie Bright and the Buckminster Boy</i> directly addresses the dichotomy between how white citizens and black citizens of Maine in the early 1900s are treated by the law. The Black residents of Malaga do not have the same rights as the white citizens: they are pushed off their generational land and the white leaders are able to declare the residents mentally incompetent and commit them to an insane asylum. <i>Brown girl dreaming</i> also tells personal stories of the effects of institutional and generational racism on a particular family.</p>
<p>The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>	<p>ELA: The students will read the memoir “Brown Girl Dreaming” by Jacqueline Woodson. In her memoir, Woodson describes the laws that she had to endure living with in New York and South Carolina in the era of Jim Crow. In her memoir, Woodson describes the Civil Right Movement and some of the African-American heroes who led it. The students will explore these heroes and their contributions, as well as Woodson herself who has made many contributions to literature.</p>
<p>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.</p>	<p><i>Lizzie Bright and the Buckminster Boy</i> gives examples of socio-economic struggles that the residents of Malaga experience in the lack of access to town services, access to jobs, and in the flagrantly racist treatment the residents receive from the town leaders. Much of the poetry in <i>brown girl dreaming</i> tells of the experiences of the author’s family members in their struggles during the Civil Rights movement and after.</p>
<p>Black figures in national history and in Delaware history.</p>	<p>Jacqueline Woodson, author of <i>brown girl dreaming</i>, is a winner of both the Coretta Scott King Award and the National Book Award.</p>

7th Grade

The Laurel School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	
The significance of enslavement in the development of the American economy.	Social Studies: While students develop an understanding of pre-industrial United States history and its connections to Delaware history, including the Expansion and Reform (1801-1861), they explore why slavery become increasingly important to the South and how after the invention of the cotton gin, plantation owners needed more laborers to plow, plant, cultivate, and harvest. As a result, enslaved workers were in greater demand than ever.
The relationship between white supremacy, racism, and American slavery.	
The central role racism played in the Civil War.	ELA: While reading <i>Code Talkers</i> , students read an

	<p>article titled, <i>Enemies Within</i> and then compare the role of racism toward the Native Americans during WWII to the role of racism toward African Americans during the Civil War.</p>
<p>How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</p>	<p>ELA: <i>Hidden Figures</i> follows the stories of Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden, three African American women who lived and persevered during the Civil Rights Era.</p>
<p>The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>	<p>ELA: <i>Hidden Figures</i> tells the story of the contributions of four notable African American scientists who contributed to the field of Aeronautics</p>
<p>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.</p>	<p>Social Studies: In a Macroeconomics unit titled, <i>How does where you live impact how you live?</i>," students examine how redlining contributed to wealth inequalities that exist today. By analyzing graphs, understanding how different groups of people are affected differently by unemployment and how the rate of unemployment among groups has many different causes. In addition, students learn how from 1968 to 1974, Congress passed several federal laws and policies preventing lending discrimination by race and gender, and the pattern of residential segregation started to change.</p> <p>ELA: <i>Hidden Figures</i> recounts the discrimination Black, women scientists experienced in gaining recognition, funding, and respect for their invaluable contributions to the field of Aerospace Engineering</p>
<p>Black figures in national history and in Delaware history.</p>	<p>ELA: <i>Hidden Figures</i> tells the story of four historical figures: Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden. During the reading of the text, <i>Hidden Figures</i>, students listen to and discuss a podcast that discusses school desegregation in Southern Delaware to better understand why school desegregation was so difficult to achieve.</p>

8th Grade

The Laurel School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	
The significance of enslavement in the development of the American economy.	Math: In a lesson titled, <i>Representing Proportional Relationships</i> , students examine how one crop, slave-grown cotton, provided over half of all US export earnings. By 1840, the South grew 60 percent of the world's cotton and provided some 70 percent of the cotton consumed by the British textile industry. Thus slavery paid for a substantial share of the capital, iron, and manufactured goods that laid the basis for American economic growth. In addition, precisely because the South specialized in cotton production, the North developed a variety of businesses that provided services for the slave South, including textile factories, a meat processing industry, insurance companies, shippers, and cotton brokers.

	<p>ELA: <i>Sugar Changed the World</i> explores slavery on sugar plantations in the American South. The text also follows how sugar plantations affected the American economy</p>
<p>The relationship between white supremacy, racism, and American slavery.</p>	<p>ELA: <i>Sugar Changed the World</i> explicitly connects White supremacy, racism, slavery, and the society and the economy of the American South.</p>
<p>The central role racism played in the Civil War.</p>	
<p>How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</p>	<p>ELA: <i>Just Mercy</i> examines how enslavement and resulting racial oppression inform local and state laws; the enactment of those laws and racism in the judicial system. Also, In a lesson titled, <i>Racial Disparity in the Criminal Justice System</i>, students use primary and secondary sources to explore if there is a disparity between the racial composition of the United States and the racial composition of the correctional population in the United States.</p>
<p>The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>	<p>Math: In Unit 4, students are introduced to Benjamin Banneker, a mathematician who was born in MD and assisted in the construction of the capital, created almanacs and worked towards racial equality.</p> <p>ELA: In <i>Just Mercy</i>, the author details how he attempts to disrupt an unjust judicial system. His work towards equity is a contribution to society. Also, the freedom to disrupt oppression in society is part of the American ethos.</p>
<p>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.</p>	<p>ELA: In <i>Just Mercy</i> the author discusses the socio-economic struggles faced by his Black clients. He traces a thorough line between racism, their socio-economic status, and their unjust incarceration.</p>
<p>Black figures in national history and in Delaware history.</p>	<p>ELA: Using the article, <i>The Incredible Frederick Douglass</i>, and a newspaper article titled, <i>100 years of Frederick Douglass School in Seaford, DE.</i>, students examine Frederick Douglas' impact on US history and the impact of his school on Delaware. In addition, The author of <i>Just Mercy</i>, Bryan Stevenson, is from Milton, DE. Teachers can illuminate the connection to the state.</p>

9th Grade

The Laurel School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

<p>The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.</p>	<p>Social Studies: In the Geography Unit, Continent of Africa, students will have the opportunity to research and report on the cultural contributions of the various African countries that were the source of the slave trade and report out on their cultural contributions.</p> <p>Spanish: In Unit 1, Hispanic Heritage Month, students celebrate Hispanic Heritage month by learning about remarkable people with African-Latino origin: read a text to get to know the achievements of the following remarkable Afro-Latino people as a role model like Celia Cruz and Roberto Clemente and research information</p>
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	about remarkable Afro-Latino people who influenced American History from different Spanish speaking countries.
The significance of enslavement in the development of the American economy.	Social Studies: In Civics, Unit titled “Impact of the 13th Amendment on the southern economy,” students explore how the enactment of the 13 Amendment impacts the southern economy, now that slave labor is now ended in the nation. Students can work together to understand the labor impacts and the migration from the south in search of work in the north.
The relationship between white supremacy, racism, and American slavery.	Social Studies: Civics - Explanation of the 13th, 14th and 15th Amendments- Students explore why it was necessary to add two additional amendments in order to safeguard the essential rights of black Americans and if these additional amendments achieved their goal.
The central role racism played in the Civil War.	Social Studies: Geography - Mapping of America- Students look at geographic designations in our country (ie- Mason Dixon line, Missouri Compromise) based on slavery laws and social norms of the day and explore how the regions in the United States were designated based on the ideologies of white supremacy and the use of slavery.
How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	Social Studies: Civics - Analysis of Supreme Court Cases: Students analyze the US Supreme Court cases such as Brown v Board of Education, vs Plessy V Ferguson in order to understand “separate but equal.”
The contributions of Black people to American life, history, literature, economy, politics, and culture.	Social Studies: Civics & Geography - Highlight individual contributions, when appropriate, on historic dates and through related current events. Students study Reaching of the North Pole by Perry and Matthew Henson. (Both are buried in a prominent location in Arlington National Cemetery.) And explore who Matthew Henson truly was.

	<p>CTE: Finance: In the Unit titled, History of Banking and Financial Careers, students discuss the contributions of black owned banks, as well as the contributions and destruction of the Black Wall Street. We also talk about ethics and the history of discrimination against women and African Americans when it comes to getting loans and getting jobs.</p> <p>CTE: BioMed: Students, in a variety of units, explore the contributions of black individuals through career connections and scientific discoveries related to biomedical sciences</p>
<p>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.</p>	<p>Social Studies: Civics - Explanation of the 13th, 14th and 15th Amendments. Students explore why it was necessary to add two additional amendments in order to safeguard the essential rights of black Americans and if these additional amendments achieved their goal.</p> <p>CTE: Finance: In the History of Banking unit, students discuss the contributions of black owned banks, as well as the contributions and destruction of the Black Wall Street. We also talk about ethics and the history of discrimination against women and African Americans when it comes to getting loans and getting jobs.</p>
<p>Black figures in national history and in Delaware history.</p>	<p>Civics & Geography - Highlight individual contributions, when appropriate, on historic dates and through related current events. Students study Reaching of the North Pole by Perry and Matthew Henson. (Both are buried in a prominent location in Arlington National Cemetery.) And explore who Matthew Henson truly was. Additionally, students in Civics can research Thurgood Marshall and his contributions to the Supreme Court.</p> <p>CTE: Finance: Students highlight black owned Bank owners, as well as the first African Americans involved in Economy research.</p>

	CTE: BioMed: Students explore the contributions of black individuals through career connections and scientific discoveries related to biomedical sciences. This area is lacking specifically in important figures in Delaware history.
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10th Grade

The Laurel School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	CTE: Plant and Soil Systems: In the Unit “History of Floral Design,” students learn about different historical periods of floral design, including those pertaining to African culture/history.
The significance of enslavement in the development of the American economy.	Social Studies: As students learn about the Tulsa Race Massacre and economic impacts, they also look at the economic impact of slavery pre civil war (King Cotton) and economic impacts after the abolishment of slavery (Sharecropping, etc)

<p>The relationship between white supremacy, racism, and American slavery.</p>	
<p>The central role racism played in the Civil War.</p>	
<p>How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</p>	<p>ELA: In lessons 7-10 of Guidebooks, students read about Abraham Lincoln and how slavery and segregation impacted minorities' ability to vote in the past and how we were not staying true to our founding principles by not allowing them to vote. They apply this to women's suffrage and how we continue to discriminate against certain groups of people.</p> <p>CTE: Teacher Academy: In Chapter 4 titled "The Modern History of Education in America" students explore how the civil rights movement impacted the American Education System. And in Chapter 9, titled "Teaching Diverse Learners," students learn why it is important to develop strategies to embrace cultural diversity.</p> <p>Social Studies: Students learn how the welfare system was created through Federal & State Laws such as New Deal Legislation and debate the reality of social responsibility versus individual responsibility. In addition, they explore Racial Inequities within the Housing System & Laws.</p>
<p>The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>	<p>ELA: In Unit 2 "The Horse and the Olive," students read and analyze a text by an influential African American author, James Baldwin. And in Unit 3 "Henrietta's Dance," students learn about the contributions of Henrietta Lacks to modern science. Additionally, in this unit, students read and analyze two poems by African American poet Alice Walker and discuss a painting by African American painter Faith Ringgold.</p> <p>Social Studies: Students explore Black peoples' contributions such as Machinery, telescopes, computer programming, GPS, IBM, Traffic Signals, etc. and their impact on the economy.</p> <p>CTE: Plant and Soil Systems: Students study FFA history, SAEs and Career Exploration to learn</p>

	<p>about important historical figures within the national FFA organization and important historical events involving Black History within the organization. Additionally, students see examples of SAE projects and careers held by all races and cultures, including Blacks.</p>
<p>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.</p>	<p>Social Studies: Students will learn about credit card debt and the legislative agencies that cause struggles for various minorities, such as Black people. They will also learn about the wealth gap within soci-economic status and how that impacts them on a personal finance level & the American Economy.</p>
<p>Black figures in national history and in Delaware history.</p>	<p>Social Studies: Students study Black Entrepreneurs & Inventors and their impact on the Economy such as: Pint-Sized CEO, Oprah Winfrey, Michael Jordan, George Foreman, Madam C.J. Walker, Robert Gordon, Annie Malone, etc.</p> <p>CTE: Principles of Accounting: In Unit 5, "Careers in Accounting," students highlight Black accountants and do research on the black owned accounting businesses in the US and Delaware.</p> <p>CTE: Plants and Soil Systems: Students learn about important Black historical figures within both the Delaware and National FFA Organization.</p>

11th Grade

The Laurel School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

<p>The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.</p>	<p>Social Studies: In the Unit, "Rise of AME Church," students explore how the AME Church was influenced by the cultural traditions passed down among enslaved Africans in America.</p> <p>CTE: Financial Services: In Unit 2 "Origins of Money and Banking," students learn about bartering and the creation of money that happened in parts of Africa and other countries before the United States. How the United States adapted to Africa and other countries' monetary values.</p>
<p>The significance of enslavement in the development of the American economy.</p>	<p>Social Studies: In Unit 2: Gilded Age, Invention of the Cotton Gin, students study how the invention of the Cotton Gin ends up resulting in increased reliance on the labor of enslaved peoples and how this helps the economy in both the North and South. Students chart analysis tracking spread of enslavement into new territories, increase in the number of enslaved people in the south and new territories, as well as chart the increased profits for cotton plantations, shipping industry/railroad industry, and textile industry before and after invention of Cotton Gin.</p> <p>CTE: Culinary and Hospitality Management: In the</p>

	<p>Unit “International Cuisines,” students connect various cultures migrating to America, including the involuntary slave trade, that developed and greatly influenced American Cuisine. They explore how the slave trade influenced the development of American Cuisine and how to relate cultural food tendencies stemming from the slave trade to the creation of soul food in American Cuisine.</p>
<p>The relationship between white supremacy, racism, and American slavery.</p>	<p>Social Studies: In Unit 1: Causes of the Civil War: Cornerstone Speech, students analyze what phrases and language Douglass uses to justify the role of slavery in the formation of the Confederate States of America through the close reading of the Cornerstone Speech.</p> <p>CTE: Culinary and Hospitality Management: Students explore the relationship between white supremacy, racism, and American slavery throughout the American Cuisine unit in international cuisine.</p>
<p>The central role racism played in the Civil War.</p>	<p>Social Studies: In Unit 1: Causes of the Civil War: Cornerstone Speech, students analyze what phrases and language Douglass uses to justify the role of slavery in the formation of the Confederate States of America through the close reading of the Cornerstone Speech.</p>
<p>How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</p>	<p>Social Studies: In Unit 7: WW2: Double V Campaign, students explore how Black American soldiers returning from WW2 react to the Jim Crow and Black Codes prevalent throughout America while they perform a Gallery Walk and Think Pair Share reflections, using primary and secondary sources of advertising, Black Codes, journals.</p> <p>ELA: In Unit 3, students read and analyze John Brown’s Speech to the Court at his Trial.” They explore how, as an abolitionist, he fought to free slaves; however, his efforts were seen as acts of treason, insurrection, and murder.</p> <p>CTE: Culinary and Hospitality Management: Students explore how slavery and segregation influenced cuisine development in America</p>

	<p>CTE: Teacher Academy: In Chapter 14, “Role of Assessment and Guarding against Bias,” students explore how diversity training helps teachers to be attuned to any biases they may have that affects assessment.</p>
<p>The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>	<p>Social Studies: In Unit 6: Interwar: Harlem Renaissance, students discover how the art, music, and literature produced during the Harlem Renaissance provide examples of Black American culture being centered in mainstream American society.</p> <p>CTE: Human Body Systems: Students explore the contribution of black individuals through career connections and scientific discoveries related to biomedical sciences.</p> <p>CTE: Financial Services: In Unit 2 “Origins of Money and Banking,” students learn about bartering and the creation of money that happened in parts of Africa and other countries before the United States. How the United States adapted to Africa and other countries' monetary values.</p>
<p>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.</p>	<p>Social Studies: In Unit 10: Modern America: Redlining, students define the practice of redlining, locate areas in which the practice was more frequently employed, and describe the effect redlining has had on generational wealth in Black American communities.</p> <p>ELA: In Unit 2 , while exploring the theme of the American Dream, students read and analyze “Let America Be America Again,” by Langston Hughes to uncover the impact of inequality on African Americans due to the lack of freedom. However, Hughes is encouraging African Americans to make America what it should be.</p>
<p>Black figures in national history and in Delaware history.</p>	<p>Social Studies: In Unit 1: Civil War: Harriet Tubman, students study how Harriet Tubman impacted the lives of enslaved people through the state of Delaware.</p>

	<p>CTE: Human Body Systems: Students explore the contributions of black individuals through career connections and scientific discoveries related to biomedical sciences. This area is lacking specifically in important figures in Delaware.</p> <p>CTE: Culinary and Hospitality Management: Students discuss black leaders in the culinary field during International cuisine.</p> <p>CTE: Financial Services: In Unit 5 “Careers,” students highlight black individuals in Financial Service Careers, Measure differences in Pay and write a persuasive essay on the need for consistency with women and people of color.</p>
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12th Grade

The Laurel School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	
The significance of enslavement in the	Social Studies: Enlightenment Era: Students

development of the American economy.	explore if slavery was indispensable to the growth of the western economies as well as which was more important in bringing about the abolition of slavery: economic interest or moral conviction.
The relationship between white supremacy, racism, and American slavery.	
The central role racism played in the Civil War.	
How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	<p>Social Studies:Imperialism Unit: Students explore the role Christianity, Enlightenment-era philosophy, and democratic revolutions play in the abolishment of the slave trade, emancipating slaves in the Americas, and in achieving social reforms in various regions of the world.</p> <p>CTE: Plant Systems Management & Sustainability: As students study FFA History, they learn about the significance of the NFA (New Farmers of America) merger with the FFA. NFA was for African-American Farmers. Following desegregation, both organizations merged into one. Students also learn about the contributions of NFA and its members</p>
The contributions of Black people to American life, history, literature, economy, politics, and culture.	<p>CTE: Plant Systems Management & Sustainability: As students study FFA History/Opportunities in FFA, SAEs & Career Exploration/Preparation, they learn about important historical figures within the national CTE: FFA organization and important historical events involving African American History within the organization. They also see the opportunities available to all individuals involved in the National FFA Organization. Additionally, students see examples of SAE projects and careers held by all races and cultures, including African Americans.</p>
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.	<p>CTE: Plant Systems Management & Sustainability: During the Sustainability Unit, students learn about the three levels of agricultural sustainability (community, economy, environment) and how these factors disproportionately impact marginalized</p>

	individuals and impoverished areas, such as some Black communities.
Black figures in national history and in Delaware history.	<p>Social Studies: In Units on World Religions : Mansa Musa, European Slave Trade, and Imperialism students study the role of blacks in world history.</p> <p>CTE: Plant Systems Management & Sustainability: While studying FFA History/Opportunities in FFA, students learn about important historical figures within both Delaware and the National FFA Organization. Additionally, they learn about the opportunities afforded to all individuals who have participated in both Delaware FFA and National FFA.</p>

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 title and date of in-service training sessions provided to meet this requirement.

<p>Previous</p> <ol style="list-style-type: none"> 1. Introduction to HB 198-the what, the why, and the how? (Aug. 25, 2022) 2. Culturally Responsive Education: What it is and What it is not. (Sept. 13, 2022) 3. Unpacking Culturally Responsive Education (Sept. 13, 2022) 4. Importance of Diversity (Sept. 13, 2022) 5. Whole Family Approach to Academics (Sept. 13, 2022) <p>Upcoming</p> <ol style="list-style-type: none"> 6. HB198 - Leading the Work (Nov. 14, 2022) 7. HB198 - Targeting the Learning Targets 8. Exploring Black History- District Wide PL 9. HB198 - Curating Culturally Responsive Resources (Dec. 5, 2022) 10. Recognizing the educational impact of cultural diversity 11. Addressing demographics inequities in achievement (Feb. 13, 2023) 12. Building relationships across cultural differences 13. Embedding HB198 in your classroom 14. Classroom Culture that Promotes Diversity- District Wide PL (On-going: Self- Paced) 15. Teaching Hard History- District Wide PL (On-going: Webinars; Podcasts)
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Milford School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Kate Bowski
Position: District ELA & Social Studies Specialist
Email: kbowski@msd.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

The Milford School District did extensive work reviewing and assessing the curriculum for Social Studies and ELA as a starting point to determine alignment with HB 198. We identified areas of

strength and areas where improvement or replacement was necessary. The following are actions we completed that address curriculum:

1. We realigned our K-8 Social Studies curriculum and created or revised many lessons with a lens on Black history. Additionally, we implemented multiple model lessons, endorsed by the DDOE and Social Studies Coalition, in grades 4, 6, and 8.
2. At the K-5 level, we adopted a revised ELA curriculum that puts a greater emphasis on indigenous and marginalized communities with the expectation that this would further develop students' respect for cultural and racial diversity and knowledge of Black history.
3. We replaced the supplemental textbook used for AP US History so that a more balanced approach to history drives the instruction.

Our team ensured all lessons were age-appropriate, incorporated many primary and secondary sources, and scaffolded student understanding of cultural and racial diversity, racism, prejudice, and discrimination then and now.

We continued our work through professional development with staff. Along with Dr. Ordner Taylor from Delaware State University, we provided staff with multiple opportunities to engage in critical conversations centered around diversity, equity, and inclusion; asset-based instruction; and pedagogical methods that allow students to explore current and historical issues that may challenge their own perspectives in a mutually respectful environment while remaining aware of the impact racial and historical trauma some students may experience.

Moving forward, the Milford School District intends to:

1. Continue our work with outside consultants so pedagogical ideas for teaching Black history may be expanded and developed.
2. Continue evaluating and revising the curriculum revisions made over the past year.
3. Implement new model lessons in grades 5 and 7.
4. Expand implementation of the elements of HB 198 to the Arts and Science courses.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Milford School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

Kindergartners learn about Black figures in national and Delaware history as well as the contributions of Black people to American life, history, literature, economy, politics, and culture through the Reading (Bookworms) and Social Studies curriculums. In ELA, students read and discuss books from the Bookworms curriculum such as Happy Birthday, Martin Luther King, Rap a Tap Tap, Harriet Tubman, and Of Thee I Sing. Activities that accompany these books include comprehension questions, drawing illustrations that show understanding, and writing about why Dr. King was brave.

In Social Studies, students learn about the traditions and ceremonies of Kwanzaa as it relates to African American culture. Students read an informational text and participate in hands-on activities meant to increase student understanding of the holiday.

1st Grade

The Milford School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Our Social Studies curriculum introduces students to Black American leaders, including their backgrounds, hardships if any, and contributions to society. The curriculum incorporates lessons about the lives and accomplishments of Martin Luther King Jr, Mae Jemison, George Washington Carver, and Ruby Bridges. Students use stories, videos, and a variety of activities and puzzles to learn about the contributions of these historical African Americans.

These concepts are further explored through our Bookworms Reading curriculum when students are introduced to a variety of books such as: *Wings* (a celebration of diversity), *Duke Ellington* (a biography of his life and contributions to jazz music), *The Thing Lou Couldn't Do* (celebrating our differences and persevering), *Harriet Tubman: Freedom Fighter* (explores her life as well as her lesser-known accomplishments), and *Martin Luther King, Jr: A Peaceful Leader*. These books are read, discussed, and written about through student writing pieces.

2nd Grade

The Milford School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- c. The relationship between white supremacy, racism, and American slavery.
- 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.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

The 2nd grade Bookworms Reading curriculum addresses the above referenced requirements through lessons that include a Jackie Robinson biography that highlights the most important events and accomplishments in his life, *Dad, Jackie, and Me* (a narrative that explores prejudicial treatment based on race or disability), *Martin Luther King Jr.*, a read aloud book about Ruby Bridges and *Starstruck: The Cosmic Journey of Neil deGrasse Tyson*. Lessons associated with these books include developing

chronologies of important events in their lives, identifying prejudices, and writing pieces discussing how they overcame adversity brought on by racism.

The 2nd grade Social Studies curriculum utilizes a variety of products culled from Studies Weekly, the Delaware Recommended Curriculum, and teacher created products. The year begins by building a foundation for understanding and developing respect and an appreciation for diversity in the Civics unit. Students explore what makes them unique through the *Best Part of Me* lesson and extend that to how we all create a diverse society. As we continue to build our curriculum, the History unit will include artifacts and primary sources that will help build an understanding of how notable events in Black history fit in with other historical events. Current Studies Weekly lessons include Presidents and Patriots (discussion of plantations), Underground Railroad, Harriett Tubman, and Frederick Douglass. History instruction also includes the DRC lesson, *How Do We Know About Long Ago?*

3rd Grade

The School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

The 3rd grade Social Studies curriculum utilizes Studies Weekly, the Delaware Recommended Curriculum, and teacher curated materials. In the Social Studies Civics unit, third graders learn about rights, responsibilities, and privileges and how they evolved from the Constitution, the Bill of Rights, and the creation of a civilized society. Respect for diversity is a focus throughout much of the Civics unit. This will create the foundation for moving into the Regions and Places unit from the DRC which will focus heavily on culture - house design, dress, food, or language and how places are connected to each other through culture.

In the Bookworms Reading program, students read books such as:

A Picture Book of Frederick Douglass which outlines his life and times, his civic contributions, and the concepts of prejudice, slavery, and racial discrimination.

Rosa tells the story of Rosa Parks' work for equal rights. The book also outlines scenarios of segregation, racial discrimination, and prejudice. It describes the work of Martin Luther King, Jr and the events leading to the Civil Rights Movement.

When Marian Sang is a biography of Marion Anderson, the first African American singer to perform at the White House and to sing with New York's Metropolitan Opera. The lessons for this story cover the struggles of racial segregation and discrimination that Marian had to overcome to reach her goal.

For each of these books, students discuss, respond to questions, and complete written responses to demonstrate understanding of the time period and empathy for the character. During one marking period, students do a research report called "Exposing Injustice" where they apply what they have learned about injustice to defend an opinion about the end justifying the means.

4th Grade

The Milford School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

Fourth graders read several books from the Bookworms reading program pertaining to the above referenced requirements. In *A Strong Right Arm*, students learn about segregation and Jim Crow laws as they read about Mamie Peanut Johnson's struggles as she and her Negro League baseball team travel through the south. The text compares the inequities Mamie's team and spectators faced

compared to white teams and spectators at the time. Mamie’s story also shares her struggle to find opportunities as a woman of color to grow her love and skills in baseball. This story also shares other influential Black athletes she encountered during her time in the pros: Satchel Paige, Toni Stone, Hank Baylis, Jackie Robinson, and more. The book illustrates their influence and importance on black culture during the 1950s and discusses the influence of the players on breaking the “colored lines” in baseball. Students also read *Freedom on the Menu: The Story of Greensboro Sit-ins*. Students learn about segregation laws and how African Americans fought for equality and freedom during that time period.

In Social Studies, fourth grade teachers use the model lessons endorsed by the DDOE and the Social Studies Coalition. The lessons chosen allow students to learn to use and manipulate different types of timelines. Through this work students study accounts of the historic moment when Rosa Parks refused to give up her seat. They also have readings on Carter G. Woodson who helped create Black History Month and they create a timeline of his life. Students also participate in a read aloud of *Shaking Things Up* which features: Ruby Bridges, Mae Jemison, Molly Williams. This book illustrates how these women stood up to racial and gender barriers to reach their dreams. In Unit 2 of the Social Studies lessons, students will read and learn about the flourishing culture and cities before European Colonization. The students look at maps and learn and clarify misconceptions about Africa. Later in the year, students will learn about the beginnings and growth of slavery in the colonies and the development of the Bill of Rights with application to modern day issues.

5th Grade

The Milford School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

Fifth graders read *The Watsons Go to Birmingham - 1963*, *Bud Not Buddy*, and *Keep On! The Matthew*

Henson Story as part of the Bookworms Reading program. Each of these books helps students understand how racial discrimination, prejudice, and segregation affected the characters, and thereby African Americans in the 1960s.

The History of Civil Rights unit in our Reading curriculum culminates with students researching the Civil Rights movement using several primary and secondary sources. They will produce a news article that answers the question, *What was it like to live during the Civil Rights Movement?*

Teachers in Social Studies are currently using *Box Brown* from the Delaware Recommended Curriculum.

This is the story of Henry “Box” Brown’s escape from slavery. Students will use primary sources to determine what is accurate and what is not in the story. In addition, teachers use a variety of Studies Weekly lessons, many of which cover the Trans-Atlantic slave trade, stories of famous enslaved people, the abolitionists involved in the Underground Railroad, and causes of the Civil War.

6th Grade

The School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

In the 6th grade Social Studies program, students learn about the physical geography of North America using the model lessons endorsed by the DDOE and the Social Studies Coalition. In these lessons, students discuss the different regions of North America. We specifically hit on the Southern US climate being a prime condition for growing cotton (<200 days between the last frost in Spring and the first frost of Fall). This leads to a discussion about cotton as a profitable crop and the use of slaves in history to aid in this profit.

7th Grade

The Milford School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

Our 7th grade Social Studies curriculum covers the following:

- Reading from ICivics covering the Civil War, the Emancipation Proclamation, and the Reconstruction Period
 - Students answer question about how the Civil War involved racism and ending slavery
 - Students review and discuss the importance of the 13th-15th amendments
- After the end of Reconstruction, we have a lesson on Plessy vs. Ferguson & Jim Crow laws
 - Students review the case, watch videos, and analyze the decisions of “separate but equal”
 - Students analyze primary sources on Jim Crow laws, including photographs, and state laws
 - There is a reading from ICivics on what the origins of Jim Crow is, and how those laws were present in all parts of society
 - Students watch part of a documentary on the institution of Jim Crow, which includes marketing and stereotypes in consumer items
- The work of Thurgood Marshall and the NAACP is reviewed
 - Students compare and contrast 4 key cases that occurred before the Brown vs. Board of Education decision
- Shirley Bullah & her experience in Delaware is shared with students using the presentation developed by Fran O’Malley
 - Students analyze primary sources including letters, and a review of two different schools
 - Additionally, students explain what civil rights are, and how they are important to political freedom
- Brown vs. Board of Education reading, and a short video explaining the case are used.
 - Students are given a word bank with key phrases and words to write 6 statements about the events occurring from Plessy vs Ferguson, all the way to Brown vs Board

- The experience of the Milford 11
 - Students read from the book written by Orlando Camp detailing society in Milford at the time
 - Students watch interviews from Orland Camp explaining what happened in the town after integration
- Voter suppression
 - Students watch clips from movies showing voter intimidation at the end of the reconstruction period, and the use of the literacy test
 - Actual literacy tests are shared with the students, and students discuss the experience of trying to answer those questions, and how it was unfair and not constitutional
 - Students discuss the influence of White Citizen Councils that created economic pressures on people to comply with the racist policies of the local and state governments
 - Students read about the Voting Rights Act and how it increased voter registration, and then analyze a recent case of Shelby County vs Holder to determine whether that decision was good or not in their viewpoint
- Students analyze newspaper articles and interviews concerning the experiences of the Little Rock 9

In our 7th grade ELA Curriculum, which utilizes the Amplify ELA program, students read *A Raisin in the Sun*. They complete writing pieces and discussions about the themes of racism, segregation, family, oppression, and civil rights.

8th Grade

The Milford School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

Our 8th Grade curriculum currently uses some lessons that are endorsed by the DDOE and the Social Studies Coalition as well as other curated sources. Lessons cover the following topics/activities:

- 1619 - arrival of first enslaved Africans
- Triangular trade (emphasis on Middle Passage)
- Role slavery played in the southern economy
- Differences in role/treatment of slavery in New England, Middle, and Southern regions
- Using HIST 2 6-8b skills of comparing sources for credibility to corroborate primary and secondary sources that pertain to treatment and roles of slavery in different regions of the United States
- Discussion of slavery at the Constitutional Convention
- Underground Railroad and beginnings of abolition
- Slavery throughout the westward expansion.
 - Exodusters, treatment/discrimination in main events like the Gold Rush, etc.
 - Debate between free and slave states being admitted into the Union
- Slavery leading up to and during the Civil War
 - Causes of war, African American soldiers, Emancipation Proclamation, 13th Amendment

9th Grade

The School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

9th Grade World Geography and History
McGraw-Hill World History and Geography textbook

Students use New Visions lessons on the Abbasid Golden Age, Trans Saharan Trade and why the West African Empires prospered to learn about the history and culture of Black people prior to the African and Black Diaspora. They also examine the growth of trade networks and power relations in the Songhai Empire and in East African city-states. Lessons from iCivics, the Stanford History Education

Group lesson on the Middle Passage, and the film, *Roots*, explore the relationship between white supremacy, racism, and American slavery.

AP Human Geography

CED: Course and Exam Description from College Board for AP Human Geography

Topic 2.10 from CED Describe types of forced and voluntary migration: Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.

Topic 2.11 from CED Explain historical and contemporary geographic effects of migration.

Topic 3.1 from CED Define the characteristics, attitudes, and traits that influence geographers when they study culture. Cultural relativism and ethnocentrism are different attitudes toward cultural differences.

Topic 3.5 from CED Explain how historical processes impact current cultural patterns. Colonialism, imperialism, and trade helped to shape patterns and practices of culture.

Topic 6.8 from CED Explain the effects of different urban design initiatives and practices. Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.

Topic 6.10 from CED Explain causes and effects of geographic change within urban areas. As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity zones or zones of abandonment. Urban renewal and gentrification have both positive and negative consequences.

Topic 7.1 from CED Explain how the Industrial Revolution facilitated the growth and diffusion of industrialization. Investors in industry sought out more raw materials and new markets, a factor that contributed to the rise of colonialism and imperialism.

10th Grade

The Milford School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Government and Economics

MacGruders American Government textbook

Tenth grade students are taught various court cases during their Judicial Branch unit to help them understand how the courts have corrected the tragedy of enslavement. Court cases include Plessy v Ferguson and Brown v Board of Education. These cases will involve federal court decisions noting the supremacy of the Federal government. However during Brown v Board of education, students learn how Delaware was a part of the class action suit of Brown and the experience local of the Milford 11. Students also discuss the Civil Rights movement of the 1960s and how movements such as Black Lives Matter continue today. These lessons also examine actions of the government to enforce and make laws to promote fair and equal treatment.

Other lessons include the contributions of Louis Redding and Orlando Camp (author of *The Milford Eleven*) in the work to integrate Delaware Schools; the work of Lisa Blunt-Rochester as an African American woman in federal politics; and the impact of Bryan Stevenson during discussions of the pursuit of equal justice for African Americans in court cases.

11th Grade

The Milford School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

11th Grade U.S. History

In 11th grade, students learn about the contributions of Black people to American life by investigating key African American figures in the Harlem Renaissance and the different contributions they made to American Culture during the early 20th century.

In order to show the significance of enslavement in the development of the American economy, 11th grade students will examine the economic structure of both Northern and Southern parts of the United States prior to the Civil War and identify why the Southern United States economy was dependent on the enslavement of African Americans compared to the Northern United States.

In the 11th grade U.S. History Reconstruction Unit, students will be exposed to primary and secondary sources related to segregation laws put in place due to the Compromise of 1877 and the abandonment of federal protection of the black freedmen. Within the unit, the socio-economic struggle Black people endured will be illustrated by the advent of the sharecropping system. Notable figures such as Hiram Revels and Frederick Douglass will be studied to understand the notable role African Americans played in politics.

Students will also study the Lost Cause Interpretation developed by the Confederate States at the conclusion of the Civil War and explain why the Confederate States developed this interpretation in order to mask how big the role of race was for their side during the Civil War.

Students will learn how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws by investigating the development of Black Codes and the Jim Crow laws to see the different avenues both local and federal governments went through in order to continue the disenfranchisement of the newly freed African Americans.

To understand the socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States, students will investigate the contributions and legacy of the civil rights era and the different avenues African Americans went through in order to achieve equality students will compare these avenues with strategies used by modern day civil rights groups.

AP U.S. History

Fabric of a Nation supplemental textbook

From the Course Exam and Description (CED) document:

Topic 1.5: Labor, Slavery, and Caste in the Spanish Colonial System - Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time. Includes partnerships between European traders and West African groups who practiced slavery to forcibly extract slave labor for the Americas.

Topic 1.6: Cultural Interactions Between Europeans, Native Americans, and Africans - includes understanding of extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

Topic 2.3: The Regions of British Colonies - Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754. Includes instruction on plantation economies

Topic 2.4: Transatlantic Trade - Explain causes and effects of transatlantic trade over time. Includes trading of enslaved Africans.

Topic 2.6: Slavery in the British Colonies - Explain the causes and effects of slavery in the various British colonial regions.

Topic 3.12: Movement in the Early Republic - Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.

Topic 4.3: Politics and Regional Interests - Explain how different regional interests affected debates about the role of the federal government in the early republic. Includes the growing tensions of opponents and defenders of slavery.

Topic 4.11: An Age of Reform - Explain how and why various reform movements developed and expanded from 1800 to 1848. Includes emancipation in the North, contributing to the growth of the free African American population, and the increase of anti-slavery movements.

Topic 4.12: African Americans in the Early Republic - Explain the continuities and changes in the experience of African Americans from 1800 to 1848.

Topic 4.13: The Society of the South in the Early Republic - Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848. (Slavery as part of the Southern problem, plantation relocation to areas where slavery continued to grow.)

Topic 4.14: Causation in Period 4 - The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

Topic 5.4: The Compromise of 1850 - Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.

Topic 5.5: Sectional Conflict: Regional Differences - Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.

Topic 5.7 (Election of 1860 and Secession), 5.8 (Military Conflict in the Civil War), 5.9 (Government Policies During the Civil War), 5.10 (Reconstruction), 5.11 (Failure of Reconstruction) and 5.12 (Comparison in Period 5) dive deeply into understanding how Lincoln’s election was followed by economic and policy changes surrounding slavery and the standing of African Americans.

Topic 6.4: The “New South” - Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898. (*Plessy v Ferguson*)

Topic 8..1 Conceptualizing Period 8 (1945-1980) New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

Topic 8.6 Early Steps in the Civil Rights Movement (1940s and 1950s) - Explain how and why the civil rights movements developed and expanded from 1945 to 1960.

Topic 8.9: The Great Society - Federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues

Topic 8.10: The African American Civil Rights Movement - Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980. and 8.11: The Civil Rights Movement Expands- Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.

11th Grade American Literature

The 11th grade English course uses the My Perspectives curriculum. In this course, students study American Literature which involves the following topics:

- Exploration of the Foundational Documents, the Equiano narrative, the Gettysburg Address, and the concept of “all men are created equal.”
- Examination of the continued struggle for freedom and equality across various groups in this country (particularly Black men and all women) through writers such as Frederick Douglass, Sojourner Truth, Langston Hughes.
- Reading and discussion of the *Brown v BOE* court case.
- Incorporation of the book *Of Mice and Men* and Ta-Nehisi Coates’ video about words that don’t belong.

12th Grade

The Milford School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

In 12th grade, students have the option to take any number of elective Social Studies courses as well as dual enrollment courses where the curriculum is defined by Higher Education institutions. For example, in Sociology, students study culture and cultural diversity, and they analyze social stratification and the causes and consequences of classifying people by race, ethnicity, and gender.

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 title and date of in-service training sessions provided to meet this requirement.

June 21, 2022 Our work began in the summer of 2022 when we met with Dr. Ordner Taylor from Delaware State University. He met with our Social Studies Task Force and some building and district administrators. We explored where we as a district were with our curriculum, how we viewed as educators the elements of HB 198, and how we might approach professional development entering into the upcoming school year.

Sept. 13, 2022 (full day) - Discussions with Dr. Ornder Taylor - Approaching curriculum with a Black History lens.

Oct. 14, 2022 (½ day) - Discussions with Dr. Ornder Taylor - Covered topics included model lessons, discussing sensitive topics with students, and meshing district expectations with HB 198.

Ongoing for the 22-23 school year - the District is exploring further opportunities to work with Dr. Taylor as well as other outside resource personnel in grade-level groups at all levels during PLC times. The scope of this work will look at the depth of alignment between upcoming lessons and elements of HB 198 and how to fill areas in need of improvement by building upon what we currently teach.

New Castle County Vocational-Technical School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Shanta Reynolds
Position: Director of Teaching, Learning & Equity
Email: shanta.reynolds@nccvt.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan 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 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.

Looking forward, the New Castle County VoTech School District will be applying for an additional Library of Congress grant specifically around our ELA 3 course and the implementation of primary sources paired with works of literature, rewriting our ELA 4 course to elevate black and brown voices, and continuing professional learning at all four schools to equip staff members to best serve all students.

Each of the high schools has affinity groups for students. These groups are known as the FAM and include a BSU. The BSUs discuss issues, learn more about, and seek to uplift the African American community. Moreover, during BHM 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. Other opportunities include specific events - for example, students in the Early Childhood program were provided the opportunity to attend the Black Men Educators Convening conference in Philadelphia on Nov 19th.

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 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.

**As of the 2022-2023 school year, the New Castle County Vocational-Technical School District does not serve students in grades K - 8.*

9th Grade

The New Castle County Vocational-Technical School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

All 9th graders in NCCVT are enrolled in a Global Studies course which includes all 4 geography standards as well as Civics Standard 1: Government. Last year, district teachers piloted a “Cultural Contributions” portion to each unit that required 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 continent can be credited with preserving knowledge through library systems, revolutionized trade routes, and were

forerunners in modern food preservation through the salt trade.

In ELA 1 classes, traditional and modern texts are utilized to show development of trends overtime. The theme of this 9th grade course is “Coming of Age” with texts anchored in the concept of kids seeing the world around them more clearly. Teachers are provided “approved texts” lists to base their standards based curriculum on, with most teachers selecting To Kill a Mockingbird and pairing it with modern texts such as All American Boys and/or Dear Martin that allow for conversations around the justice system and how it frequently treats black males.

10th Grade

The New Castle County Vocational-Technical School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

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 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.

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.

11th Grade

The New Castle County Vocational-Technical School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

11th graders in our US History courses are responsible for all 4 history standards and the district is in the process of incorporating Civics 3 & 4 (citizenship & participation) into the curriculum. During the 2021-2022 SY, NCCVT applied for a grant through the Library of Congress and was awarded \$20k to pay for professional learning specifically geared towards US History teachers and the teaching of diverse perspectives. Funds also financed a trip to the National Museum of African American History and the building of a curriculum addendum including primary sources and exemplar lessons for divergent perspectives in the classroom.

ELA 3 is an American literature course. The first unit focuses on the feasibility of the American Dream. Anchor texts include Raisin in the Sun and The Great Gatsby. 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 Their Eyes Were Watching God and asks teachers and students to pair novels with other primary and secondary sources. Examples include The New Negro by Alain Locke and "How it Feels to be Colored Me," by Zora Neale Hurston.

12th Grade

The New Castle County Vocational-Technical School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

12th graders, having completed their 3 social studies requirements by their senior year are allowed to select Social Studies electives. The World History course includes a unit of early kingdoms that include Mali, Ghana, Songhai, and Great Zimbabwe. Students are exposed to technological advancements and other contributions these kingdoms made to the world and talk about the development of Africa pre-imperialism.

ELA 4 is in the process of the 2022-2023 SY being rewritten as a minority voices course. The rewrite will be complete and ready for piloting by the 2023-2024 SY with full implementation for the 2024-2025 SY.

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 title and date of in-service training sessions provided to meet this requirement.

All US History teachers (11th grade) in the district attended the following professional learning sessions during SY 2021-2022 that were completed through a partnership with the National Council of History Education

- October 8th: How does Culturally Relevant Teaching Operate in the Context of History Classrooms? with Jessica Ellison, Teacher educator with the Minnesota Historical Society
- November 12th: The Role of People of Color in the Industrialization of the United States with Erick Jackson, Professor of History, Director of Black Studies Program from Northern Kentucky University
- February 7th: The Great Depression's Effects on Different Populations Living in the US with Kira Duke, Education Specialist with Middle Tennessee State University
- March 11th: Translating Hard History into Age Appropriate and Pedagogically Meaningful Ways: Civil Rights Movement

The Howard Group - Race & Culture in the Classroom (Sept 15th 2020), Examining Implicit Bias (Oct 9th 2020), Humanizing Education for Marginalized Students (Feb 8th 2021), Education & Cultural Competence in the Context of our America (May 7th 2021), Creating a Trauma Sensitive Learning Environment (June 11th 2021)

U of D - conduct multipart PD on culturally responsive teaching, self reflection on own bias (Oct 9th), culturally responsive strategies and approaches to instruction (Oct 31st), student voice (nov - ongoing), conducted audit on community and representation school culture and climate, policies and practices, student experience and voice

Equity & Beyond - Blackwell & Simmons

Equity and Beyond was tasked with leading Hodgson, Howard, and St. Georges' DEI Teams through a series of 1-hr meetings to focus on school-based topics. Teacher leaders and cluster chairs focused on applying the Anti-Racism, Inclusion, Diversity and Equity (AIDE) framework to transform

mentoring and coaching for all learners. The following topics were covered: 1. Social-emotional learning and inclusive classrooms, 2. Appropriate settings: creating cooperative learning settings for all learners, 3. Moral imperatives: helping teachers apply concepts of educational equality.

- HHST Meeting Dates: 11/3/2021, 1/12/2022, 3/23/2022, and 5/25/2022
- HVT Meeting Dates: 10/28/2021, 1/13/2022, 2/10/2022, and 9/12/2022
- StG Meeting Dates: 10/20/2021, 12/8/2021, 2/9/2022, and 4/27/2022

Equity and Beyond trained DEI coordinators to facilitate and lead meaningful conversations at their respective schools. The DEI coordinators learned the key fundamentals for creating a community that can sustain meaningful conversation and recognizes and is prepared to address obstacles that may be presented. The DEI coordinators completed three professional learning sessions on the following topics: 1. Finding my voice, 2. Overcoming barriers, 3. Educational equity simulation. Meeting Dates: 10/19/2021, 1/25/2022, 2/15/2022, 3/15/2022, 4/26/2022, and 5/24/2022

Equity and Beyond trained the DEI teams at Howard, Hodgson, and St. Georges to build the individual and collective knowledge, will, skill, and courage required to create school cultures and procedures that encourage students of every race, socioeconomic status, and home language to reach high levels of academic achievement. DEI teams completed four professional learning sessions on the following topics: 1. Leading with an equity lens 2. Building community in our schools 3. Allyship in action 4. Ensure Legacy

Equity and Beyond trained administrators on systems thinking that will lead to genuinely sustainable progress towards educational equity. Administrators explored the topic of race and their power and how it relates to the system of education.

- Meeting Dates: 1/20/2022, 2/17/2022, 3/17/2022, 4/14/2022, and 7/12/2022

University of Delaware:

Delcastle followed the 180 Plan that was drafted in collaboration with U of D. The plan was designed through a partnership with DASL and will focus on Cultural Competency, Culturally Responsive Teaching, and Student Voice.

Dr. Carey: Framed our instructional focus for the 2022-2023 SY. Presentation explored the following topics:

- Defining equity
- Address the controversy around equity and adjacent movements
- Review of the definitional bounds of equity and its challenges
- Take a look at some recent demographic trends
- 5 challenges for you to 'stretch' toward equity!

POLYTECH School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Karen Clifton
Position: Assistant Principal, POLYTECH High School
Email: karen.clifton@polytech.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Prior to the 2022-2023 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.

For year one, 2022-2023, POLYTECH is implementing 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 is currently undergoing curriculum materials adoptions. During this process teachers will identify additional primary source documents both within and as a supplement to new curriculum materials selections.

Instruction Delivered Prior to 11/15/22:

- Social Studies courses
 - US History
 - Use of primary source, Martin Luther King’s “Letter from a Birmingham Jail” to build an understanding of setbacks.
 - 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 20th 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.
 - 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.
 - 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.
 - 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.

Instruction to be Delivered After 11/15/22:

- English courses
 - English I
 - Students examine the persuasive appeals and the allusions used throughout Martin Luther King, Jr.'s speech "I Have a Dream"
 - English II
 - Students follow "Red State, Blue State Speech " by former President Barack Obama which addresses that we are all Americans.
 - English III
 - Students gain historical context reading the Emancipation Proclamation and the Gettysburg Address prior for the "Occurrence at Owl Creek Bridge".
 - The Declaration of Independence will be examined by students for the authors' rhetorical choices made and to discuss and explore the influences of the English Declaration on this document.
 - AP Language
 - The Declaration of Independence will be examined by students 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 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 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.

Instruction to be Delivered After 11/15/22:

- English Courses
 - 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.
 - 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.

Instruction Delivered Prior to 11/15/22:

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

Instruction to be Delivered After 11/15/22:

- Social Studies courses
 - AP US History
 - Students will 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 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.
 - 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 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 will study the importance of the events, milestones, and legislation of the Civil Rights Movement
 - Students will 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
 - 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.
 - Civics
 - Students will 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.
 - 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 research projects, book studies, documentaries, primary and secondary sources, students will develop an understanding of the struggle for equality.
- English courses
 - English II
 - Students will examine the author's purpose and perspective through Jason Reynold's Commencement address to Lesley University.
 - English III
 - 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 will 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 will 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 will research Booker T. Washington's. 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.
 - English IV
 - Students examine character interactions within the play, *Othello*, and their influence on the protagonist.
 - Advanced English
 - Through a student choice assignment, students will 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 will read “What to the Slave is the Fourth of July?” by Frederick Douglass. Students will focus on rhetorical choices, perspective, and its importance to the speech while discussing the historical/cultural influences on his delivery.
 - AP Language
 - Students will examine the rhetorical choices made in the “Declaration of Independence” and discuss the English Declaration on this document.
 - Students will read “What to the Slave is the Fourth of July?” by Frederick Douglass. Students will 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?”
 - AP Literature
 - To study themes and to develop an analysis paper, students will be given a choice to read *I know Why the Caged Bird Sings*, *Beloved*, or *The Color Purple*.
- World Language
 - 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

Instruction Delivered Prior to 11/15/22:

- Social Studies
 - Civics
 - Students studied 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.
 - 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.

Instruction to be Delivered After 11/15/22:

- Social Studies
 - 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.
 - Civics:
 - Students will 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 will 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)
 - US History
 - Students will 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 will 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.
 - 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.

Develop students' respect for cultural and racial diversity

Instruction Delivered Prior to 11/15/22:

- Social Studies courses
 - 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 will demonstrate a respect for minority groups in WWI and WWII by evaluating contributions and experiences of segregated troops, Harlem Hellfighters, and the Tuskegee Airmen
 - Students will 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.
 - 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.

Instruction to be Delivered After 11/15/22:

- Social Studies courses
 - 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.
 - US History
 - Students will 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 will 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.
 - Leadership and Social Justice
 - Students engage in multi-media events, research, discussions, and presentations around the struggles and triumphs that lead to their respect and understanding for cultural and racial diversity.
- World Language courses
 - 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.
 - Spanish I and IV
 - Students learn about how people stereotype people as Afro-Latino or African American through languages and syntax.

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

Instruction Delivered Prior to 11/15/22:

- Social Studies courses
 - US History
 - Students will understand the ramifications of prejudice, racism, and stereotyping through reading and understanding leaders and issues such as Ida B. Wells and the antilynching movement
 - Students can understand 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.
 - Economics and Geography
 - Students study how the negative externalities impacted the African American families and residents of Cancer Row/Cherry Island.
 - Civics
 - Students will understand 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.
 - Leadership and Social Justice
 - Students take a deep dive into the injustices of the 1968 Fair Housing Act.
- World Language Courses
 - Spanish I
 - Students participate in Song Competitions to select diverse artists and songs addressing race and colorism to promote Indigenous Language Themes.

Instruction to be Delivered After 11/15/22:

- Social Studies courses
 - AP US History/US History
 - Students will understand 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.
 - 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.
 - Economics and Geography
 - Students will study the Site and Situation and I-95 Corridor impact on minority neighborhoods and their economic development.

Provide opportunities for students to discuss and uplift the Black experience

Instruction Delivered Prior to 11/15/22:

- Social Studies
 - AP US History /US History
 - Students studied and discussed the Harlem Renaissance and its impact on African American literature, poetry, music, fashion, and the financial impact of black owned businesses. Students will examine contributions of African

Americans in music, film literature, and the sciences.

- 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.

Instruction to be Delivered After 11/15/22:

- Social Studies courses
 - AP US History
 - Students will research and study the contributions of Harriett Tubman and the Underground Railroad to learn about her impact in fighting institutional slavery and abolitionist movement.
 - Leadership/Social Justices
 - 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.

Provide students with a foundation for examining the history of discrimination in Delaware

Instruction to be Delivered After 11/15/22:

- Social Studies
 - US History
 - Students will study the history of discrimination in Delaware by researching the Wilmington Protests impact on civil unrest in Wilmington after the assassination of MLK in 1968, the Delaware National Guard occupying the city, and the bussing impact of segregated bussing in Delaware.
 - To gain an understanding of how discrimination in education was combated in the state of Delaware, students study Delaware's contribution to the Brown V. Board case by researching Bulah v Gebhart, Louis L Redding, and Del State v University of Delaware.

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

Instruction to be Delivered After 11/15/22:

- Social Studies courses
 - Civics
 - Affirmative Action: Students will participate in a mock trial/SCOTUS about affirmative action and voting rights.
 - AP US History
 - Affirmative Action: Students will participate in a mock trial/SCOTUS about affirmative action and voting rights.
 - Leadership and Social Justice
 - Students will 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 Grade-level Implementation

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 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.

**As of the 2022-2023 school year, the POLYTECH School District does not serve students in grades K - 8.*

9th Grade

The POLYTECH School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Prior to the 2022-2023 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/are currently working 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; however, as of June 30, 2022, the following HB 198 requirements were scheduled for implementation in the 9th grade courses during the 2022-2023 school year.

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

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - AP World History,
 - In Unit 2, students studied the Trans Saharan Trade Routes Mali to learn the impact trade routes had on the success of the Mali culture.
 - In Unit 3, students examined Land Based Empires – Songhai, and learned the importance of land based African empires in gaining, consolidating, and maintaining power.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - AP World History
 - 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.
- The Arts
 - Band
 - Students will study history and culture of music with regards to African American culture.

The relationship between white supremacy, racism, and American Slavery.

Instruction to be Delivered After 11/15/22:

- The Arts
 - Band
 - Students study the role music played in the relationship between African

American and racism in America.

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

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - 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.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - Civics
 - Students will 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 20th century.
 - Students will 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.
 - Leadership and Social Justice
 - 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.

The contributions of Black people to American life, history, literature, economy, politics, and culture

Instruction to be implemented after 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Students analyzed the tactics that Dr. King outlined in his “Letter from a Birmingham Jail” and how he justified the Civil Rights Movement to his critics.
- English Courses
 - English I
 - 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.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - Civics

- Students examine the struggle for voting rights through Clips of the movie Selma during their studies of civic responsibilities of citizens.
 - Leadership and Social Justice
 - Students analyzed the tactics that Dr. King outlined in his “Letter from a Birmingham Jail” and how he justified the Civil Rights Movement to his critics.
- Science Courses
 - Integrated Science
 - Students are introduced to famous Black Scientists and their contributions and discoveries in the field of Science, Technology, Engineering and Mathematics.
- The Arts
 - Band
 - Contributions of African Americans in music.

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

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.

Instruction to be Delivered After 11/15/22:

- English Courses
 - English I
 - Students will 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.
 - Leadership and Social Justice
 - Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.

Black figures in national history and in Delaware history.

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.

Instruction to be Delivered After 11/15/22:

- The Arts
 - Band

- Study of famous Black contributors with regards to national history of music in the United States.
- Social Studies Courses
 - Leadership and Social Justice
 - Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.

10th Grade

The POLYTECH School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

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

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - AP World History,
 - In Unit 2, students studied the Trans Saharan Trade Routes Mali to learn the impact trade routes had on the success of the Mali culture.
 - In Unit 3, students examined Land Based Empires – Songhai, and learned the importance of land based African empires in gaining, consolidating, and maintaining power.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - AP World History
 - 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.
- The Arts
 - Band
 - Students will study history and culture of music with regards to African American culture.

The relationship between white supremacy, racism, and American Slavery.

Instruction to be Delivered After 11/15/22:

- The Arts
 - Band
 - Students study the role music played in the relationship between African American and racism in America.

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

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - 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

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - 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

The contributions of Black people to American life, history, literature, economy, politics, and culture

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Students analyzed the tactics that Dr. King outlined in his “Letter from a Birmingham Jail” and how he justified the Civil Rights Movement to his critics.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Students analyzed the tactics that Dr. King outlined in his “Letter from a Birmingham Jail” and how he justified the Civil Rights Movement to his critics.
- The Arts
 - Band
 - Contributions of African Americans in music.

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.

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.

Black figures in national history and in Delaware history

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.

Instruction to be Delivered After 11/15/22:

- English Courses
 - English II
 - Students will 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.
 - Students will read *Adapted for Young Adults Just Mercy: A Story of Justice and Redemption* 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 system when it comes to the poor and the wrongfully imprisoned.

- Social Studies Courses
 - Leadership and Social Justice
 - Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.
- The Arts
 - Band
 - Study of famous Black contributors with regards to national history of music in the United States.

11th Grade

The POLYTECH School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

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

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses

- AP World History,
 - In Unit 2, students studied the Trans Saharan Trade Routes Mali to learn the impact trade routes had on the success of the Mali culture.
 - In Unit 3, students examined Land Based Empires – Songhai, and learned the importance of land based African empires in gaining, consolidating, and maintaining power.
- English Courses
 - English III
 - Utilizing the text "How Stories Came to Earth" Ashanti Legend retold by Kaleki, students compared and contrasted Native American, African, and European myths and legends to show universal thought progression. Students completed a WebQuest on the current Ashanti region to show that Africans have progressed just like Americans.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - AP World History
 - 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.
- The Arts
 - Band
 - Students will study history and culture of music with regards to African American culture.

The significance of enslavement in the development of American Economy

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - AP US History
 - In the Mercantilism unit, students will study how the economy of the north and south developed because of the slave trade and slave labor.

Instruction to be Delivered After 11/15/22:

- Social Studies Course
 - AP US History
 - In the Sectionalism unit, students will compare the economies of the north and south to understand how both were influenced by slavery.

The relationship between white supremacy, racism, and American slavery

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - US History

- While studying the Progressive unit, students will examine the impact of:
 - Jim Crow laws
 - Plessy V. Ferguson
 - The formation of the NAACP
 - The differing views of W.E.B DuBois and Booker T. Washington,
 - The Roaring 20's African American contributions of music, literature, poetry businesses and inventions/patents and the enrichment of African American culture.
- English Courses
 - English III
 - 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 Narrative of the Life of Frederick Douglass, an American Slave, students will compare/contrast Olaudah Equiano's narrative to Frederick Douglass's narrative.
 - 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 *The Interesting Narrative of the Life of Olaudah Equiano*. 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.
 - AP Language
 - 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 & rhetorical 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.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - US History
 - In the Civil Rights unit, students will learn about the Jim Crow Laws of the South, the impact of the resurgence of the KKK, and the impact of Plessy v. Ferguson.
- English Courses
 - English III

- Students will 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?
- The Arts
 - Band
 - Students study the role music played in the relationship between African American and racism in America.

The central role racism played in the Civil War

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - AP US History
 - During the Civil War unit, students will participate in a debate focusing on the causes of the Civil War.
- English Courses
 - English III
 - Students completed 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.

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

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - AP US History
 - In Unit 7, students will understand 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 20th century.
 - US History
 - 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.
 - Leadership and Social Justice
 - 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
- English Courses
 - English III
 - *To Kill a Mockingbird* is optional, a student choice for independent novel reading. The assignment includes a theme analysis paper.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses.
 - US History
 - 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
 - Leadership and Social Justice
 - 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
- English
 - English III
 - Students will read the Excerpt from Southern Horrors by Ida B. Wells. Students will then discuss the hypocrisy present in mob enforcement of laws, such as lynch laws, when a person of color allegedly broke the law. Students will examine the court case, especially the evidence from the defense, and why that verdict might be declared. They will be discussing the aftermath of the trial and how that could occur.

The contributions of Black people to American life, history, literature, economy, politics, and culture
Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - US History and AP US History
 - Progressives - students will 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.
 - Leadership and Social Justice
 - Students analyzed the tactics that Dr. King outlined in his “Letter from a Birmingham Jail” and how he justified the Civil Rights Movement to his critics.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - US History and AP US History
 - Students will 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.
 - Students will study the accomplishments of Fanny Lou Hamer with SNCC and desegregation of the Mississippi Democrat Party.
 - Students will learn about Constance Baker-Motley, first African American women to argue a case before the Supreme Court and to become a

federal judge.

- Leadership and Social Justice
 - Students analyzed the tactics that Dr. King outlined in his “Letter from a Birmingham Jail” and how he justified the Civil Rights Movement to his critics.
- English Courses
 - English III and AP Language
 - Students will 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 will then 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 will do much of what English III plans to do; however, we will go into more depth with the rhetorical choices and argument structure utilized by MLK Jr. and determine the effectiveness of such based-on Audience and Occasion/Exigence.
- The Arts
 - Band
 - Contributions of African Americans in music.

The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the U.S.; as well as the agency they employ in this work for equal treatment

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - US History and AP US History
 - As part of the Reconstruction studies, students will study Jim Crow Laws and Sharecropping developing the understanding of the financial impact of limited socio-economic movement post-Civil War.
 - During the studies of Civil Rights, students will learn about the impact of segregated bussing and limited access to bussing in certain areas, and the impact of denied housing and red lining.
 - Leadership and Social Justice
 - Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.
- English Courses
 - English III

- 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.

Black figures in national history and in Delaware history

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - US History
 - Civil Rights-Lewis L Redding, Wilmington Civil Activists
 - During the study of Civil Rights, students will learn about Louis 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.
 - Leadership and Social Justice
 - Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.
- The Arts
 - Band
 - Study of famous Black contributors with regards to national history of music in the United States.

12th Grade

The POLYTECH School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

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

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - AP World History,
 - In Unit 2, students studied the Trans Saharan Trade Routes Mali to learn the impact trade routes had on the success of the Mali culture.
 - In Unit 3, students examined Land Based Empires – Songhai, and learned the importance of land based African empires in gaining, consolidating, and maintaining power.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - AP World History
 - 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.
- The Arts

- Band
 - Students will study history and culture of music with regards to African American culture.

The significance of enslavement in the development of American Economy

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - AP US History
 - In the Mercantilism unit, students will study how the economy of the north and south developed because of the slave trade and slave labor.

Instruction to be Delivered After 11/15/22:

- Social Studies Course
 - AP US History
 - In the Sectionalism unit, students will compare the economies of the north and south to understand how both were influenced by slavery.

The central role racism played in the Civil War

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - AP US History
 - During the Civil War unit, students will participate in a debate focusing on the causes of the Civil War.

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

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - AP US History
 - In Unit 7, students will understand 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 20th century.
 - Leadership and Social Justice
 - 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

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - 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

The contributions of Black people to American life, history, literature, economy, politics, and culture

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Students analyzed the tactics that Dr. King outlined in his “Letter from a Birmingham Jail” and how he justified the Civil Rights Movement to his critics.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Students analyzed the tactics that Dr. King outlined in his “Letter from a Birmingham Jail” and how he justified the Civil Rights Movement to his critics.
 - The Arts
 - Band
 - Contributions of African Americans in music.

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.

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - AP US History
 - As part of the Reconstruction studies, students will study Jim Crow Laws and Sharecropping developing the understanding of the financial impact of limited socio-economic movement post-Civil War.
 - During the studies of Civil Rights, students will learn about the impact of segregated bussing and limited access to bussing in certain areas, and the impact of denied housing and red lining.
 - Leadership and Social Justice
 - Students analyze different forms of protests used by Civil Rights leaders and organizations to achieve racial equality.

Black figures in national history and in Delaware history.

Instruction Delivered Prior to 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice

- Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.

Instruction to be Delivered After 11/15/22:

- Social Studies Courses
 - Leadership and Social Justice
 - Throughout the course, students examine and analyze the mission of various Civil Rights organizations such as the NAACP, CORE, the Urban League, and SNCC.
- The Arts
 - Band
 - Study of famous Black contributors with regards to national history of music in the United States.

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 title and date of in-service training sessions provided to meet this requirement.

During the hiring practice, we have developed interview questions to determine candidates' ability to deliver culturally relevant instruction. We are also investigating how best to incorporate culturally relevant instructional practices into the local mentoring program.

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 uses a problem of practice approach to develop systemic approaches to address diversity, anti-racism, and inclusion. The work spans three academic years.

- The first year of work focused on evaluating district needs and setting a common language. The district lead administrators and Equity and Diversity Committee each participated in six professional learning sessions with Equity and Beyond during the 2021-2022 school year.
- Year two is focusing on building capacity for teachers and staff to engage in and drive organizational change. Equity and Beyond has five professional learning sessions with all full-time faculty and specialists during the 2022-2023 school year.
 - August 25, 2022
 - October 28, 2022
 - February 17, 2023
 - March 10, 2023
 - May 12, 2023

- During the third year of this work POLYTECH will take over ongoing systems improvement work using the Equity Lens Design Thinking Framework.

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 as follows:

- To help develop strategies to engage student and colleagues in productive conversations about difficult topics
- To identify culturally relevant literature representing our student demographics that may be added to the curriculum and promote comparative literature discussions
- To make sure literature selections align with HB 198 requirements for grades 9-12.
- Meeting Dates with Dr. Taylor
 - English Teachers
 - January 29, 2021
 - February 3, 2021
 - February 12, 2021
 - March 25, 2021
 - April 16, 2021
 - April 29, 2021
 - June 4, 2021
 - September 1, 2021
 - September 27, 2021
 - October 8, 2021
 - October 28, 2021
 - November 22, 2021
 - February 11, 2022
 - March 11, 2022
 - March 28, 2022
 - May 6, 2022 – English and Social Studies
 - May 13, 2022 – English and Social Studies
 - All Staff Keynote Speaker
 - August 24, 2022
 - Social Studies Teachers
 - October 7, 2022
 - October 28, 2022 (And English Teachers)
 - Future Dates
 - November 28, 2022 – Social Studies
 - January 11, 2023 – Social Studies
 - March 10, 2023 – Social Studies

- March 31, 2023 – Social Studies
- May 12, 2023 – English and Social Studies

In March and October 2022, POLYTECH representatives participated in the DDOE HB 198 Sharing Session.

In May 2022, POLYTECH Social Studies teachers and administrators participated in HB 198 professional learning with Dr. Mike Feldman and Dr. Ordner Taylor.

The Social Studies lead teacher is actively participating in monthly statewide Social Studies Coalition High School Curriculum alignment meetings.

The work with Dr. Taylor has been expanded with our Social Studies department beginning August 2022:

- To map current curriculum relative to the state standards and HB 198 requirements.
- To develop and or refine instructional units/lessons that meet the spirit and intent of the standards and HB 198.

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.

Science, Social Studies, and Mathematics began curriculum materials reviews for content area required courses during the week of September 26, 2022. 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.

Future professional learning plans include curriculum material reviews for World Language, Arts, Electives and CTE programs. We continue to research and identify professional learning providers who can provide culturally relevant instruction across all content areas.

Red Clay School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Holly Golder
Position: Supervisor of Social Studies
Email: holly.golder@redclay.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

In Red Clay, our philosophy is that Black history will be implemented across content areas in grades K-12. In an effort to achieve this, our Teaching and Learning Department, in conjunction with our Equity

Office, have been working together to complete a cross-walking diagnostic of our current curriculum with the tenants of HB 198, to determine entry points for a deeper exploration and accurate depiction of Black history overall.

The Red Clay Consolidated School District has adopted two new curricula for ELA. These curricula were selected due to the culturally relevant, social justice based themes and materials. Instructional materials, recommended strategies and routines in the HQIM were deliberately selected for their alignment with HB198. Odell High school curriculum is a highly-rated, top-quality ELA program for Grades 9-12 designed around authentic texts to celebrate diverse voices, ideas, and perspectives. Students create a learning community that is grounded in questions such as, “ who changes the world”? And “what does it mean to be an American?” For more information see:

<https://openupresources.org/ela-curriculum/odell-education-high-school-literacy-program/>

The American Reading Company is a curriculum that provides texts that serve as mirrors that celebrate culture and windows into the diversity of our world. For more information see:

<https://new.americanreading.com/arc-core/>

Each elementary classroom received grade specific diverse libraries with the goal of increasing opportunities for students to learn about themselves and others. The selection of books went through a rigorous equity selection process and ensured each book set was age appropriate. Books were also placed in each elementary school’s library. Ongoing work will be to develop lesson plans that will and have been integrated into social studies pacing guides.

Delaware’s civics standards provide a strong foundation for civic participation. Additionally, the Red Clay school district has partnered with Mikva Challenge to provide a robust civics curriculum that incorporates students' voices, which allows students to see civics in action. Lastly, through professional learning, teachers have learned how to incorporate democratic classrooms to make sure classrooms are equitable.

Frameworks have been utilized to ensure that instructional resources are age appropriate and rely on primary sources. These include Learning for Justice’s Teaching Hard History and Social Justice standards.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Red Clay School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

In general classroom time, students will share and discuss identity topics such as: who am I, feeling good about myself without being mean to others and cultural similarities and differences. Each grade K classroom received 20 books to diversify homeroom libraries and ongoing work will be to develop lesson plans to meet HB 198.

Math: Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Benjamin Banneker, Elbert Frank Cox, and James Musse Jama. During this period, students learn about their contributions to American life, history, education, science, and culture.

Social Studies: Students will learn about important Black figures in national and Delaware history, such as: Harriet Tubman. Additionally, students will talk about the meaning of freedom. Lastly, students will learn about Africa prior to the black diaspora by learning about the kingdom of Kush and present day Sudan.

Art and Music: Students are introduced to black artists and musicians and learn about their contributions to American life and culture. Ongoing work will include the development of lessons and units to address specific artists and musicians. Equitable outcomes have been addressed by including

opportunities for every student to have access to robust visual and performing art programs.

Library: Students are introduced to relevant black authors and learn about their literary contributions. With the purchase of diverse book sets, students will have access to diverse books and ongoing work will be the development of lessons to use during library unified arts.

1st Grade

The Red Clay School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

In general classroom time, students will share and discuss identity topics such as: who am I, feeling good about myself without being mean to others and cultural similarities and differences. Each grade 1 classroom received 20 books to diversify homeroom libraries and ongoing work will be to develop lesson plans to meet HB 198.

Social Studies: Students will learn about important Black figures in national and Delaware history, such as Carter G. Woodson's. Students will learn about his life and how the events led to the establishment Black History Month.

Math: Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Benjamin Banneker, James Musse Jama, Annie Easley, and David Blackwell. They learned about their contributions to American life, history, education, science, and culture.

Art and Music: Students are introduced to black artists and musicians and learn about their contributions to American life and culture. Ongoing work will include the development of lessons and

units to address specific artists and musicians. Equitable outcomes have been addressed by including opportunities for every student to have access to robust visual and performing art programs.

Library: Students are introduced to relevant black authors and learn about their literary contributions. With the purchase of diverse book sets, students will have access to diverse books and ongoing work will be the development of lessons to use during library unified arts.

2nd Grade

The Red Clay School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

In general classroom time, students will share and discuss identity topics such as: who am I, feeling good about myself without being mean to others and cultural similarities and differences. Each grade 2 classroom received 20 books to diversify homeroom libraries and ongoing work will be to develop lesson plans to meet HB 198.

Social Studies: Students will learn about important Black figures in national and Delaware history, such as Rosa Parks. Learning will focus on Ms. Parks growing up in the segregated South and how it impacted her life's work in advancing rights for Black people. In the history unit, students will learn about primary sources by examining examples of primary sources that are related to Harriet Tubman and Rosa Parks.

Math: Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Annie Easley, David

Blackwell, Valerie Thomas, and John Urschel. They learned about their contributions to American life, history, education, science, and culture.

Art and Music: Students are introduced to black artists and musicians and learn about their contributions to American life and culture. Ongoing work will include the development of lessons and units to address specific artists and musicians. Equitable outcomes have been addressed by including opportunities for every student to have access to robust visual and performing art programs.

Library: Students are introduced to relevant black authors and learn about their literary contributions. With the purchase of diverse book sets, students will have access to diverse books and ongoing work will be the development of lessons to use during library unified arts.

3rd Grade

The Red Clay School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

In general classroom time, students will share and discuss identity topics such as: who am I, feeling good about myself without being mean to others and cultural similarities and differences. Each grade 3 classroom received 20 books to diversify homeroom libraries and ongoing work will be to develop lesson plans to meet HB 198.

Math: Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Benjamin Banneker, Elbert Frank Cox, James Musse Jama, and David Blackwell. They learned about their contributions to

American life, history, education, science, and culture.

Social Studies: Students will learn about how people created change by marching for freedom and justice. Also, students will learn about the diversity of Africa prior to the African and Black Diaspora including contributions to science, art and literature.

ELA: Students explore the book *Back of the Bus*. This story tells the point of view of a young boy riding with his mother as Rosa Parks is asked to move to the back of the bus. He questions the fairness of segregation, the Civil Rights Movement is discussed and its impact on history.

Art and Music: Students are introduced to black artists and musicians and learn about their contributions to American life and culture. Ongoing work will include the development of lessons and units to address specific artists and musicians. Equitable outcomes have been addressed by including opportunities for every student to have access to robust visual and performing art programs.

Library: Students are introduced to relevant black authors and learn about their literary contributions. With the purchase of diverse book sets, students will have access to diverse books and ongoing work will be the development of lessons to use during library unified arts.

4th Grade

The Red Clay School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

Each grade 4 classroom received 20 books to diversify homeroom libraries and ongoing work will be

to develop lesson plans to meet HB 198.

Math: Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as David Blackwell, Mark Dean, and Euphemia Lofton Haynes. They learned about their contributions to American life, history, education, science, and culture.

Social Studies: students will be instructed on the following topics utilizing the state created model lessons: Africa prior to the Black Diaspora, enslavement, resistance and agency to enslavement, and black figures in national and Delaware history.

ELA: Students are introduced to the American folktale John Henry. This story is based in the South during the Reconstruction Era after the Civil War. Students explore tall tales that include the adventures of a folk hero in a realistic setting. Folk tales from various cultures are explored.

Art and Music: Students are introduced to black artists and musicians and learn about their contributions to American life and culture. Ongoing work will include the development of lessons and units to address specific artists and musicians. Equitable outcomes have been addressed by including opportunities for every student to have access to robust visual and performing art programs.

Library: Students are introduced to relevant black authors and learn about their literary contributions. With the purchase of diverse book sets, students will have access to diverse books and ongoing work will be the development of lessons to use during library unified arts.

5th Grade

The Red Clay School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

Each grade 5 classroom received 20 books to diversify homeroom libraries and ongoing work will be to develop lesson plans to meet HB 198. For example, students will learn about The Great Migration.

Math: Developed lessons aimed at creating a space of community where students can develop their own vision of a mathematician and see themselves as mathematicians. Examples of this are the introduction of a diverse group of famous mathematicians to students such as Benjamin Banneker, James Musse Jama, and David Blackwell. They learned about their contributions to American life, history, education, science, and culture.

Social Studies: students will be instructed on the following topics utilizing the Delaware Recommended Curriculum (DRC) on Henry Brown: enslavement, resistance and agency to enslavement, the Civil War, and black figures in national and Delaware history.

ELA: Students are introduced to Road to Freedom, a narrative realist fiction text about a girl and her mother escaping slavery through the Underground Railroad. The journey mirrors those of many individuals escaping slavery in the 1800's.

Art and Music: Students are introduced to black artists and musicians and learn about their contributions to American life and culture. Ongoing work will include the development of lessons and units to address specific artists and musicians. Equitable outcomes have been addressed by including opportunities for every student to have access to robust visual and performing art programs.

Library: Students are introduced to relevant black authors and learn about their literary contributions. With the purchase of diverse book sets, students will have access to diverse books and ongoing work will be the development of lessons to use during library unified arts.

6th Grade

The Red Clay School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

Science teachers will highlight Black individuals, both from Delaware and those that are not, who have made contributions within their field of study. They will utilize Discovery Education as their resource.

Social Studies: in grade six world regional geography, students will learn about North Africa and Sub-Saharan Africa. These include:

- diversity of Africa prior to the African and Black diaspora
- current connections and contributions to science, art, literature and history by teaching the African Cultural Hearths
- how it influenced the development of ancient civilizations
- teaching regions of West Africa, boundaries were influenced by the slave trade and the European colonization of Africa
- comparing & contrasting the economic and human rights issues that African and Black Diaspora populations faced in different regions.

Art and Music: Students are introduced to black artists and musicians and learn about their contributions to American life and culture.

English Language Arts: American Reading Company: Africa & (African) Ancient Civilizations

- Africa Unit: Readers will travel from the mouth of the Nile River to the Cape of Good Hope. This collection encompasses the history of the Ancients to present-day life on the African continent. Information about the diverse geography, the fascinating animals and plants, the history, cultures, and recent political changes is included.
- Ancient Civilizations Unit: Readers will explore the world before 250 CE. Regions included are Ancient Egypt, China, Greece, Mesopotamia, Rome, India, and the Maya.

School libraries are performing an equity audit on their book available in libraries with the goal of diversifying the offerings.

7th Grade

The Red Clay School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

CTE teachers will highlight Black individuals that have made contributions within their field of study. They will utilize Discovery Education as their resource.

Science teachers will highlight Black individuals, both from Delaware and those that are not, who have made contributions within their field of study.**

Social Studies: In grade seven civics and economics, students will be learning about segregation at the federal and state levels and how they have and continue working to achieve fair treatment in the United States. For example, students will learn about Jim Crow laws, Black codes, Reconstruction amendments, Plessy v. Ferguson, Brown v. Board of Education, Shirley Bulah, Voting Rights Act of 1965 and the Civil Rights Act of 1964. Lastly, utilizing the Mikva Challenge curriculum, students learn how to write and use their voice to speak about issues impacting their communities. In economics, students will learn about Black economists and their contributions to the economy, red lining and banking deserts.

DRC Units:

- Shirley Bulah
- Expansion of Freedom
- Grade 7 Economics Model Lessons

Art and Music: Students are introduced to black artists and musicians and learn about their contributions to American life and culture.

School libraries are performing an equity audit on their book available in libraries with the goal of diversifying the offerings.

English Language Arts: American Reading Company: Civil Rights Era

- Readers will engage with text and think about the constitutional rights guaranteed to American citizens. They will consider the historical precedent and ongoing struggles as Americans attempt to define exactly what those civil rights are and who is entitled to them.

8th Grade

The Red Clay School District included (or will include) the following requirements in their 8th Grade

curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

CTE teachers will highlight Black individuals that have made contributions within their field of study. They will utilize Discovery Education as their resource.

Science teachers will highlight Black individuals, both from Delaware and those that are not, who have made contributions within their field of study.**

Social Studies: in grade eight US history, students will be learning about how westward expansion, cultivation of cotton and the spread of slavery helped lead to the eventual fracture of the United States and the outbreak of the Civil War, with slavery being the central cause of the Civil War and the successes and failures of Reconstruction. For example, students will explore diverse perspectives from the early United States to Reconstruction through primary documents to understand the role of racism, white supremacy, and slavery in the development of the U.S., evaluating the historical record for divergences in narratives related to the Civil War and Reconstruction, interpreting whether the hopes of freed people were achieved during the Reconstruction Era through a research project, analyze how the American slavery evolved politically, economically, and socially over the course of the early United States and connect examples of Black agency, resistance, and triumph during the era of American slavery.

DWP Lessons:

- Emancipation in the North
- Nat Turner
- Emancipation Proclamation

- Civil War Amendments and Change

Art and Music: Students are introduced to black artists and musicians and learn about their contributions to American life and culture.

English Language Arts: American Reading Company: African American Literature & Westward Expansion

- Readers will gain an appreciation for what the earth has to offer as they learn about pioneers in the Wild West. Students will come to understand that our history is the result of both the strengths and shortcomings of peoples from all over the world whose lives converged during the Westward Expansion era. This includes the history of African enslavement and resistance in the United States.
- Readers will read classic and flashy titles that will invite them into the rich world of African American literature. These titles reflect the experiences and issues of American middle school students.

School libraries are performing an equity audit on their book available in libraries with the goal of diversifying the offerings.

9th Grade

The Red Clay School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

CTE teachers will highlight Black individuals that have made contributions within their field of study.

They will utilize Discovery Education as their resource.

In 9th grade **science** when discussing influential scientists contributing to the model of the atom - students discuss the lack of accessibility for minority populations to be involved in this area of study. Also, discuss James Harris who helped discover 2 elements on the periodic table. **

Art and Music: Students are introduced to black artists and musicians and learn about their contributions to American life and culture.

Social Studies: In grade nine civics and economics, students will be continuing their learning about segregation at the federal and state levels and how Black people have and continue working to achieve fair treatment in the United States by investigating Jim Crow and a Charleston Legend. Students will find connections between fair treatment and federalism and how the Constitution can be changed to support people and interpretations over time. Additionally, students will learn about how the passage of the 14th and 15th amendments allowed for the election of Black men like Hiram Revels. In economics, students will be continuing their learning about red lining and its impacts today.

English Language Arts: Students will examine photographic images and related informational texts centered around the roots of modern photojournalism in Civil War photography. Based on their learning, students will develop their own positions about the importance of a selected American photojournalist.

School libraries are performing an equity audit on their book available in libraries with the goal of diversifying the offerings.

10th Grade

The Red Clay School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

CTE teachers will highlight Black individuals that have made contributions within their field of study. They will utilize Discovery Education as their resource.

Science teachers will highlight Black individuals, both from Delaware and those that are not, who have made contributions within their field of study.** More specifically in the topic of Life Science: Discuss Charles Drew impact on specialized cells and plasma transfusion/incompatibility

Art and Music: Students are introduced to black artists and musicians and learn about their contributions to American life and culture.

In **Social Studies**, students learn about world history and geography from 1450-present. Students will utilize geographic principles to learn about world history, including writing an argumentative outline on the regional characteristics of North African and sub-Saharan Africa, the Columbian Exchange and Atlantic Slavery.

English Language Arts: Students will examine how a contemporary figure, former President Barack Obama, reflects on personal and cultural experiences in the memoir genre. Based on their learning, students will write personal narratives, memoir, or essays based on their own experiences or observations of the world.

School libraries are performing an equity audit on their book available in libraries with the goal of diversifying the offerings.

11th Grade

The Red Clay School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you

identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

CTE teachers will highlight Black individuals that have made contributions within their field of study. They will utilize Discovery Education as their resource.

Science teachers will highlight Black individuals, both from Delaware and those that are not, who have made contributions within their field of study.** More specifically within the topics of Earth and Space Science: Contributions of Katherine Johnson, Dorothy Vaughn, Mary Jackson, Mae Jemison.

Art and Music: Students are introduced to black artists and musicians and learn about their contributions to American life and culture.

In grade 11 **social studies**, students learn US history from 1877-present day. The following topics are discussed in this course:

- Jim Crow Laws
- Plessy v. Ferguson
- Ida B. Wells and the National Association of Colored Women
- The Tulsa Race Massacre
- NAACP development
- The Harlem Renaissance
- Booker T. Washington differing ideologies W.E.B. Du Bois
- 19th Amendment
- The Great Migrations
- Involvement in WWI & WWII
- The Double V Campaign
- Civil Rights Acts of 1957, 1964

English Language Arts:

- Unit 2: The Warmth of Other Suns - (The Great Migration) Entire 8 week unit
 - Students will examine the push-and-pull factors of the Great Migration caused by the social and political climate in the United States in the aftermath of slavery as well as the immediate and long-term impacts of the decision to migrate. Based on their learning, students will write an expository essay that examines the significance and impact of the author’s approach to structure as she constructs and tells the story of the Great Migration in *The Warmth of Other Suns*.
- Unit 3: The American Dream of Homeownership, Section 2-A Dream Deferred
 - Students will examine the history of discrimination and segregation in relation to homeownership in the United States. Based on their learning, students will analyze and evaluate arguments related to discriminatory housing practices and affordable housing debates.
- Unit 4: Telling Stories With Film, Section 1-Creators: Making Movies (Hidden Figures)
 - Students will learn about movie-making elements, conventions, and techniques. Additionally, students will examine the different perspectives from which movies are viewed. Based on their learning, students will analyze and summarize a movie of their choice.

School libraries are performing an equity audit on their books available in libraries with the goal of diversifying the offerings.

12th Grade

The Red Clay School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

CTE teachers will highlight Black individuals that have made contributions within their field of study. They will utilize Discovery Education as their resource.

Science teachers will highlight Black individuals, both from Delaware and those that are not, who have made contributions within their field of study. Below is a list of book titles to be considered for highlighting these black professionals and their contributions to science. These books could be used in grades 7-12.**

Art and Music: Students are introduced to black artists and musicians and learn about their contributions to American life and culture.

Social Studies: A variety of social studies electives are offered in high schools, including: African American History and Comparative Cultural Studies. These courses center the history of the Black experience in the United States. In psychology, social and cognition units discuss topics such as race, discrimination, stereotypes, creation of IQ tests and eugenics.

**** Literature ideas for science classrooms**

- Black Women in Science: A Black History Book for Kids (Biographies for Kids)
 - https://www.amazon.com/dp/1641527072/?coliid=11EU0EJWP50UTO&colid=A5N9ZDT P1HVW&psc=1&ref=lv_cv_lig_dp_it
- Reaching for the Moon: The Autobiography of NASA Mathematician Katherine Johnson
 - https://www.amazon.com/dp/1534440844/?coliid=IHFFAJV0LRRYX&colid=A5N9ZDTP1 HVW&psc=1&ref=lv_cv_lig_dp_it
- Hidden Figures Young Readers' Edition
 - https://www.amazon.com/dp/0062662376/?coliid=IL88A00SWEK7I&colid=A5N9ZDTP1 HVW&psc=1&ref=lv_cv_lig_dp_it
- Chasing Space Young Readers' Edition
 - https://www.amazon.com/dp/0062665936/?coliid=I2KQPTD7GUWX77&colid=A5N9ZDT P1HVW&psc=1&ref=lv_cv_lig_dp_it
 - <https://www.pbs.org/education/blog/ten-black-scientists-that-science-teachers-should-know-about-and-free-resources>
- African Americans in evolutionary science: where we have been, and what's next
 - <https://evolution-outreach.biomedcentral.com/articles/10.1186/s12052-019-0110->
- African American Contributions to the Manhattan Project
 - <https://www.atomicheritage.org/history/african-americans-and-manhattan-project#:~:text=A%20number%20of%20African%20American,production%20of%20fissio nable%20nuclear%20materials.>
 - <https://www.history.com/news/black-scientists-manhattan-project-atomic-bomb>
- African American Contribution to the Periodic table
 - <https://blog.oup.com/2019/05/james-harris-black-scientist-discover-two-elements/>
- Gifted Hands - The Ben Carson Story
 - https://www.amazon.com/dp/B004R1PVR0/ref=dp-kindle-redirect?_encoding=UTF8&btkr=1
- The Immortal Life of Henrietta Lacks
 - https://www.amazon.com/dp/B004EPZOHO/ref=dp-kindle-redirect?_encoding=UTF8&btkr=1
- Partners of the Heart: Vivien Thomas and His Work with Alfred Blalock: An Autobiography
 - https://www.amazon.com/gp/product/0812216342/ref=dbs_a_def_rwt_hsch_vapi_taft _p1_i

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 title and date of in-service training sessions provided to meet this requirement.

Members of the Red Clay Consolidated School District attended the following professional development sessions:

- Courageous Conversations About Race : Beyond Diversity
- Discussing Identity and Bias with Students Professional Learning
- Intercepting Bias in Our Classrooms : Two day workshop
- “History UnErased Professional Learning” : The Intersections of HB 198 and LGBTQ History
- Reimagining Professional Grant - All secondary mathematics teachers will engage in a professional reading cohort that is designed to strengthen our teacher community culture and provide strategies for building classroom communities and lifting student voice.
- Engage in professional reading cohorts from nationally recognized experts on building classroom culture, creating positive mathematical identities, and disrupting the status quo.
- Identify and implement instructional strategies and routines from the professional reading cohorts that directly connect to aspects already inherent in our HQIM.
- Summer Retreat Administrative Book Study - “Choosing to See: A Framework for Equity In The Math Classroom”

Diversity Champion Trainings (Professional Learnings embedded during School Faculty Meetings) in partnership with Equity & Beyond :

- Anti-Racism, Inclusion, Diversity and Equity Professional Learning Sessions
 - Quarterly 2 hour sessions
 - Topics Include:
 - Why Race?
 - The Impact of Bias
 - The Realities of Power and Authority
 - Gender Expressions and Identity
- “Building My Lens for Equity” : Using Data to Advance Educational Equity on our Campuses

Social Studies

- Teaching United States History with and Equity Lens : Library of Congress Grant
- Social Justice Standards Workgroup utilizing the “Learning for Justice Anti-Bias Framework”
- MIKVA Challenge Group - Starting with Self, Creating Democratic Classrooms
- “Teaching Light By Fire” : How to Lead Meaningful Race Conversations in the Classroom
- Taking a Culturally Responsive Lens to Social Studies Instruction
- Expanding the Narrative in Social Studies Classrooms: How to Meet HB198 with an Inclusive Lens Virtual Conference (10/14)
 - Historical Consciousness Framework, Dr. LaGarret King
 - Public Education, Memory, Race, and History in Delaware

- Social Studies for a Better World: Teaching Anti-Oppressive Content in Contentious Times
- How Does Where You Live Influence How You Live: Redlining
- Shining light in the shadows: Finding and bringing the stories of Blacks in America out from the shadows of our existing curriculum and into our classrooms.
- Civil War to Civil Rights
- #BecauseofHerStory: Exploring Untold Stories Through Portraiture and American Art
- Delaware's African American History
- Bringing an Inclusive Lens to Elementary Economics
- Reading children's books about enslavement
- Juneteenth and the Destruction of Slavery
- Discussing Contentious Topics in Your Classroom
- Heroes Abroad, Activists at Home: Stories from African American GIs in the Civil Rights Movement
- Stolen: Delaware's Connection to the Reverse Underground Railroad
- Economics and the Great Migration
- Teaching "Racial Slavery in the Americas" with the Choices Program
- Delaware's Other Black History

ELA

- Culturally Responsive Text Selection : Professional Learning and Book Talks

K-8 Select Schools

- Culturally Responsive Education
 - Identity Domain Discovery: Guide staff in better understanding the importance of identity within education for our K-8 students
 - Three groups (K-2, 3-5, 6-8) meeting over six sessions to unpack the standards within Identity;
 - Session 1: Introduction to Identity Domain
 - Session 2: Positive Self-Image (ID1)
 - Session 3: Affirmation and Description of Self (ID2)
 - Session 4: Intersectionality (ID3)
 - Session 5: Pride and Confidence (ID4)
 - Session 6: Alignment to Dominant Culture (ID5)

Seaford School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Nikki Miller
Position: Supervisor of Instruction
Email: nikki.miller@cape.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

The Seaford School District instructional team in collaboration with building administrators, teachers, statewide contributors and curriculum developers have worked diligently to meet the instructional framework requirements established by HB 198. Aligning the requirements of HB 198 with high quality instructional materials has been a priority.

Our K-8 ELA curriculum Bookworms enables us to meet many of the requirements found in HB 198. After identifying texts in the curriculum that meet the criteria, we ensured that they would be included in the student experience. In addition, other curriculums K-12 have been reviewed. As a part of this process, we have inventoried our student experience K-12 to determine where our curriculum meets the specific criteria established by HB 198.

Our team has determined that each criteria is covered multiple times K-12. Throughout the school year, other departments within the district are developing and implementing new units in the areas where we either have less opportunities for students or where the topics fit naturally within the grade level and content. The mathematics curriculum used in grades K-8, Imagine Learning Illustrative Mathematics (IM) provides a balance of images or information about people, representing various demographics and physical characteristics. As stated in the IM curriculum, “The characters in the student materials represent different races and portray people from many ethnicities in a positive, respectful manner, with no demographic bias for who achieve success in the context of problems. Characters in the program are illustrations of children or adults with representation of different races and populations of students.”

One area in which we are adding additional focus is in our visual and performing arts. Finding opportunities for them to implement lessons for students to engage in the content in a more artistic format. One area of study the visual and performing arts will focus on as we move through the school year and implementation is to provide opportunities for students to discuss and uplift the Black experience.

Finally to ensure fidelity of implementation our curriculum council that meets quarterly will review status check ins with grade level/content PLC reflections on curriculum developed and taught focused on HB 198.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Seaford School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

K ELA | Bookworms Curriculum

Module 2:

Rap a Tap Tap

Discusses the life of Bill “Bojangles” Robinson and how he entertained people with the rhythms

he made with his feet

Happy Birthday, Martin Luther King

Discusses the unfair laws made against Black people such as sitting in the back of the bus.

Discusses segregation in schools, restaurants, and on buses.

Students will write about what Dr. King wants the world to look like.

In of Thee I Sing: A Letter to My Daughters by Former President Obama

Discusses famous Americans that have virtues that President Obama sees in our countries children. Some of the included Americans are Georgia O’Keefe, Jackie Robinson, Dr. Martin

Luther King Jr. and Abraham Lincoln

Module 4:

Harriet Tubman: Follow the North Star

Informational text about the life of Harriet Tubman and her fight to free slaves.

Discusses slavery, white masters, and treatment of slaves

Discusses the Underground Railroad and how Harriet helped slaves escape to freedom

Discusses the civil war and how Harriet helped as a spy and nurse

Discusses the fact that slavery was a cruel system in the American past

Students write a report about Harriet Tubman after reading the book

Amazing Grace

Discusses how a student said that Grace couldn't be Peter Pan because she was black and how her family helped her realize she can be anything.

1st Grade

The Seaford School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

1st ELA | Bookworms Curriculum

Module 2:

Duke Ellington

Introduces Duke Ellington and what Jazz is

Discusses the importance of Duke’s song “Black, Brown, Beige”

Discusses the important role Duke Ellington played in American History

Suggests listening to Duke Ellington’s songs

Why Mosquitoes Buzz in People’s Ear: A West African Tale

Briefly discusses West African culture within the folktale and the native language.

Module 3:

Long, Tall Lincoln

Discusses slavery, treatment of black people, the civil war, and law passed to end slavery

Discusses vocabulary such as justice, slavery, and freedom.

Discusses the Kansas-Nebraska Act and the Emancipation Proclamation.

Discusses the attributes of Abraham Lincoln that paved the way for future Black leaders in America.

Discusses the word “Dixie” and its association to slavery and racist attitudes.

Martin Luther King Jr.: A Peaceful Leader

Discusses the civil rights movement and how black people were treated differently from white.

Discusses the segregation laws put in place to treat black people unfairly.

Discusses vocabulary such as protest to understand the story and build background knowledge.

Students will write about how Abraham Lincoln, Harriet Tubman, and Martin Luther King worked for justice

Students will work together to create an anchor chart on Martin Luther King’s life.

Harriet Tubman Freedom Fighter

Discusses slavery, treatment of black people, the civil war, and law passed to end slavery.

Discusses the hardships that Harriet Tubman went through in her life.

Discussions on how Harriet Tubman felt when she was a slave.

Discusses The Underground Railroad and the Fugitive Slave Act

Writing about Harriet Tubman using text evidence from the biography.

President’s Day

Briefly discusses the significance of Abraham Lincoln and how he played an important role in uniting our country during the civil war.

2nd Grade

The Seaford School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

2nd ELA | Bookworms Curriculum

Module 3:

Jackie Robinson

Discussing the word prejudice and negro

Discussing the hardships Jackie Robinson faced as an African American and celebrating that he was the first African American MLB player.

Creating a timeline of events in Jackie Robinson's life

Dad, Jackie, and Me

Discussing the word negro

Discussing why Jackie Robinson was treated differently by other MLB teams

Writing about how to handle situations where people say unkind things to you

The Story of Ruby Bridges

Discussing desegregation

Connecting Ruby Bridges' experiences to Jackie Robinson's

Comparing Ruby Bridges' school experiences to their own

Creating a timeline of events

My Brother Martin: A Sister Remembers: Growing Up with the Rev. Dr. Martin Luther King, Jr

Overview suggests listening to the "I Have a Dream Speech"

Connecting JR, RB, and MLK to the Civil Rights era

Discussing the word negroes and colored

Discussing how the unfair treatment of African Americans

Small mention that Africans were taken from Africa and brought to America as enslaved people. There is a think-aloud/visualization about Africans running from kidnappers to sent to other countries and that this must have been unpleasant.

In the culminating task, students will think about the books in module 3. Classes will discuss how JR, RB, and MLK were treated by people and reflect on how JR, RB, and MLK reacted. They will discuss how people made the right choice in those books even though sometimes it was not easy. They will

learn how to converse respectfully with someone who disagrees with them on something. Students will then write an opinion about whether doing the right thing is easy or difficult.

Math

Unit 2 lesson 2 students learn of the historical background of the game Mancala. Learning that this game was created in Africa and has since been named many different things and played around the world. Students learn additional historical context of the game from their teacher. They play a simulation of the game as part of the lesson, practicing the math that is associated with the game.

3rd Grade

The Seaford School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

3rd ELA | Bookworms Curriculum

Marking Period 3:

Frederick Douglass - He lived almost 100 years before Dr. King, in the 1800s. Unlike Dr. King, Frederick Douglass was born a slave. He grew up to become one of the most important leaders in American

history.

Thurgood Marshall

Civil Rights & Harriet Tubman

Rosa - This is a nonfiction book about Rosa Parks, who is a famous American because of her work for equal rights for all people.

When Marian Sang- This book is a text about Marian Anderson’s life and singing career. She stood up for her equal rights.

Snowflake Bentley - This book is a biography about a person who made astonishing accomplishments.

Module 4:

Boy who Harnessed the Wind (picture book) - This is a true story about a young boy that worked hard to create a better life for his community. His determination led to his success providing wind electricity to his village.

In 3rd grade **Social Studies** students learn about the constitution and the roles of congress. As a part of this learning students will take part in a rights/responsibilities sorting activity and discussion.

4th Grade

The Seaford School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

4th ELA | Bookworms Curriculum

Marking Period 1:

A Strong Right Arm which tells the story of Mamie “Peanut” Johnson and her journey playing baseball

in the “Negro Leagues” with the men. While reading about her life, students will be exposed to the struggles that she faced because of being an African American woman during a time when society was still segregated.

Marking Period 3:

Shaking Things Up which is a compilation of poems that were written and illustrated by women from all different races, religions, and backgrounds. Specifically, the first poem is about an African American woman named Molly Williams, who was an indentured servant to a firefighter, until she gained her freedom and then became the first woman firefighter herself.

Marking Period 4:

Freedom on the Menu: The Greensboro Sit Ins which discusses the historical events of the 1960 Greensboro Sit Ins in Greensboro, North Carolina, where people protested the unjust treatment of African Americans. Throughout this book, the contributions of Dr. Martin Luther King’s work is highlighted, as well as segregation and how it was perpetuated through the law, and the socio-economic struggles that African Americans endured during this time.

4th grade Social Studies

Marking Period 1: Early colonization of America.

In this unit, students will learn about the origins of enslavement in the American Colonies and later go through the growth of enslavement in the American Colonies. They will analyze maps that illustrate slave trade routes throughout the world, and draw conclusions about how that impacted society. Students will also be creating chronologies that highlight the important contributions of famous African Americans throughout history (for example, Garrett Morgan in Unit 1/Lesson 1 and Rosa Parks in Unit 1/Lesson 11).

5th Grade

The Seaford School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

5th ELA | Bookworms Curriculum

Marking Period 1:

Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole: The story of an Black explorer who didn't get recognition for his accolades until many years after his death.

Marking Period 2:

The Watsons go to Birmingham: This story deals with the relationship between white supremacy, and racism because it is based on a family who lives in Michigan but visits family in Alabama. They deal with segregation at restaurants, and white supremacy based on the church bombings during this time period.

Civil Rights research paper continues students' education during the Civil Rights Movement. Students research an important Black leader who may have contributed to American life, history, literature and culture during that era.

Marking Period 3:

Aunt Harriet's Underground Railroad in the Sky: This story educates students on the tragedy of enslavement and how Harriet Tubman led a movement from slavery to freedom.

Marking Period 4:

The Mostly True Adventures of Homer P. Figg: This story is set during the Civil War when slavery was still legal. At various points throughout the book students are exposed to descriptive language within the historical context. There are intentional points throughout the lesson in which teachers introduce, explain and discuss within the historical context and vocabulary used throughout the text, along with other instances of prejudice and injustice.

6th Grade

The Seaford School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

6th ELA | Bookworms Curriculum

Marking Period 3:

Lizzy Bright and the Buckminster Boy-This is a historical fiction book that is based off of actual events that took place in Phippsburg and Malaga Island, Maine around 1912. The book deals with racism and prejudice as the white townspeople are disapproving of the main characters Lizzie (a young black girl) and Turner's (a young white boy) new found friendship when the Buckminster family relocates to Maine from Boston. Not happy with how the mainly black and mixed race families are living on Malaga Island, the white residents eventually destroy the community of Malaga Island forcing the families to relocate and some are even forced into mental institutions. They do this because they want to turn the island into a place for the budding tourism industry. (ELA Bookworms for Middle School)

Marking Period 4:

Brown Girl Dreaming-This story is based on African-American author Jacqueline Woodson's life, growing up in the 1960's between Ohio, New York and South Carolina. The author's mother is originally from the south so the family makes frequent trips to visit family members. While in South Carolina, the family deals with racism, segregation, discrimination and hatred. The story also talks about the protests during the 60's for equal Civil Rights as well as Angela Davis who was a prominent member of The Black Panther Party. (ELA Bookworms for Middle School)

6th Grade Social Studies | World Geography

Students in 6th Grade Social Studies will study various subregions of the world. In their world tour, students will spend a unit studying the cultures and geography of Sub-Saharan Africa. Students will explore the geography of Africa, more importantly focusing on the importance of the Nile River and how the river influenced the development of civilizations like the Ancient Egyptians. Students will then spend time studying the role of women in developing countries of Africa focusing on challenges faced by women in developing countries in Africa, how African women micro-entrepreneurs have changed the human characteristics of the places where they live and work. They will also study the

many cultures that have developed and spread throughout Africa and the world, using Nigeria as a case study. Students will also engage in a lesson on apartheid and the impact on African culture. Specifically focusing on how apartheid has affected South Africans of various ethnicities, the redistribution of power and resources in post-apartheid South Africa, South Africa's progress toward equality for all South Africans since the end of apartheid and effects of the worldwide HIV/AIDS epidemic.

Marking Period 3

- Geography of Sub-Saharan Africa
- 21 - Micro-entrepreneurs: Women's Role in the Development of Africa
- 22 - Nigeria: A Country of Many Cultures
- 23 - Resources and Power in Post-apartheid South Africa

7th Grade

The Seaford School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

7th ELA | Bookworms Curriculum

Marking Period 3:

Hidden Figures (Young Readers' Edition)-Written by African-American author Margot Shetterly, this book is considered a Social Justice book. It details the story of four African-American female mathematicians Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden, who worked for NASA during the 1940's-1960's. Upon becoming employed by NASA, they were a part of the All African-American team called "Human Computers". The women, eventually, desegregated the white male engineering team and went on to become an integral part of NASA's space race. (ELA Bookworms for Middle School)

Social Studies: Marking Period 2 | Economics

In 7th Grade Social Studies students will engage in an instructional unit that engages them in conversations about the struggle for equality in post Civil War America. Students will study topics such as segregation and the Jim Crow era and explore how rights have been expanded through Constitutional amendments and Supreme Court Cases to end discrimination. Students will explore the following topics:

- Plessy v Ferguson
- Jim Crow
- Shirley Bulah
- Brown v Board of Education
- Milord 11
- Civil Right & voting acts

Social Studies: Marking Period 3 | Economics

In 7th Grade Economics students will study the concept of macroeconomics. During this unit of study students will explore topics such as unemployment and the unequal distribution of wealth and the effect of redlining on the American economy

- Macroeconomics Lesson 14: Not All Unemployment is Created Equal
- Macroeconomics Lesson 20: How Does Where You Live Influence How You Live? (Redlining)

8th Grade

The Seaford School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

8th ELA | Bookworms Curriculum

Marking Period 3:

Sugar Changed the World, A Story of Magic, Spice, Freedom, Slavery, and Science-This story, broken into four parts, talks about the negative effects that sugar had on the African-Americans who were a major part of the African diaspora and Atlantic slave trade. Parts two through four of the book talk about how the increased demand for sugar fueled the demand for slaves on plantations. Sugar was a hard crop to grow and many slaves were needed to keep up with the demand and this in turn also contributed to the mistreatment of Africans and future African-Americans. Without the forced contributions of slaves, sugar would not have been the successful crop that it was during slavery. It also shows the demise of sugar and its mass production decline after slavery ended. (ELA Bookworms for Middle School)

Marking Period 4:

Just Mercy (Adapted for Young Adults): A True Story of the Fight for Justice-This memoir adapted from African-American author Bryan Stevenson's book *Just Mercy: A True Story of the Fight for Justice* follows the Milton, DE born author during his early career as a lawyer for the Equal Justice Initiative (EJI) in Alabama. The book covers Stevenson's fight for black and impoverished people who were wrongfully convicted through the justice system. (ELA Bookworms for Middle School)

8th Grade Social Studies | U.S. History

Students in 8th Grade Social Studies will study the history of America from colonial times through the era of Reconstruction. Students will begin by studying the development of the United States into an independent nation and the struggle for independence and freedom. Students will then examine the period of time during the Civil War and the struggle for equality that faced America. Students will then examine the era of Reconstruction following the Civil War to better understand how the war changed the outlook of American society. Students will study the following topics as part of the U.S. course:

- Unit 1 Prehistory of the United States
 - Concept 2: Exploration & Colonization (Jamestown)
- Unit 4 Expanding & Changing Nation
 - Concept 1: Westward Expansion (Missouri Compromise)
- Unit 4 Expanding & Changing Nation
 - Concept 3: Abolitionist Movement (Underground Railroad)
- Unit 5: A Nation Divided
 - Concept 2: The Civil War (Massachusetts 54th Regiment)
- Unit 5: A Nation Divided
 - Concept 1: Sectionalism (Compromise of 1850 & Dred Scott Court Case)
- Unit 4: Westward Expansion
 - Concept 3: Abolitionist Movement (Harriet Tubman, Frederick Douglass, Sojourner Truth, Nat Turner)
- Unit 4: Westward Expansion
 - Concept 3: Abolitionist Movement (Harriet Tubman, Frederick Douglass, Sojourner Truth, Nat Turner, Olaudah Equiano, Crispus Attacks)

9th Grade

The Seaford School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

In 9th grade **ELA**, students will read texts focusing on black figures in history. Bessie Coleman, Martin Luther King Jr, and Leon Bridges. Primary and secondary sources will be evaluated to learn of their contributions and impact. Another unit will give students the opportunity to choose between two texts, I Know Why the Caged Bird Sings or To Kill a Mockingbird. I Know Why the Caged Bird Sings is the first of seven autobiographical books written by Maya Angelou, recounting her childhood and the impact of racism and other traumatic events had on her life. To Kill a Mockingbird is a novel that depicts a young girl's life and the consequences of racism and prejudice.

9th Grade Social Studies | Civics

In 9th grade Civics and Regional Planning, students spend a unit on the Constitution, Bill of Rights, and the application of such laws. By first understanding the basis of the US government and its organization followed by lessons on Enlightenment thinkers, Thomas Hobbes and John Locke, students are able to trace the origins of law in the United States and how it has a history of being applied unequally to minorities and the impact on black history.

9th Grade Social Studies | Geography

In 9th grade Regional Planning (Geography), students take part in virtual experiences around the world learning about regions and the modern countries that inhabit various areas. Part of this experience is a focus on Modern Africa, studying the people who reside there, and how the African Diaspora has shaped their development and continues to do so in the present day.

10th Grade

The Seaford School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

10th Grade Social Studies | Economics

As part of the Microeconomics unit, students will engage with primary and secondary sources detailing the concept of redlining and its impact in both short and long term on black homeownership and where black homes are predominantly located in comparison to desirable/undesirable places within a city.

Additionally during the Microeconomics unit, students investigate income disparity from a racial lens. As part of this unit, students compare incomes among different demographics and trace the origins which resulted in minorities accounting for a smaller share of median wealth.

During the Personal Finance unit on Stocks, students will engage with primary and secondary sources to understand the history of the stock market, who has predominantly participated, and how it has changed over the years. This unit spotlights Black Wall Street as part of its cycle of inquiry.

11th Grade

The Seaford School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

In 11th grade **ELA** students will read and engage in learning activities during marking period two focused on understanding how journeys influence perspective. Huckleberry Finn, Walden and Mississippi Solo will be used for this unit. Unit three students will read and analyze, Their Eyes were Watching God. Unit four students will read and analyze Dream House, How it Feels to be Colored Me, A Raisin in the Sun and The Negro Speaks of Rivers.

11th Grade Social Studies | U.S. History

Students in U.S. History will spend the first unit examining the cause of the United States Civil war as it relates to State’s Rights and enslavement in the United States. Students will understand the role racism played in the opposing sides of the conflict and have a chance to read primary sources from Union and Confederate perspectives to make connections between both sides' reasoning for participating in this military engagement.

During the Harlem Renaissance Unit, students will select several influential pieces of art, music, or literary significance and participate in a Gallery Walk style presentation detailing contributions to American culture from this historical era.

Students will also spend a unit looking at the history of Civil Rights, reading primary sources such as Frederick Douglas’ autobiography, “I Have a Dream” speech by MLK Jr., as well as newspaper articles chronicling Segregation, *Brown v. Board*, and the desegregation movement, both nationally, and in Sussex County. Additionally, students will participate in a Media Text set looking at how modern laws such as Black Codes/Jim Crow laws have, and still continue, to put obstacles in front of black people. This will lead students into a project researching government agencies and the various services they provide for people nationally and on a statewide level.

As part of the WW1 and WW2 units, students will explore multiple first-hand accounts from people on the front lines and homefront such as Medical Doctors, Soldier Perspectives. Additionally, students will read and analyze poetry from these wars to better understand the context in which these events

unfolded. Following a deeper dive in WW1 and WW2, students will engage with primary and secondary source materials to better understand African American soldiers returning from free Europe to the segregated South, and the implications such experiences had on the forthcoming Civil Rights movement.

12th Grade

The Seaford School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

In 12th grade **ELA** in marking period 1 will read and take part in learning engagements around the court case Plessy v Ferguson. In marking period 2 students will learn of the court case U.S. v The Amistad. They will analyze the details for each court case and review primary and secondary resources. They will participate in learning activities that allow them to gain perspective and construct responses to prompts. In addition students will read The Federalist Papers, this text is used for units 1 and 2.

12th Grade Social Studies | World History

Students spend an early unit in World History studying pre 1600 world history. As part of this unit, students engage with various primary and secondary source texts discussing pre-slavery Africa and the effects of imperialism on Africa and its people. Additionally, as part of the imperialism unit, students will interact with texts and media discussing how treatment of Africans throughout history has factored into their mistreatment today. In later units, Apartheid in South Africa is discussed with a spotlight on Nelson Mandela and analysis on his impactful leadership.

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 title and date of in-service training sessions provided to meet this requirement.

We have approached this through an academic lens in our coaching so that educators are equipped to engage students in discussions.

Through the use of professional development time (PLC and Inservice days) we will focus on the following areas.

- Fostering classroom environments for students to feel safe to talk about each other's thinking that includes considering student and teacher identities.
- Using formative assessments to determine appropriate opportunities to strengthen students' language and foundational reading skills so all students are equipped for academic discussions on the topics highlighted in the Instructional Framework and content requirements.
- Considering opportunities and cautions for culturally relevant pedagogy when using curricular texts.

In addition staff throughout the district will work to develop their culturally responsive teaching. Teachers will be provided support from state and district leaders with tools, practice and training in order to enrich classroom discussion.

- Spring 2022 middle school Social Studies teachers collaborated with ELA teachers to support them with facilitating classroom conversations about race and identity.
- Spring 2022 Seaford high staff took part in a schoolwide training with the organization The New Teacher Project (TNTP) on the Opportunity Myth and raising expectations.
- Summer 2022 all teachers K-8 attended professional learning focused on culturally relevant teaching during literacy instruction as part of Bookworms Reading and Writing update training.
- Fall 2022 staff took part in the DE equity conference, each staff member participated in a minimum of three self selected strands.
- Winter 2023 Lauren Conrad from DDOE will work with our Visual and Performing Arts teachers to identify resources that can be implemented within their units.
- The Seaford school board will be briefed a minimum of two times during the 2022-2023 school year on our implementation of HB 198
- Seaford instructional leads are partnering with the DE Social Studies Coalition to develop Social Studies units focusing on HB 198 for grades K-3.

Smyrna School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Kelly Holt
Position: Director of Curriculum
Email: kelly.holt@smyrna.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

In looking at HB 198 our district has looked at our resources, met as a team to determine areas of focus and participated in state level meetings to ensure we developed a plan to look at our materials,

determine areas of need for new resources and education for our staff to change practice.

- a. Primary (artifacts, photographs - Library of Congress, documents) and secondary sources were used to learn more about the Black the challenges, contributions, and triumphs.
- b. Materials are age and grade-level appropriate, standards based lessons.
- c. District employees have had trauma informed training that includes restorative and responsive practices and District will continue to have training on the impact of racial and historical trauma.
- d. Students have lessons that include rights and responsibilities of citizens in standards based lessons that now include elements of inequality, discrimination, and racism.
- e. Historical to contemporary events and people have been included in K-12 lessons of Black History.
- f. Additional lessons and/or additions to lessons include multicultural perspectives of different races/ethnicities.
- g. Lessons will enable students to better understand prejudice, racism, and stereotyping.
- h. Students will have opportunities within lessons and units to discuss and uplift the Black experience.
- i. Lessons include enslavement and segregation in Delaware and throughout our nation.
- j. Through the use of restorative circles and classroom discussion students focus on problem solving various viewpoints while learning the perspective of others.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Smyrna School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

ELA - African Folktales

SS - History Unit - How do we learn about long ago? Students will learn about the past through book read-alouds - secondary sources. Books will include - Long Ago and Today and the Ordinary People Change the World Biographies - that will include Harriet Tubman, Rosa Parks, MLKing Jr., Jackie Robinson, John Lewis, Muhammad Ali, and Oprah Winfrey, along with many other figures in history.

1st Grade

The Smyrna School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

SS - History Unit - Thinking Chronologically using Timelines. Students will learn about events in history in chronological order that will include the first settlers along with the year 1619 as the first Africans arrive in Virginia. They will learn about famous black Americans in a timeline that includes enslaved people of Sojourner Truth, Frederick Douglas through Civil Rights activists Rosa Parks, Martin Luther King, Jr. to present day - Barack Obama, and Kamala Harris. Lessons will include video mini-biography read-alouds that can be put in a biography timeline.

2nd Grade

The Smyrna School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

SS - History Unit - How do we know about long ago? Students will learn about artifacts from long ago and will begin to analyze photographs to become Junior Historians. They will continue to analyze primary sources (photographs) of African American schools during segregation that will include photographs of schools in Delaware and Smyrna. They will then analyze photographs of Ruby Bridges in school and read the story, Ruby Bridges Goes to School written by Ruby Bridges. More photographs will be analyzed about other black female NASA scientists and read the story Hidden Figures.

3rd Grade

The Smyrna School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

ELA - African American Folktales

SS - Civics Unit - Rights, Responsibilities, and Privilege - Students have developed an understanding of rights, responsibilities, and privilege of American citizens. They will continue their understanding of rights and responsibilities with the Civil Rights Movement. Students will learn about some important historical events in US black history that include the adoption of the Bill of Rights and the 13-15th Amendments and the rights that were extended to Black Americans. Students will learn about the struggle after enslavement by analyzing photographs of those historical time periods that include enslaved African Americans, life after enslavement, and segregation that included the unfair treatment of Black Americans. The lesson will include the story of Robert Smalls (Congressman), The Other Side, and Let the Children March.

4th Grade

The Smyrna School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

SS - History - New Model Lessons from the Delaware DOE include - Rosa Parks, Enslavement Unit - with the trauma of forced removal of Africans in a Middle Passage lesson, idea of victimization and agency in Hidden History of Equiano, Census data in Delaware in with first Black enslaved in 1638 , Hidden History of Elizabeth Keys (Sued for freedom), Onesiums, Enslaved African who created a cure for Smallpox.

5th Grade

The Smyrna School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

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

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

ELA - Civil War with Historical Figures and Slave Narratives.

SS - History - Primary Source Reader - Civil War is Coming - Role of slavery and racism in the Civil War. Additional Lessons from Core Knowledge - Historical events in American History with focus on the reasons for the Civil War and the tragedy of enslavement.

DRC Model Lesson - Henry Brown, former enslaved person. His story of enslavement and escape from slavery - lesson using primary (excerpt) and secondary sources - read-aloud of Henry's Freedom Box.

6th Grade

The Smyrna School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

SS - World Regions - Discovery Ed Techbook - North Africa and Sub-Saharan Africa, Early Civilizations of Africa

Primary Source Reader - Mansa Musa Leader of Mali-the largest empire that encouraged arts, literature, and architecture , the Kingdom of Kush and Egyptian culture (Sub-Saharan Africa), Christianity in Ethiopia, Swahili People trade of gold, ivory , and slaves, and Zimbabwe and the great stone city.

7th Grade

The Smyrna School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

SS - Civics Units - Expansion of Freedom Jim Crow Laws, Voting Rights Act with majority rule acting out of anger and prejudice, Civil Rights Act of 1964 and Civil Liberties.
 Economics Unit - Red Lining Lesson 20 - Students examine historical documents, analyze graphs, watch a video and listen to an interview to determine how the practice of redlining contributed to the household wealth inequalities that exist today between various racial demographics.

8th Grade

The Smyrna School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

SS - Slavery in the Constitution - why was slavery kept in Constitution, Pursuit of Freedom in Delaware - laws that empowered the enslavers, Nat Turner enslaved who led a rebellion and was captured and sentenced to death, John Brown of Harpers Ferry raid, Emancipation Proclamation, Memphis Riot of

1866 sparking the beginning of the reconstruction in the south, Sharecropping, Reconstruction, Changes in Lincoln's View/African American Freedom.

9th Grade

The Smyrna School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

SS - Geography - World Stones and Bones African Unit

SS - Civics - Dynamic Change-Loving v. Virginia after analyzing the court case to show how interracial marriage was officially recognized by the state of Virginia's legislation through separation of powers and the effect that it had on citizens in Virginia. This is tied in after evaluating the change in civil rights throughout American history.

10th Grade

The Smyrna School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

SS Economics: Redlining After New Deal - Use of primary source analysis - Federal Government color

coded areas for bank loans as a damaging tool for promoting racial residential segregation and used by realtors, urban planners, and bankers. These maps incorporated neighborhood risk ratings from high to low.

Economics and the Great Migration- The first lesson uses the art of Jacob Lawrence to teach the history and economics behind the early years of the Great Migration. The second lesson teaches about the Harlem Renaissance, as well as the economic and societal challenges Harlem faced over the years. The third lesson studies the practice of redlining, whose impacts on neighborhoods are still felt today over 50 years after its abolishment.

11th Grade

The Smyrna School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

SS - U.S. History - Civil War and Reconstruction Unit - End of slavery, political and economic inequality remained for African Americans in the South - Sharecropping, Effectiveness of the Freedmen's Bureau, John Brown's Legacy, A Perspective on Slavery, Antebellum South, Antebellum South, KKK in the 1870s, Reconstruction Riots.

Expansion of Civil Liberties - Desegregation in Delaware, School Integration, Montgomery Bus Boycott Lesson, Civil Rights Act of 1964

12th Grade

The Smyrna School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

SS World Geography - Rise of Islam - Mansa Musa, the Islamic Malian African King who became the richest man in world history through a control of major trade cities and the majority of the world supply of salt and gold.
Columbian Exchange - The forceful movement of enslaved Africans from West Africa to the Americas was a large segment of this movement. Maroon Societies, cities of escaped slaves in Central America who create quality products in demand by many local consumers.

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 title and date of in-service training sessions provided to meet this requirement.

Spring 2022 - Met with all Social Studies teachers on the implementation of House Bill 198 to include the 8 elements that curriculum would address in K-12.

September 13, 2022 - Implications of HB198: Black History Education in Delaware - This session assumes that participants have a background in House Bill 198. Attending Introduction to HB198 is recommended for those unfamiliar with HB198. This session will openly discuss the tensions of implementation and discuss best practices for responsive and proactive communication.

2022-23 Currently researching trainings in the areas of diversity/equity and engaging in difficult conversation. We are working with our district DEIB Committee as well as teacher groups to meet specific needs.

Sussex Technical School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Patricia S. Oliphant
Position: Director of Curriculum and Human Resources
Email: patricia.oliphant@sussexvt.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Sussex Vocational Technical High School is a comprehensive vocational technical high school serving students in grades 9 – 12 from seven Sussex County school districts. In our determination to meet the

requirements of HB 198, we convened a meeting of our Social Studies and English teachers. During our meetings, we first looked at the established framework provided in the House Bill. The departments completed a chart with nineteen specific topics (corresponding to Subsection 4143, 3a-5a of HB 198) to document where we meet the requirements of the legislation. We determined our study of Black history is strong in the following areas: primary sourcing; age appropriateness; roles and responsibilities of citizens in democratic societies to combat racism inequality and discrimination; contemporary events and tools of resistance; respect for cultural diversity; opportunities to uplift the Black experience; ramifications of prejudice, racism, and stereotypes. Next, we met with both departments and department leaders to discuss how we could continue to document our work and how we could incorporate additional instructional material.

We will carry out our plan for this school year. Meanwhile teachers will continue to revise curriculum maps for their respective courses. Throughout the year teachers will continue to meet in Professional Learning Communities (PLCs) where they discuss curriculum, formulate lesson plans, and ensure congruence of formative and summative assessments. Inherent in these activities is the continued review of the framework and topics from HB 198 to ensure compliance and teaching to meet the standards required by the state.

K-12 Grade-level Implementation

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 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.

**As of the 2022-2023 school year, the Sussex Technical School District does not serve students in grades K - 8.*

9th Grade

The Sussex Technical School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

All students in grade 9 take World History. During the year students study history and culture of the Great African civilizations inclusive of Mali, Songhai, and Ghana where students learn about them as three of the greatest African trading states dominating trade of gold, salt, and other merchandise as well as Timbuktu being famous for books about theology, history, and science. Their study of African civilization provides opportunities for students to discuss and uplift the Black experience.

Students look at the ramifications of prejudice, racism, and intolerance with the study of exploration and pre/post European contact with civilizations in Africa, Asia, and America. They learn about the concept of Black culture and its importance to humanity. Students are encouraged to treat topics and discussion in a culturally relative way versus an ethnocentric way. Students consider the increased contact, slave trade, and forced cultural changes had on the indigenous peoples. Later, students are urged to reflect upon the roles and responsibilities to combat racism, inequality, and discrimination as they study the Boer War and nationalist rebellions against the imperial powers of Europe in the 19th and 20th centuries.

During the World History Genocide unit, students learn about the ramifications of prejudice and stereotyping. Their study of genocide includes the rise of the Nazi party in Germany and the racial discrimination against many minorities upon the assumption of Nazi power. Through this study the students realize the importance of the protection of minority rights and the rule of law in civil society. Later in World History students discuss how European imperial powers led to conflicts in Africa, specifically the conflict in Rwanda between the Hutus and Tutsis (Hotel Rwanda), thereby resulting in the mistreatment and deaths of thousands. They also learn about court tribunals in the Hague that sought to convict Rwandan officials and militia leaders who took part in war crimes.

All grade 9 students take English (ELA). Students focus on reading, writing, speaking, listening, and presenting while reading informational and literary texts. They read companion short stories which

aim to develop student’s respect for cultural diversity, enable students to understand ramifications of prejudice, racism, and stereotyping, and discuss the socio-economic struggle to achieve fair treatment. The stories involve both African American and Native American adolescents. Examples include “Eraser Tattoo,” “How to Fight Monsters,” and “Don’t Pass Me By.”

10th Grade

The Sussex Technical School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

All Grade 10 students take Civics and Economics. As part of this course, students learn about Black figures in U. S. and Delaware history including Robert Moses, Malcolm X, Martin Luther King, John Lewis, Ruby Bridges, Lisa Blunt Rochester. They study Black entrepreneurship both locally and nationally (i.e., Madame C.J. Walker) as well as Black leadership in Congress thereby uplifting the Black experience and celebrating their leadership and successes. Further, students study the socio-economic struggle Black people endured in working to achieve fair treatment. Students learn about Supreme Court cases, relative to Civil Rights (including The Dred Scott Decision, Plessy v. Ferguson, and Brown v Topeka found at www.landmarkcases.com). When studying United States’ developments immediately after the Civil War, students learn about the “Reconstruction Amendments”- 13th, 14th and 15th – to show the expansion of civic and political rights to freedmen. Students learn about “poll taxes” and literacy tests imposed on African Americans in the post-Reconstruction era and “redlining” in housing policies and “gerrymandering” in voting districts. As part of their instruction in Civics, students learn about the importance of the abolitionist movement and the fight against Jim Crow laws and voter suppression. Also, they explore concepts of reparations when discussing contemporary events and tools of resistance in Black history. They study modern affirmative action legal cases and

the existence of race and gender wage gaps.

Study in grade 10 English revolves around the contributions of Black people to American life and the socio-economic struggle to gain fair treatment. Students read *Raisin in the Sun* along with “For Everyone.” In addition, they read *Serial Podcast*, a mystery detailing a murder, conviction, and evidence coming forth which later calls the trial into question. This work deals with recognition of racial and historical trauma on minorities.

11th Grade

The Sussex Technical School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

All Grade 11 students take U.S. History and English. In grade 11 there is a deeper immersion in United States history and literature than any other grade in high school. Thus, more of the Black experiences are evidenced in the curriculum. For example, history and culture prior to the African Diaspora is presented when students revisit the African Nation states of Senegal, Songhai, Mali, and Ghana. Students see slavery as a global practice with the Iberian development of the North American slave trade. They also learn about the development of slavery as a cheap labor force in the South with race-based laws (South Carolina Law, Virginia Law) protecting property rights of the slaveholders and the

3/5 Compromise written into the Constitution. Students study the Civil War, (Ken Burn’s The Civil War), Lincoln’s Second Inaugural Address, and the Emancipation Proclamation, and legal cases of Plessy v Ferguson and Dred Scott v Sanford. They learn further about post-Reconstruction America with a close study of the Jim Crow laws, (A Mississippi Sharecroppers Contract) poll taxes, and gerrymandering – all of which focus on the tragedy of slavery related to loss of socio-economic status, denial of rights, segregation, and racism. This is followed by Marcus Garvey’s Back to Africa movement (The UNIA Declaration), the “Double V” campaign in World War II, and the Tuskegee Airmen. Students see a reaffirmation of commitment to freedom with the passage of the Civil Rights Act of 1866, Civil Rights Acts of 1964 and 1968, the Voting Rights Act of 1965 along with Brown v Board of Education of 1954 and Loving v Virginia in 1967. (www.landmarkcases.com)

To stimulate student’s reflection on roles and responsibilities and tools of protest, reform, and celebration, students examine various forms of resistance including Montgomery Bus Boycott, (Letter from A Birmingham Jail), The Little Rock Nine, the Greensboro Sit-in, the Freedom Riders, March on Washington in 1963, and the March from Selma to Montgomery in 1965. Currently, the students study more contemporary protests by comparing the 1950/1960’s civil rights movement with BLM. This emphasizes CIVICS Content Standard 4 as well.

Within the US. History curriculum, students further examine the ramifications of prejudice, racism, and intolerance by understanding the importance of early slave revolts: the Stono Rebellion (The Stono Rebellion, by William Bull), New York Riot of 1714 (Report to His Majesty’s Government on Conditions in the Colonies) and Nat Turner’s Revolt (Nat Turner’s Revolt) to confront human bondage. They examine the reasons for and impact of the Great Migration from 1915-1930 (Langston Hughes, I, Too) with discussion of race in America today. This includes segregation in schools and the military, BLM, rural and urban poverty and disparities in school performance (using primary sources from Delaware Archives on schools in segregated Delaware).

The U.S. History curriculum includes a full study of Black contributions to American life, history, literature, economy, politics and culture. These include the development of the unique music found in jazz, R and B (Hoe, Emma, Hoe and Jumpin’ Judy) and spirituals as well as in poetry. Students meet the poetry of Phyllis Wheatly (The Poems of Phyllis Wheatly), the work of W.E. B. DuBois (Souls of Black Folks, The Talented Tenth) and Booker T. Washington (Up from Slavery, and the Atlanta Compromise). In their English classrooms, they do an extensive study of the Harlem Renaissance.

12th Grade

The Sussex Technical School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

In grade 12, students are not required to take history. However, in their English classroom, they do a full study of *Fences* which has the major theme of how racism has a profound effect upon the characters and the socio-economic struggles of an African family. They also revisit the “I Have a Dream” speech by Martin Luther King as well as “Letter from a Birmingham Jail.” Their study includes “My First Conk” and “Learning to Read” by Malcolm X, and excerpts from “Their Eyes were Watching God” along with “How it Feels to be Colored Like Me” by Zora Neale Hurston. Additional pieces include Morrison’s “*Beloved*” and numerous poems by Clint Black.

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 title and date of in-service training sessions provided to meet this requirement.

Trainings for HB 198 Legislation were held on June 21, June 29, and department selected dates in August. Then at the beginning of the school on August 24 and 25 professional development for our educators was provided by the Southern Regional Education Board (SREB). We are using their 5 E’s and Powerful Instructional Practices. The training is part of our focus on instruction and Academy Leadership to conduct walk-throughs in classrooms. This has a direct connection to what occurs in department PLC’s where they plan their content sequence, lesson plans and assessments. Now having identified what we are doing in relation to HB 198 in Social Studies and English, we will turn our attention to identifying practices in the other content areas and determining future professional development around the topics in HB 198. One of the professional development strands occurring later in the school year is for our English teachers in writing. We will use the framework established through HB 198 to undergird numerous writing activities across grades 9-12. In addition, we will build some course addenda to add to primary source material about historical events through diverse perspectives as well as purchase additional trade books or other relevant reading materials.

Woodbridge School District

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Brandon Snyder
Position: Director of Curriculum and Instruction
Email: brandon.snyder@wsd.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

The Woodbridge School District is committed to providing a well-rounded understanding of the importance of black history that is truly inclusive of the triumphs, setbacks, and contributions of Black

persons.

In May 2022, a HB 198 committee composed of school administrators, teachers, and instructional coaches convened and began to establish a process and plan to address the instructional framework and requirements established by HB 198. It was determined that the best path forward was for each school to create their own school committee that would work to determine which HB 198 indicators would be addressed in each grade level.

Each school team met to determine if these indicators were already addressed in our curricula and if so, how. The HB 198 indicators will currently be addressed via numerous lessons, texts, projects, and activities in ELA, Social Studies, World History, and Civics curricula. Our school committees worked collaboratively to create a K-12 WSD Grade Level Integration document that would be shared with all district teachers.

The contents of the integration plan are included in each grade level portion of the year one implementation document. School administrators and instructional coaches will share this information with their staff and provide time for the teachers to analyze the integration document and discuss effective strategies to incorporate the indicators selected into their daily instruction.

Additional meetings and professional development will be provided throughout the school year to begin looking into additional ways that HB 198 requirements can be met in other curricular areas such as math, science, and related arts.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Woodbridge School District included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

<p>The kindergarten teachers collaborated with the district instructional coaches to determine effective ways to educate our students on the importance of black history. Students will have the opportunity to learn about important people, places, and events in black history. Teachers will use the following lessons/materials during their English Language Arts and Social Studies blocks to address the indicators above throughout the school year.</p>				
Title	Author	Reading Block/Module/Unit	Additional Notes	Overview
Rap a Tap Tap	Leo Dillon and Diane Dillon	Shared/Module 2/Unit 3	Describes the life of the African-American tap dancer- Bill "Bojangles" Robinson- popular entertainer of the 1920s-30s.	Rap a Tap Tap is a narrative text highlighting the experience of a real life tap dancer. This simple book for young children has the added bonus of describing the life of a ground-breaking African-American tap dancer. Bill "Bojangles" Robinson was one of the most popular entertainers of the 1920s-30s. People said he "talked with his feet," and in the Dillons' graceful paintings of old New York, he dances from page to page to the tune of a toe-

				tapping rhyme.
<i>Of Thee I Sing</i>	Barack Obama	ELA/Module 2/Unit 2	Thirteen groundbreaking Americans-such as; Martin Luther King Jr., Jackie Robinson, and Billie Holiday.	In <i>Of Thee I Sing: A Letter to My Daughters</i> , former President Barack Obama writes a letter to his daughters, including thirteen Americans who he believes demonstrate the United States' best virtues. The author explains how he sees those virtues reflected in his daughters and all of the nation's children. The book is a touching story of a father's love, pride in our country, and hope for its future. The pictures, created by award-winning illustrator Loren Long, were painted with acrylics on board. Each page includes a semi-realistic portrait of a famous American who reflects a virtue that President Obama sees in his daughters and a drawing of that person as a child.
<i>Happy Birthday, Martin Luther King</i>	Jean Marzollo	ELA/Module 2/Unit 4	The life of a historical figure- Martin Luther King, Jr.-his life and work-role in the Civil Rights Movement.	The life of a historical figure- Martin Luther King, Jr.-his life and work-role in the Civil Rights Movement. <i>Happy Birthday, Martin Luther King</i> tells about the important events in the life of Dr. Martin Luther King, Jr. This nonfiction text is a biography with a sequence of events structure. This simple text describes Dr. Martin Luther King, Jr.'s life and death to help children understand his accomplishments and why we celebrate on the third Monday of January every year. Students will collaboratively create a list of events in Dr. King's life.
<i>Harriet Tubman</i>	Violet Findley	Shared/Module 4/Unit 1	Harriet Tubman's life as a slave-Underground Railroad.	This book is an informational text about the life of Harriet Tubman and her fight to free slaves. Teachers should think about ways they might discuss

				the fact that slavery was a cruel system in the American past or answer students' questions if they go beyond information provided in the text.
Amazing Grace	Mary Hoffman	ELA/Module 4/Unit 2	Realistic fiction of a girl and her determination to not let racial prejudice stand in the way of her dreams	Grace is a young girl with big dreams! She loves to read and act out stories. Grace is excited to audition for the main character in her school play! When her classmates say she shouldn't audition for Peter Pan because she is black, Grace's Nana takes her to see a ballet, starring a ballerina who is also black. Grace learns that she should not allow racial prejudice to discourage her from working toward her dreams.
Wind Flyers	Angela Johnson	ELA Module 3, Lesson 23	Wind Flyers is a multicultural book about one of the first African American Airforce pilots.	This book tells the story of an African-American boy and his admiration for his great-great-uncle, who was a Tuskegee Airman in World War II. His uncle was "a smooth wind flier. A Tuskegee wind flier..." Award-winning author, Angela Johnson, brings to life the struggles faced by African-American servicemen in World War II. This history book is a celebration of the joy of flight and following one's passion, even when the rest of the world would keep you from it.
<p>Additionally, the indicators above will be addressed utilizing resources from Scholastic News. Students will receive instruction about the lives and accomplishments of African American Inventors, African American Illustrators, Ruby Bridges, Martin Luther King Jr., and former NASA astronaut Mae Jemison.</p>				

1st Grade

The Woodbridge School District included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

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

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

<p>The first grade teachers collaborated with the district instructional coaches to determine effective ways to educate our students on the importance of black history. Students will have the opportunity to learn about important people, places, and events in black history. Teachers will use the following lessons/materials during their English Language Arts and Social Studies blocks to address the indicators above throughout the school year.</p>				
Title	Author	Reading Block/Module/Unit	Additional Notes	Overview
<i>Duke Ellington</i>	Andrea Davis Pinkney	ELA/Module 2/Unit 1	Biography-Duke Ellington-one of the greatest contributors to ragtime music.	Duke Ellington was a revolutionary jazz pianist and composer. His contributions to jazz music are regarded as some of the most influential of the 20th century. This book is a biography of his exceptional life and an explanation of his musical genius. The book won the Coretta Scott King Award for Nonviolent Social Change and explains Duke’s contributions to American history.
<i>Harriet Tubman</i>	Nadia L. Hohn	Shared/Module 3/Unit 2	Early Reader biography-Harriet Tubman	Harriet Tubman is the true journey of a woman who helped enslaved people gain freedom. Harriet Tubman was a brave woman who was born enslaved in Maryland in the 1800s. After risking everything to escape from her slave master and be free, Harriet went on to lead many people to freedom on a journey

				known today as the Underground Railroad. This leveled reader biography covers many of her famous and lesser known accomplishments. This book includes historical information and domain-specific vocabulary that may be challenging for some students.
Martin Luther King Jr.	Sarah Albee	Shared/Module 3/Unit 2	Early Reader biography-Martin Luther King Jr.	Martin Luther King Jr. is the true story of a brave peaceful man that stood up for Black rights. Dr. Martin Luther King Jr. believed it was possible to change the world with peaceful protest. His powerful words and actions helped the civil rights movement achieve many great changes. His incredible leadership is still remembered and celebrated today. This biography includes historical information and domain-specific vocabulary that may be challenging for some students.
Social Studies				
Christmas Around the World-Kwanzaa			Students will learn the traditions of Kwanzaa.	Kwanzaa is a weeklong celebration held in the United States that honors African heritage in African-American culture. Kwanzaa is observed from December 26th to January 1st, and culminates in gift giving and a big feast. Each day of Kwanzaa is devoted to celebrating the seven basic values of African culture or the “Nguzo Saba” which in Swahili means the seven principles. Translated these are: unity, self-determination, collective work and responsibility, cooperative economics (building Black businesses), purpose, creativity and faith.
				Students will learn about one

Martin Luther King, Jr.				of the most prominent leaders in the civil rights movement. They will learn about his contributions to American life, history, literature, and politics.
<i>I am Harriet Tubman</i>	Brad Metzler			This book focuses on Harriet Tubman's brave heroism as part of the movement to abolish slavery.
<i>Henry's Freedom Box</i>	Ellen Levine			Henry grows up in slavery and faces the challenges of being sold, having a family, having his family sold, and trying to escape to freedom using the underground railroad. The text includes emotions of the characters, new meanings for common words, and the passing of time in the life of one individual.
Eli Whitney				Students will learn about his invention of the cotton gin and the significance of enslavement in the development of the American economy. While it was true that the cotton gin reduced the labor of removing seeds, it did not reduce the need for enslaved labor to grow and pick the cotton. In fact, the opposite occurred. Cotton growing became so profitable for enslavers that it greatly increased their demand for both land and enslaved labor.
<i>Pink and Say</i>	Patricia Polacco			<i>Pink and Say</i> by Patricia Polacco is a story about two child soldiers of the Civil War who become friends. They're both fighting against the "sickness of slavery" when Pink finds Say dying on the battlefield. Pink brings him to the slave house, where his mother nurses Say back to health.

<p>Alma Thomas- Ablaze with Color</p>	<p>Jeanne Walker Harvey</p>			<p>Meet an incredible woman who broke down barriers throughout her whole life and is now known as one of the most preeminent painters of the 20th century. Told from the point of view of young Alma Thomas, readers can follow along as she grows into her discovery of the life-changing power of art.</p> <p>As a child in Georgia, Alma Thomas loved to spend time outside, soaking up the colors around her. And her parents filled their home with color and creativity despite the racial injustices they faced. After the family moved to Washington DC, Alma shared her passion for art by teaching children. When she was almost seventy years old, she focused on her own artwork, inspired by nature and space travel.</p>
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2nd Grade

The Woodbridge School District included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

The second grade teachers collaborated with the district instructional coaches to determine effective ways to educate our students on the importance of black history. Students will have the opportunity to learn about important people, places, and events in black history. Teachers will use the following lessons/materials during their English Language Arts and Social Studies blocks to address the indicators above throughout the school year.

Title	Author	Reading Block/Module/Unit	Additional Notes	Overview
Jackie Robinson	Sally M. Walker	Shared/Module 3/Unit 2	Jackie Robinson (On My Own Biography): racial discrimination in American	Jackie Robinson is a biography with a narrative text structure. It tells the life story of Jackie Robinson, a talented baseball player who overcame prejudice to become the first Black person to play on a modern major league baseball team—the Brooklyn Dodgers. Students will collaboratively create a timeline documenting the most important events in Jackie Robinson’s life from the readings each day. Lesson 32 references the Negro American League in baseball. We have provided an additional comprehension stop to provide brief background knowledge and to reinforce that the term “Negro” is not one we use today.
Dad, Jackie and Me	Myron Uhlberg	ELA/Module 3/Unit 3	Historical Fiction-Jackie Robinson-baseball culture during the time of racial discrimination	In Dad, Jackie, and Me, students will hear the story of a hearing boy and his deaf father the day they went to a baseball game on Opening Day in 1947 and saw the Brooklyn Dodgers play the New York Giants at Ebbets Field. Myron Uhlberg’s author’s note at the end of the book is important. He describes the prejudicial treatment connection between Jackie Robinson and Uhlberg’s deaf father—Jackie due to his race, Uhlberg’s father due to his deafness. Of particular note is the paragraph beginning, “During Jackie’s first year...” which describes how Uhlberg’s father told him to watch carefully the ways Jackie was discriminated against during games because of the color of his skin, and how unfair that was. The term “Negro” is used once on page 1, where Jackie Robinson is described as “...the first Negro player in major league baseball,” and twice on page 30, in the Author’s Note. “Negro” was a term used prior to the term “Black” which is

				one of the currently accepted terms in use today, and which we use throughout this curriculum.
<i>The Story of Ruby Bridges</i>	Robert Coles	ELA/Module 3/Unit 3	Historical Fiction-Jackie Robinson-baseball culture during the time of racial discrimination	The Story of Ruby Bridges is a children’s version of the real story about Ruby Bridges, a six-year-old African American who integrated the all-white William Frantz Elementary School in New Orleans in 1960. Each day she had to walk by angry, vicious protesters as she was escorted by federal marshals to her classroom. The white parents kept their children home so Ruby was taught alone by our friend Barbara Henry. Brought up by a religious family that was proud of what they realized was her place in history, Ruby handled the pressure with dignity and grace beyond her years, praying for the protesters as she passed them each morning. Eventually, other African American children joined her at the school, and after several years, the white families sent their children back to school. Ruby graduated from this elementary school and from high school, and brought up her own family in New Orleans as well.
<i>My Brother Martin</i>	Christina King Farris	ELA/Module 3/Unit 3	Narrative Nonfiction-Martin Luther King, Jr.'s early life-prejudice and racial discrimination	In My Brother Martin, Martin Luther King Jr.’s sister, Christine King Farris highlights some of the events she remembers while growing up with her younger brother. She talks about how close her siblings were while they were growing up on Auburn Street in Atlanta Georgia. They had integrated play with the neighborhood children. One day they were awakened to the reality of the cruelty of segregation when they could no longer play with the two boys whose parents owned the neighborhood store. Martin says to his mom: “One day I’m going to turn the world upside down”. Martin learned a lot of lessons about how to stand up for what he believed in from his father, who was the minister of Ebenezer Baptist church.

Social Studies				
Martin Luther King, Jr.				Students will learn about one of the most prominent leaders in the civil rights movement. They will learn about his contributions to American life, history, literature, and politics.
Jackie Robinson				Students will learn that Jackie Robinson was an American professional baseball player who became the first African American to play in Major League Baseball. Jackie Robinson broke the baseball color line when he started at first base for the Brooklyn Dodgers on April 15, 1947. When the Dodgers signed Robinson, it heralded the end of racial segregation in professional baseball.
Harriet Tubman				Students will learn that Harriet Tubman was an American abolitionist and social activist. Harriet was born into slavery, escaped and subsequently made some 13 missions to rescue approximately 70 enslaved people, including family and friends, using the network of antislavery activists and safe houses known as the Underground Railroad.
Cesar Chavez				Students will learn about Cesar Chavez and the significance of enslavement in the development of the American economy. Chavez was an American labor leader and civil rights activist. Along with Dolores Huerta, he co-founded the National Farm Workers Association, which later merged with the Agricultural Workers Organizing Committee to become the United Farm Workers labor union.

3rd Grade

The Woodbridge School District included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

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

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

<p>The third grade teachers collaborated with the district instructional coaches to determine effective ways to educate our students on the importance of black history. Students will have the opportunity to learn about important people, places, and events in black history. Teachers will use the following lessons/materials during their English Language Arts and Social Studies blocks to address the indicators above throughout the school year.</p>				
Title	Author	Reading Block/Module/Unit	Additional Notes	Overview
<i>A Picture Book of Frederick Douglass</i>	David Adler	Shared/Module 3/Unit 1	Life and times of Frederick Douglass: civic contributions, prejudice, slavery and racial discrimination	This text is about a man named Fredrick Douglass, who grew up during the time of slavery. The text summarizes how he helped to end slavery and make progress with Black rights while battling many hardships. This book is an accessible biography for children to examine Douglass's amazing life with easy-to-understand facts and details, alongside elegant illustrations.
<i>Rosa</i>	Nikki Giovanni	ELA/Module 3/Unit 1	Rosa Parks-work for equal rights-segregation, racial discrimination and prejudice-Civil Rights Movement	Rosa is a text about Rosa Parks and her determination for positive change. Fifty years after her refusal to give up her seat on a Montgomery, Alabama, city bus, Mrs. Rosa Parks is still one of the most important figures in the American civil rights movement. This tribute to Mrs. Parks is a celebration of her courageous action and the events that followed.
<i>When</i>	Pam	ELA/Module 3/Unit 1	Biography-Marian	When Marian Sang is a text about

Marian Sang	Munoz Ryan		Anderson- first African American singer to perform at the White House and to sing with New York's Metropolitan Opera.	Marian Anderson's life and singing career. Marian Anderson is best known for her historic concert at the Lincoln Memorial in 1939, which drew an integrated crowd of 75,000 people in pre-Civil Rights America. While this momentous event showcased the uniqueness of her voice, the strength of her character, and the struggles of the times in which she lived, it is only part of her story. Like the operatic arias Marian would come to sing, Ryan's text is as moving as a libretto, and Selznick's pictures as exquisitely detailed and elaborately designed as a stage set. What emerges most profoundly from their shared vision is a role model of courage.
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4th Grade

The Woodbridge School District included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

The fourth grade teachers collaborated with the district instructional coaches to determine effective ways to educate our students on the importance of black history. Students will have the opportunity to learn about important people, places, and events in black history. Teachers will use the following lessons/materials during their English Language Arts and Social Studies blocks to address the indicators above throughout the school year.

Title	Author	Reading Block/Module/Unit	Additional Notes	Overview
<i>A Strong Right Arm</i>	Michelle Y. Green	Shared/Module 1/Unit 1	Mamie Lee Johnson: first and only African American female pitcher.	A Strong Right Arm is a biography with a strong narrative nonfiction text structure. It tells the story of Mamie “Peanut” Johnson and her journey from playing sandlot baseball with the boys to playing professional baseball in the Negro leagues with the men. Students will collaboratively create a timeline to organize events in Mamie’s life in the order in which they occurred. The words “Negro League” and “colored” are used at various points throughout the book. The word “Negroes” is used once. The Negro Leagues were a group of professional baseball teams for Black men, “Negro” was a term used prior to the term “Black” which we use today, and “colored” was a general term used during that time period by both Black and White people, in the same way that today we use the terms “Black” or “person of color.”
<i>Shaking Things Up</i>	Susan Hood	ELA/Module 2/Unit 2	Poetry: Fourteen revolutionary women who changed the world-such as; Mae Jemison, Ruby Bridges, Molly Williams	In Shaking Things Up: 14 Young Women Who Changed the World, students will hear selected poems about young women from different countries, backgrounds, and races, and the important things they did in their lives to change the world. This is a book of poetry with a variety of poetic text structures. Students will collaboratively create an information chart for each poem to keep track of the poem structure and important facts about the woman in each poem.
<i>Freedom on the Menu</i>	Carole Weatherford	ELA/Module 4/Unit 2	Story of life during segregation:	In Freedom on the Menu: The Greensboro Sit-Ins, students will hear about the historical event

			peaceful protests.	known as the Greensboro Sit-Ins in 1960 in Greensboro, North Carolina, where people protested the unjust treatment of Black people. This is a picture book with a chronological text structure. Students will collaboratively create a semantic map to keep track of important events from the text.
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5th Grade

The Woodbridge School District included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

The fifth grade teachers collaborated with the district instructional coaches to determine effective ways to educate our students on the importance of black history. Students will have the opportunity to learn about important people, places, and events in black history. Teachers will use the following lessons/materials during their English Language Arts and Social Studies blocks to address the indicators above throughout the school year.

Title	Author	Reading Block/Module/Unit	Additional Notes	Overview
<i>The Watsons Go to Birmingham</i>	Christopher Paul Curtis	ELA/Module 2/Unit 2	Fiction: racial discrimination, prejudice, Civil Rights Movement	The Watsons Go to Birmingham — 1963 is a novel about a Black family that travels to Alabama during one of the most difficult times in history. This work of historical fiction depicts what life was like in America during the 1960s during the time of segregation and the civil rights movement. The words “Negro” and “colored” are used at various points throughout the book. “Negro” was a term used prior to the term “Black” which we use today, and “colored” was a general term used during that time period by both Black and White people, in the same way, that today we use the terms “Black” or “Person of Color.”
<i>Aunt Harriet's Underground Railroad in the Sky</i>	Faith Ringgold	ELA/Module 3/ Unit 2	Historical Fiction: during the Civil Rights Movement.	Aunt Harriet’s Underground Railroad in the Sky is a text about siblings on an educational journey to learn about their great-great-grandparent’s movement from slavery to freedom through the stories of Harriet Tubman. Students are asked to take the perspective of a journalist in the year 1900 in order to generate five interview questions they might ask Harriet Tubman.
<i>Bud, Not Buddy</i>	Christopher Paul Curtis	SR/Module 3/ Unit 1	Historical Fiction-Racial discrimination, prejudice	This is the story of a ten-year-old orphan named Bud, growing up in Flint, Michigan during the Great Depression of the 1930s. There are instances of discrimination and dated examples of children being “punished” in the story. The story includes descriptions of the horrors of the Great Depression and allows students to witness a snapshot of what life was like for Black people in Michigan during the Depression in the 1930s in a work of historical fiction. The words “Negro” and “colored” are used at various points throughout the book. “Negro” was a term used prior to the term “Black” which we use today, and “colored” was a general

				term used during that time period by both Black and White people, in the same way that today we use the terms “Black” or “Person of Color.”
RESEARCH PROJECT		ELA research paper/Module 2/ Unit 2		In this Culminating Task, students will research the civil rights movement using multiple sources to plan and write an informative research paper in the form of a newspaper article that includes explanations of civil rights, race discrimination, and segregation, along with descriptions of both an influential individual as well as an event that occurred during the civil rights movement.
Matthew Henson Read Aloud	Deborah Hopkinson	ELA Module 1/Unit 1	Biography of an African-American explorer who reached the North Pole	This ELA read aloud covers the amazing life of Mathew Henson and his co-discovery of the North Pole. Matthew Henson was a black American explorer who faced many hardships to reach his end goal of the North Pole. He is an important black historical figure.
Homer P Figg Civil War Novel	Rodman Philbrick	SR/Module 4/ Unit 1	Historical Fiction	This historical fiction novel takes place during the height of the American Civil War. The main character Homer meets runaway slaves, conductors of the Under Ground railroad, as well as slave bounty hunters. Real historical battles and Civil War figures are discussed through the completion of the story.

6th Grade

The Woodbridge School District included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

<p>The sixth grade teachers collaborated with the district instructional coaches to determine effective ways to educate our students on the importance of black history. Students will have the opportunity to learn about important people, places, and events in black history. Teachers will use the following lessons/materials during their English Language Arts and Social Studies blocks to address the indicators above throughout the school year.</p>			
Title	Author	Reading Block/Module/Unit	Additional Notes/Overview
<p>Hidden Figures (Young Readers' Edition)</p>	<p>Margot Lee Shetterly</p>	<p>Module 8.4 - Remarkable Achievements in Space Science</p> <p>Unit 2, Lessons 1-16 Unit 3, Lessons 1-17</p>	<p>Course: English Language Arts 6</p> <p>The EL Education 6th Grade Curriculum features African American content in a study of the 'hidden figures' contributing to NASA's success during the U.S.-Soviet space race (Module 4).</p> <p>In Unit 2, students read <i>Hidden Figures</i> to evaluate central ideas, perspectives, and other literary elements in two texts depicting Dorothy Vaughan. After the mid-unit assessment, students conduct similar evaluations in two texts with Katherine Johnson. As a culminating assessment, students contrast the texts' perspectives of either figure.</p> <p>In Unit 3, students continue the study of Vaughan and Johnson by writing an argumentative/definition essay on how either woman's accomplishments are remarkable. After, students research a 'hidden figure' responsible for space science accomplishments and collaboratively develop a children's picture book narrating the research in a project-based learning structure.</p> <p>EL Module Overview: "Students learn about remarkable accomplishments in space science, specifically the accomplishments and people that may have gone overlooked. <i>Hidden Figures</i> by Margot Lee Shetterly tells the story of the "West Computers," the first black women hired by NASA whose talents helped land human beings on the moon.</p>

			<p>Product: Hidden Figures in Space Science Picture Book</p> <p>Format: Children’s picture book</p>
<p>Hidden Figures: The True Story of Four Black Women and the Space Race</p>	<p>Margot Lee Shetterly and Laura Freeman</p>	<p>Module 8.4 - Remarkable Achievements in Space Science</p> <p>Unit 2, Lessons 1-16 Unit 3, Lessons 1-17</p>	<p>Course: English Language Arts 6</p> <p>The EL Education 6th Grade Curriculum features African American content in a study of the ‘hidden figures’ contributing to NASA’s success during the U.S.-Soviet space race (Module 4).</p> <p>This text offers content in a graphic novel format to address struggling learners with a visual modality preference.</p> <p>EL Module Overview: “Students learn about remarkable accomplishments in space science, specifically the accomplishments and people that may have gone overlooked. <i>Hidden Figures</i> by Margot Lee Shetterly tells the story of the “West Computers,” the first black women hired by NASA whose talents helped land human beings on the moon.</p> <p>Product: Hidden Figures in Space Science Picture Book</p> <p>Format: Children’s picture book</p>

7th Grade

The Woodbridge School District included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- 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.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

The seventh grade teachers collaborated with the district instructional coaches to determine effective ways to educate our students on the importance of black history. Students will have the opportunity to learn about important people, places, and events in black history. Teachers will use the following lessons/materials during their English Language Arts and Social Studies blocks to address the indicators above throughout the school year.

ELA

Title	Author	Reading Block/Module/Unit	Additional Notes/Overview
<p>Harlem Renaissance Packet:</p> <p>Resource 1: “Lift Every Voice and Sing”</p> <p>Resource 2: <i>The Harp Sculpture</i></p> <p>Resource 3: Meta Vaux Fuller Ethiopia Sculpture</p> <p>Resource 4: “Calling Dreams” from <i>One Last Word</i></p> <p>Resource 5: “I Shall Return”</p> <p>Resource 6: <i>One Last Word</i></p> <p>Resource 7: Map of New York (Harlem)</p> <p>Resource 8: Map of East Coast Location</p>	<p>Resource 1: James Weldon Johnson</p> <p>Resource 2: New York Public Library</p> <p>Resource 3: Smithsonian National Museum</p> <p>Resource 4: Nikki Grimes</p> <p>Resource 5: Claude McKay</p> <p>Resource 6: Nikki Grimes</p> <p>Resource 7: Scribe Concepts for EL Education</p> <p>Resource 8: Scribe Concepts for EL Education</p>	<p>Module 7.3 Unit 1, Lesson 1</p>	<p>Course: English Language Arts 7</p> <p>The EL Education 7th Grade Curriculum features African American content in a study of the Harlem Renaissance’s contributions to African American art and culture, including its enduring legacy. (Module 3)</p> <p>In Unit 1, students practice literary techniques - figurative language, structure, theme - through an exploration of the Harlem Renaissance. The play <i>Shuffle Along</i> anchors the unit, with renowned Black poetry supplementing perspectives. As a culminating assessment, students synthesize the texts for common themes.</p> <p>In Unit 2, students continue a study of Harlem Renaissance texts with “His Motto” by Lottie Burrell Dickson and “The Boy and the Bayonet” by Paul Lawrence Dunbar, synthesizing these texts and those from Unit 1 into a literary analysis essay on common themes.</p> <p>In Unit 3, students consider the legacy of the Harlem Renaissance by reading contemporary poetry selections by Nikki Grimes and the seminal poetry from which they derive. Then, students conduct an inquiry-based research project amounting to a museum exhibit and presentation.</p> <p>EL Module Overview: Students explore drama, poetry, song, art, stories, and dance to understand and appreciate this cultural renewal. Students read articles and short biographies to build knowledge about the collaboration among writers, musicians, and artists; the social and political context of the 1900s for black Americans; and the legacy of the Harlem Renaissance. Students write literary argument essays about themes across several works from the Harlem Renaissance. Then, they develop a Harlem</p>

			<p>Renaissance exhibit of several works connected by theme and including one contemporary work that students choose or create themselves to demonstrate the legacy of the Harlem Renaissance.</p> <p>Product: Harlem Renaissance Museum Collection</p> <p>Format: Museum Collection Presentation</p>
<p>Shuffle Along: The Harlem Renaissance Musical Sensation</p> <p>Shuffle Along: "Election Day"</p> <p>Shuffle Along: "Love Will Find A Way"</p> <p>Shuffle Along: "I'm Just Wild About Harry"</p>	<p>Written by EL Education for Instructional purposes.</p> <p>Flournoy Miller, Aubrey Lyles, Noble Sisse, and Eubie Blake</p>	<p>Module 7.3 Unit 1, Lessons 2-4</p>	<p>Course: English Language Arts 7</p> <p>Students examine scenes and songs from the iconic musical <i>Shuffle Along</i>. They experience this celebratory text, which transformed American musical theater. Students analyze the songs musical techniques-volume, tone, and tempo-noting how the the musical and textual techniques affect meaning and develop themes such as love preserving through tough times.</p>
<p>"Lift Every Voice and Sing" Poem</p> <p>"Lift Every Voice and Sing" Statue</p> <p>Augusta Savage Biography</p>	<p>Augusta Savage</p> <p>Written by EL Education for Instructional purposes.</p>	<p>Module 7.3 Unit 1, Lessons 5-6</p>	<p>Course: English Language Arts 7</p> <p>For the mid-unit assessment, students examine the thematic connections between the poem "Lift Every Voice and Sing" by James Weldon Johnson and the song and sculpture inspired by the text Students compare the different versions, analyze the effects of the techniques unique to each medium and how they develop themes around how black Americans collaborate to survive, thrive, and create art.</p>
<p>"The Negro Speaks of Rivers"</p>	<p>Langston Hughes</p>	<p>Module 7.3 Unit 1, Lesson 7</p>	<p>Course: English Language Arts 7</p> <p>Students analyze "The Negro Speaks of Rivers" by Langston Hughes, learning how the structure and figurative language develops themes about black Americans connecting to and drawing strength from their African roots.</p>
<p>Georgia Douglas Johnson Biography</p>	<p>Written by EL Education for Instructional purposes.</p>	<p>Module 7.3 Unit 1, Lessons 8-9</p>	<p>Course: English Language Arts 7</p> <p>Students analyze the poems "Calling Dreams" and "Hope" by Georgia Douglas Johnson, noting how she uses more formal structures and figurative language</p>

<p>“Calling Dreams”</p> <p>“Hope”</p>	<p>Georgia Douglas Johnson</p>		<p>to develop themes about black Americans achieving their goals despite great obstacles.</p>
<p>“I Shall Return”</p> <p><i>Ethiopia Awakening</i></p>	<p>Claude McKay</p> <p>Meta Warrick Fuller</p>	<p>Module 7.3 Unit 1, Lessons 10-12</p>	<p>Course: English Language Arts 7</p> <p>Students' learning is assessed with selected and constructed response questions about the structure, language, and themes in Claude McKay's "I Shall Return". In addition, students compare McKay's poem to artwork by Meta Warrick Fuller and Winold Reiss for thematic connections around drawing strength from and longing for home in Africa. Concluding with a collaborative discussion about how all poems and artwork in the unit relate thematically</p>
<p>Resource 1: <i>The Great Migration</i> (Series)</p> <p>Resource 2: “The Spingarn Medal” (Illustration)</p> <p>Resource 3: “Under Jim Crow’s Thumb”</p> <p>Resource 4: “The Harlem Renaissance: A Cultural Rebirth”</p> <p>Resource 5: “A Call to Move”</p> <p>Resource 6: “Great Scot! What Have I Done?” (Cartoon)</p> <p>Resource 7: “The South will soon be Demanding Restrictions of</p>	<p>Jacob Lawrence</p> <p><i>The Crisis</i></p> <p>Elizabeth Tenney</p> <p>James Hall</p> <p>Barbara D. Krasner-Khait</p> <p><i>The Chicago Defender</i></p> <p><i>Chicago Daily Tribune</i></p>	<p>Module 7.3 Unit 2, Lesson 1</p>	<p>Course: English Language Arts 7</p> <p>Students examine various primary sources on the historical sentiment around the “Great Migration” that catalyzed the Harlem Renaissance. With this context, students will better understand the authorial purposes of subsequent texts in the unit.</p>

Migration of its Labor” (Cartoon)			
“His Motto”	Lottie Burrell Dickson	Module 7.3 Unit 2, Lessons 2-3	Course: English Language Arts 7 Students read “His Motto” for setting, point of view, and character development/shift.
“The Boy and the Bayonet”	Paul Lawrence Dunbar	Module 7.3 Unit 2, Lessons 4-7	Course: English Language Arts 7 Students read “The Boy and the Bayonet” for setting, point of view, and character development/shift. Then, students produce a compare-contrast essay on the character perspectives in “His Motto” and “The Boy and the Bayonet”
Resource 1: “Emergency Measures” Resource 2: <i>Uptown</i> (Video) Resource 3: “Hegemony, Hope, and the Harlem Renaissance: Taking Hip Hop Culture Seriously”	Nikki Grimes Alvin Ailey Robert J. Price, Jr.	Module 7.3 Unit 3, Lesson 1	Course: English Language Arts 7 Students examine various sources on the legacy of the Harlem Renaissance in preparation for an inquiry-based research project.
“On Bully Patrol” “Hope”	Nikki Grimes Georgia Douglas Johnson	Module 7.3 Unit 3, Lessons 2-3	Course: English Language Arts 7 Students read “On Bully Patrol” for literary techniques like figurative language, poetic structure, and theme. Then, students compare the text to its inspiration, “Hope” by Georgia Douglas Johnson.
“David’s Old Soul” “The Negro Speaks of Rivers”	Nikki Grimes Langston Hughes	Module 7.3 Unit 3, Lesson 4	Course: English Language Arts 7 Students read “David’s Old Soul” for literary techniques like figurative language, poetic structure, and theme. Then, students compare the text to its inspiration, “The Negro Speaks of Rivers” by Georgia Douglas Johnson.
“The Sculptor”	Nikki Grimes	Unit 7.3 Unit 3, Lesson 5	Course: English Language Arts 7

"Calling Dreams"	Georgia Douglas Johnson		Students read "The Sculptor" for literary techniques like figurative language, poetic structure, and theme. Then, students compare the text to its inspiration, "Calling Dreams" by Georgia Douglas Johnson.
Social Studies			
Title	Social Studies Block/Module/Unit	Additional Notes/Overview	
From RunaRound to Remedy (or Bulah to Brown)	Civil Rights and Political Union DRC	<p>Course: Social Studies Grade 7 Delaware Recommended Curriculum Model Lesson</p> <p>In this lesson, students will read and hear about events in the life of the Bulah family an African American family of Hockessin, Delaware as context for analyzing change over time, and understanding how civil rights help protect American citizens and secure our freedom. Specifically, students will be able to explain how civil rights secure political freedom. Describe why civil rights are essential protections for American citizens and explain how & why American education changed over time between 1950 and 1954.</p>	

8th Grade

The Woodbridge School District included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- d. The central role racism played in the Civil War.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

The eighth grade teachers collaborated with the district instructional coaches to determine effective ways to

educate our students on the importance of black history. Students will have the opportunity to learn about important people, places, and events in black history. Teachers will use the following lessons/materials during their English Language Arts and Social Studies blocks to address the indicators above throughout the school year.

Social Studies		
Title	Social Studies Block/Module/Unit	Additional Notes/Overview
Emancipation in the North	Administration 1 Model Lesson 1	Course: Social Studies Grade 8 In this lesson, students will inquire into the process of Northern gradual emancipation, and grapple with the impact of a steady, as opposed to sudden, liberation of enslaved people. In addition, students will be able to identify reasons white northerners had for wanting a gradual, as opposed to immediate, emancipation of enslaved people which includes a long history of using enslaved and indentured labor to build their economies.
Slavery in the Constitution	Administration 1 Model Lesson 4	Course: Social Studies Grade 8 Students will be examining the question of why the founders kept the institution of slavery in the Constitution. Through research students will understand the role that slavery played in the social, economic, and political development of the British North American colonies as well as the fledgling Republic under the Articles of Confederation and the Constitution.
Nat Turner	Administration 2 Model Lesson 2	Course: Social Studies Grade 8 Students will examine through historical documents the actions of Nat Turner, an enslaved African American preacher and determine if these actions were justified in response to lives of toil, violence, mistreatment, and hopelessness. In addition, students will determine the effect that Nat Turner's actions had on the growing political conflict over slavery leading to secession.
Emancipation Proclamation	Administration 3 Model Lesson 1	Course: Social Studies Grade 8 Students analyze letters, excerpts, and government documents related to the Emancipation Proclamation to determine if the document was a military strategy to increase the number of soldiers in the Union Army, and cause unrest on Southern plantations, or if it was designed to be a social reform.
Sharecropping	Administration 3 Model Lesson 2	Course: Social Studies Grade 8 In this lesson students will investigate the system of sharecropping

		that emerged out of the poverty, uncertainty, and unfulfilled promises of the Reconstruction era. Students are tasked with considering whether or not sharecropping violated the 13th Amendment. At face value, and abstracted from the historical context in which it was practiced, descriptions of sharecropping may not rise to the level of enslavement. However, when considered in combination with the Black Codes (enacted to ensure white supremacy in the post-Civil War Society), the answer is not so simple. In developing their argument, students should be challenged to consider sharecropping within the web of legal restrictions the Black Codes imposed on African Americans.
Reconstruction	Administration 3 Model Lesson 2	Course: Social Studies Grade 8 The Reconstruction era (1861 to 1900), the historic period in which the United States grappled with the question of how to integrate millions of newly freed African Americans into social, political, and labor systems, was a time of significant transformation within the United States. Students will determine to what extent was the Reconstruction a success or a failure?
Changes in African American Freedom	Administration 3 Model Lesson 3	Course: Social Studies Grade 8 In part one of this lesson, students will explore the concept of freedom by using excerpts of the Emancipation Proclamation, the 13th Amendment, and a documentary clip produced by Facing History and Ourselves. In part two of this lesson, students will analyze primary source evidence related to Reconstruction in order to participate in a Structured Academic Controversy (SAC) that investigates the extent to which life changed for African Americans during the time of Reconstruction.

9th Grade

The Woodbridge School District included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

<p>The ninth grade teachers collaborated with the district instructional coaches to determine effective ways to educate our students on the importance of black history. Students will have the opportunity to learn about important people, places, and events in black history. Teachers will use the following lessons/materials during their English Language Arts and Social Studies blocks to address the indicators above throughout the school year.</p>			
Title	Author	Reading Block/Module/Unit	Additional Notes/Overview
<p>Sugar Changed the World</p>	<p>Marc Aronson & Marina Budhos</p>	<p>Module 9.4 Unit 1, Lessons 1-23 Performance Task</p>	<p>Course: English Language Arts 9</p> <p>In a study on consumer ethics, students read <i>Sugar Changed the World</i> by Marc Aronson & Marina Budhos to review all reading skills taught earlier in the curriculum. During this reading, students analyze text sections regarding the influence of globalization in historically marginalized and oppressed communities in and beyond the United States, including the African people who later became enslaved African Americans during the triangle trade.</p> <p>As the culminating performance task, students synthesize <i>Sugar Changed the World</i> and supplemental texts on the controversial international garment industry to produce an argumentative essay on who most is responsible for the ethical production of goods.</p>
<p>Project-Based Learning Option: A Long Way Gone</p>	<p>Ishmael Beah</p>	<p>Module 9.4 Unit 1, Lessons 1-20 Performance Task</p>	<p>Course: English Language Arts 9</p> <p>As a project-based learning adjustment to the curriculum, students read <i>A Long Way Gone</i> by Ishmael Beah to introduce conflicts caused through global products like diamonds and the historic and current impact on marginalized communities in and out of the United States. Students also review previous literary practices on theme, conflict, characterization, plot, text structure, and literary devices.</p> <p>Following the novel, students conduct an inquiry-based argumentative research proposal</p>

			on the ethics of a selected product or company; selections often involve poor and/or illegal working conditions levied onto people of color. During this project, students will review rhetorical techniques and practices to apply to the project.
History Alive! World Connection	Teachers' Curriculum Institute		Course: World History & Geography (Grade 9) Unit 2: Ghana: A West African Trading Empire To what extent did trans-Saharan trade lead to Ghana's wealth and success?
History Alive! World Connection	Teachers' Curriculum Institute	Unit 1: Age of Discovery Unit Essential Question: How were societies around the world influenced by the discovery of new ideas and cultures?	Course: World History & Geography (Grade 9) <u>Key Ideas & Details</u> Exploration and Expansion <ul style="list-style-type: none"> ● Voyages of Discovery ● Columbus ● Conquest and Colonies ● New Patterns of Trade Post-Columbus ● Atlantic Slave Trade <p>Overview/Review: Early African kingdoms & civilization before slavery</p> <p style="text-align: center;"><u>Vocabulary</u></p> Exploration and Expansion <ul style="list-style-type: none"> ● Cultural Diffusion ● Mercantilism ● Triangular trade ● Middle Passage
History Alive! World Connection	Teachers' Curriculum Institute	Unit 4: The Industrial Revolution Unit Essential Question: How did industrialism impact migration, urbanization, & economic ideals in the 18th & 19th centuries?	Course: World History & Geography (Grade 9) <u>Key Ideas & Details</u> Urbanization <ul style="list-style-type: none"> ● Population growth in/around cities ● Immigration/Migration patterns ● Problems with urbanization <ul style="list-style-type: none"> ○ Diseases--sewage system ○ Tenement housing <p style="text-align: center;"><u>Essential Questions</u></p> Urbanization

			<ul style="list-style-type: none"> ● How did industrialization and urbanization affect workers in cities? <p>Reform Movements</p> <ul style="list-style-type: none"> ● How did reform movements try to remedy problems brought on by the Industrial Revolution?
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10th Grade

The Woodbridge School District included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

The tenth grade teachers collaborated with the district instructional coaches to determine effective ways to educate our students on the importance of black history. Students will have the opportunity to learn about important people, places, and events in black history. Teachers will use the following lessons/materials during their English Language Arts and Social Studies blocks to address the indicators above throughout the school year.

Title	Author	Reading Block/Module/Unit	Additional Notes/Overview
"Letter from Birmingham Jail"	Martin Luther King, Jr.	Module 10.2 Unit 1, Lessons 1-20	Course: English Language Arts 10 In Module 10.2, students are introduced to human rights through Martin Luther King, Jr. 's "Letter from Birmingham Jail," composed during his Alabama incarceration at the height of the 1960s Civil Rights Movement. Students evaluate argumentative components like claims, evidence, and commentary in the text, specifically focusing on King's advocacy toward civil disobedience and his criticism of the passive majority (southern Whites in this context) in inhibiting

			social progress.
"Women"	Alice Walker	Module 10.2 Unit 1, Lesson 19	Course: English Language Arts 10 Students read and synthesize the theme of "Women" - that women must advocate for progress, specifically through education - with a central idea of "Letter from Birmingham Jail."
Civics Course		Unit 3: Rights and Responsibilities of American Citizens	Course: Civics & Economics (Grade 10) Role of U.S. Supreme Court in changing/determining people's rights, with emphasis on certain landmark cases -Segregation: <i>Plessy v. Ferguson</i> & <i>Brown v. BOE</i> Influence of Americans' participation in advocating for changes in policies -Civil Rights Act of 1964

11th Grade

The Woodbridge School District included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to

Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

<p>The eleventh grade teachers collaborated with the district instructional coaches to determine effective ways to educate our students on the importance of black history. Students will have the opportunity to learn about important people, places, and events in black history. Teachers will use the following lessons/materials during their English Language Arts and Social Studies blocks to address the indicators above throughout the school year.</p>			
Title	Author	Reading Block/Module/Unit	Additional Notes/Overview
<p>“Of Our Spiritual Strivings” from The Souls of Black Folk</p>	<p>W.E.B. DuBois</p>	<p>Module 11.2 Unit 1, Lessons 1-17; 26</p>	<p>Course: English Language Arts 11</p> <p>In Module 11.2, students evaluate the emergence of central ideas through literary and rhetorical elements (figurative language; persuasive appeals; etc.) in seminal arguments on 1900s Black social advancement. Students begin by reading and evaluating an excerpt of W.E.B DuBois’ <i>The Souls of Black Folk</i>, attending to his central ideas of double consciousness and educational uplift.</p>
<p>“Atlanta Compromise Speech”</p>	<p>Booker T. Washington</p>	<p>Module 11.2 Unit 1, Lessons 18-26</p>	<p>Course: English Language Arts 11</p> <p>In Module 11.2, students evaluate the emergence of central ideas through literary and rhetorical elements (figurative language; persuasive appeals; etc.) in seminal arguments on 1900s Black social advancement. Following a study on W.E.B. In DuBois’ <i>The Souls of Black Folk</i>, students read and evaluate a contrasting argument in the “Atlanta Compromise Speech” by Booker T. Washington, attending to his central ideas of economic security and strong work ethic.</p>
<p>“From the House of Yemanja”</p>	<p>Audre Lorde</p>	<p>Module 11.2 Unit 2, Lessons 9-14</p>	<p>Course: English Language Arts 11</p> <p>Students analyze the theme and figurative elements of the more contemporary “From the House of Yemanja,” attending to the dual identities of the speaker. Ultimately, students synthesize this text with either “Of Our Spiritual Strivings” or</p>

			<p>“Atlanta Compromise Speech” to identify common themes of Black social advancement and conflict across generations.</p>
<p>“I, Too,” “Theme for English B,” and “Dreams” (Variations)</p>	<p>Langston Hughes</p>	<p>Module 11.2 Unit 1 Option</p>	<p>Course: English Language Arts 11</p> <p>Students evaluate the theme and figurative elements of selected Langston Hughes poems, attending to the successes and continuous struggles of Black Americans during the Harlem Renaissance. These poems transition into more contemporary evaluations of the American Dream’s accessibility with August Wilson’s <i>Fences</i>, encouraging students to evaluate the Black experience through succeeding generations.</p>
<p>Fences</p>	<p>August Wilson</p>	<p>Module 11.2 Unit 2 Option</p>	<p>Course: English Language Arts 11</p> <p>Students evaluate the theme and figurative elements of <i>Fences</i>, attending to the prohibitions of the American Dream for the Black protagonist(s). Ultimately, students synthesize this text with others on the American Dream (<i>The Great Gatsby</i> by F. Scott Fitzgerald, for example) to address the American Dream’s accessibility.</p>
<p>The Immortal Life of Henrietta Lacks</p>	<p>Rebecca Skloot</p>	<p>Module 10.3 (Repurposed for 11th grade) Unit 3, Lessons 1-15</p>	<p>Course: English Language Arts 11</p> <p>Students begin the inquiry-based research project with the activating text <i>The Immortal Life of Henrietta Lacks</i>, studying the development of central idea and argumentative elements like claim, evidence, and commentary within the context of unethical medical practices influenced by race (ie. Henrietta Lacks). Additionally, students will evaluate the differing perspectives of the doctors and Lacks’ family throughout the text. Students will use the case of Henrietta Lacks to consider other medical ethics issues in a research presentation.</p>

<p>DBQ Project U.S. History</p>		<p>Unit 1: Reconstruction Era and Industrialization</p>	<p>Course: United States History (Grade 11)</p> <p>Reconstruction Era</p> <ul style="list-style-type: none"> ● Brief overview of background ● Reconstruction Plans <ul style="list-style-type: none"> ○ Lincoln’s 10% Plan ○ Radical Reconstruction ○ Johnson’s Plan ● Positive effects <ul style="list-style-type: none"> ○ Industrialization ○ Freedmen’s Bureau ○ African-Americans elected into office ○ Reconstruction Amendments (expansion of rights) ● Negative effects <ul style="list-style-type: none"> ○ Jim Crow South & disenfranchisement ○ <i>Plessy v. Ferguson</i> ○ Sharecropping ○ Retraction of rights for African-Americans at the end of Reconstruction
<p>Stanford History Education Group</p>		<p>Unit 3: Progressive Era</p>	<p>Course: United States History (Grade 11)</p> <p>Civil rights for African-Americans W.E.B. DuBois v. Booker T. Washington Ida B. Wells Less successful than other movements Creation of NAACP</p>
<p>Stanford History Education Group</p>	<p>Teachers’ Curriculum Institute</p>	<p>Unit 4: Imperialism</p> <p>American mobilization Impact on industries and farmers</p>	<p>Course: United States History (Grade 11)</p> <p style="text-align: center;"><u>Vocabulary</u></p>

		<p>Propaganda Role of different social groups Women, African-Americans Impact on civil liberties Espionage & Sedition Acts Schenck v. U.S. End of the war and plans for the future President Wilson’s Fourteen Points & League of Nations</p>	<ul style="list-style-type: none"> ● White Man’s Burden ● Bias ● Big Stick Policy ● Insurrection
Stanford History Education Group	Teachers’ Curriculum Institute	Unit 5: The Roaring Twenties & the Great Depression	<p>Course: United States History (Grade 11)</p> <p>American Involvement</p> <ul style="list-style-type: none"> ● Integration ● Tuskegee Airmen
Stanford History Education Group		Unit 8: Social Movements	<p>Course: United States History (Grade 11)</p> <p>Civil Rights Movement - Why was the Civil Rights Movement successful in the 1950s & 1960s?</p> <p>Civil Rights Movement Brown vs. BOE & desegregation of public schools/universities Little Rock Nine James Meredith and Ole Miss Montgomery Bus Boycott--causes & effects Civil Rights Movement leaders Dr. King; Malcolm X; NAACP; SNCC; SCLC March on Washington: “I have a dream” speech Practices and differing views on civil disobedience Birmingham campaign Split in Civil Rights Movement Watts Riots Rise of Black Panther Party Beliefs & activism Impact of assassination of Martin Luther King New legislation Civil Rights Acts of 1964 & 1968</p>

			Voting Rights Act 1965
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12th Grade

The Woodbridge School District included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

The twelfth grade teachers collaborated with the district instructional coaches to determine effective ways to educate our students on the importance of black history. Students will have the opportunity to learn about important people, places, and events in black history. Teachers will use the following lessons/materials during their English Language Arts and Social Studies blocks to address the indicators above throughout the school year.			
Title	Author	Reading Block/Module/Unit	Additional Notes/Overview
The Autobiography of Malcolm X	Alex Haley; Malcolm X	Module 12.1 Unit 1, Lessons 1-28	Course: English Language Arts 12 Students read and evaluate <i>The Autobiography of Malcolm X</i> for content, style, and literary techniques in preparation for the culminating personal narrative assessment. While reading, students document Malcolm X's central ideas on race, religion, radicalism, and acceptance as products of his narrative.
Guns, Germs, and Steel	Jared Diamond	Module 12.3 Unit 1, Lessons	Course: English Language Arts 12 Students begin the inquiry-based research project with the activating text <i>Guns, Germs, and Steel</i> , studying the

			<p>development of central ideas and argumentative elements like claim, evidence, and commentary within the context of global resource and wealth inequity. While not explicitly addressing Black history, excerpts discuss the historic and current disproportionate impact of human development on marginalized and oppressed groups, including people of color. References include enslavement, government policy, and corporate neglect. As a culminating assessment, students will complete an inquiry-based research essay and presentation on a selected and approved inequity.</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 title and date of in-service training sessions provided to meet this requirement.

The Woodbridge School district convened a HB 198 committee in the spring of 2022. The team consisted of administrators, instructional specialists, and teachers from each building. This team began to meet and develop a plan for each school to not only determine how the indicators in the bill would be addressed but how the staff would be trained to provide instruction covering the indicators. The district team met and decided that each school would then create a team that would collaborate to determine which indicators would be addressed in each grade and how/when they would do so. These teams worked together to create the district document/plan for HB 198. Once completed, each school team will share this document with their respective staff, discuss the bill, and how the indicators will be addressed in each grade level. This will take place during weekly bi-weekly PLC meetings, staff meetings, and will also be addressed during district wide professional development days scheduled for 11/7, 11/9, 11/10, 1/27, and 3/10. On 3/10, we will be holding a district wide professional development day. There will be several teacher-led sessions available and sessions with a focus on equity will be led by Aaron and Jenn Dale from K12 Systems Solutions. We are currently working to schedule other guest speakers as well. Numerous teachers also attended the statewide Equity Summit that was held on 10/14/22.

Appendix F
Delaware Public Charter School HB 198 Implementation Reports
2022-2023

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Academia Antonia Alonso Charter School

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Alejandra Navarro-Benbow
Position: Dean of Equity, Inclusion, and Access
Email: alejandra.navarro-benbow@academia.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Please see specific grade levels entries for more detailed curricular implementation. At Academia Antonia Alonso Charter School we recognize that shifts in more culturally responsive materials

should also be accompanied by growth in our cultural competencies as a community and as an institution. Please see below some of the school-wide/systemic practices that we continue to develop and strengthen in order to ensure that our school culture and climate promotes, teaches, and holds all stakeholders accountable in matters of justice and belonging for all students.

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.

- Dean of Equity, Inclusion, and Access supporting teachers with culturally competent curricular resources (Literary Connections) and specifically working to improve the presence of a “true perspective of the Black experience.”
 - Valuable resources contributing to this endeavor:
 - Social Justice Guide for Selecting Anti-Bias Children's Books - Social Justice Books <https://socialjusticebooks.org/>
 - Where to Find Diverse Books <https://diversebooks.org/resources-old/where-to-find-diverse-books/>
 - Diverse BookFinder | Identify & Explore Multicultural Picture Books <https://diversebookfinder.org/>
 - EmbraceRace | Looking for Excellent “Diverse” Books for Children?... (Glossary of helpful sites) <https://www.embracerace.org/resources/where-to-find-diverse-childrens-books>
 - Zinn Education Project <https://www.zinnedproject.org/>

b. Ensure the material is presented in an age appropriate manner.

- Using and informing our planning through developmentally appropriate resources to teach racial literacy in our classrooms. At this time we are using elements of these curriculum and look to implement them with fidelity in coming years.
 - [Pollyanna Racial Literacy Curriculum](#) (K-8)
 - [Learning for Justice Standards and curriculum](#)
- 2022-23 Introduced Faculty and Staff Justice and Belonging Team to support curriculum building in matters of Equity and Diversity.
 - Some of the Team charges are:
 - Curricular contributions (Lessons, Activities, Content) for Heritage and History Months, holidays, as well as other important celebrations and days of remembrance.
 - Curricular contributions to reinforce classroom education about diversity, personal identities, social identities including and not limited to our protected characteristics.
 - Curricular contributions to respond to relevant current events related to the areas of diversity, belonging and justice.
 - [Justice and Belonging Team Charge](#)
https://drive.google.com/file/d/1_vYJ7DuDmqrWTnPsnLq450_8GCSJXlhQ/view?usp=sharing
 - We are growing our Project Based Learning practices. Through this approach, teachers center their instruction as well as creating opportunities for students to lead instruction and be co-creators of culminating assessments.

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

- At La Academia one of our four school pillars is Compassionate Schools, along with Responsive Classroom, Mindfulness, and Restorative Justice. Ensuring that our classroom practices contain practices to build connections among students as well as social emotional learning strategies and skills for all students can support culturally responsive classroom practices.
 - SEL staff leading Mindfulness/Yoga as a Morning Meeting practice.
 - During 20-21 SY we won the **Compassionate Champion Award**. In 21-22 SY we received **honorable mention**. For more details see our Application for the 21-22 Compassionate Champion Award.
https://drive.google.com/file/d/1ulwbUFWBmuXzzkuiCO37vEHhB_Gc55c_/view?usp=sharing
 - Second Step Curriculum (Social Emotional Learning) is being implemented as part of our Leadership classes (K-6) as well as being implemented in our 6th grade Advisory program:
 - (Sample) [Middle School Advisory Program Scope and Sequence](https://drive.google.com/file/d/1RHHvNXLH4QEeliftGgGmlDUinuehlpJ/view?usp=sharing)
<https://drive.google.com/file/d/1RHHvNXLH4QEeliftGgGmlDUinuehlpJ/view?usp=sharing>
 - We have begun teacher training to support a culture of seeking student feedback on lessons taught as having feedback from students can support a sense of ownership of learning from our students.
 - https://drive.google.com/file/d/1SxhcqL-G7G0r4qOcOnkWfSr_tk-IKsr_/view?usp=sharing

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.

- La Academia's Executive Board has approved a Statement of Justice and Belonging in order to make our already existing Diversity and Equity Policy as well as our Non-Discrimination clause more accessible to all community members. This Statement will also serve as the foundation for continuation of our educational programming on all matters related to equity. Forming a Student Justice and Belonging Team as well as using our Parent University to partner with families in culturally responsive education are critical action steps to this endeavor.
 - [Justice and Belonging Statement](https://drive.google.com/file/d/1oCaNBmc3WDh-KU1E0DjueCHKNuFdly8j/view?usp=sharing) <https://drive.google.com/file/d/1oCaNBmc3WDh-KU1E0DjueCHKNuFdly8j/view?usp=sharing>
 - [Parent University Purpose and Calendar](https://drive.google.com/file/d/1W9l0c6lZeO-UmmO8z3iQKETDOSRt2MKD/view?usp=sharing) (April 13 program)
<https://drive.google.com/file/d/1W9l0c6lZeO-UmmO8z3iQKETDOSRt2MKD/view?usp=sharing>

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

- We are growing in this area. We:
 - Are seeking grant funding to include Newsela Online Education Platform to support current events classroom resources.
 - Implementing a culture shift across grade levels to include current event discussions as common practice in classrooms and community and not only in moments of crisis.

- Some classrooms use CNN Kids 10 to build the practice of connecting to current events.

f. Develop students' respect for cultural and racial diversity.

- Push-ins to classrooms during Morning Meetings by Dean of Equity, Inclusion and Access grades 4-MS "[Language Matters!](https://drive.google.com/file/d/1wfpZYTOLYL4MPpCUbnL-ZHHSa07SWq05/view?usp=sharing)" <https://drive.google.com/file/d/1wfpZYTOLYL4MPpCUbnL-ZHHSa07SWq05/view?usp=sharing>
- Developing Culturally Historically Responsive Morning Meeting curriculum based on Learning for Justice Curriculum.
- Planning underway to implement our "UNIDOS in Justice and Belonging Student Team"
- [Pollyanna Racial Literacy Curriculum](#) (K-8)
- Guidance from [Learning for Justice Standards and curriculum](#)
- Use of Kagan Structures to develop collaboration among students as well as decentering teacher led instruction and allowing for student voice and experience to move content and discussion forward and foster ownership of learning among our students.

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

- Continuing to develop our Social Studies Pacing Guides and Curricular Content that capture prejudice, racism, and stereotyping and their respective ramifications in historical contexts, contemporary societal contexts, and individual contexts. Currently we are including more culturally responsive resources (Literary Connections) as well as evaluating our unit's Driving/Essential questions so we may more effectively prompt student's critical thinking about the causes of prejudice, racism, and stereotyping.
- Creating opportunities to hold community dialogue when incidents of prejudice, racism, and stereotyping emerge in our community.
 - Discipline system centered on Restorative Justice Practices
 - Responsive Curricular Content (classroom push ins to address specific harmful behaviors)
 - Middle School advisory program centered on relationship building and responsive content centered on current community dynamics

h. Provide opportunities for students to discuss and uplift the Black experience.

- Curricular content centered on empowering a student's sense of self.
- Professional Development for faculty to evaluate classroom resources as well as to elicit feedback from students about lessons taught in order to determine missing voices and perspectives
 - Social Studies Pacing guides
 - <https://drive.google.com/file/d/1JiOYCemV4WKFL-N5QbyluQLkwCtotYGo/view?usp=sharing>
 - PD Responsive Classroom
 - <https://drive.google.com/file/d/1O66wFCRyD-a19xCLF4cLQpzlcmd6VVm4/view?usp=sharing>
 - Culturally Responsive Lesson Planning
 - https://drive.google.com/file/d/1SxhcqL-G7G0r4qOcOnkWfSr_tk-IKSr_/view?usp=sharing

i. Provide students with a foundation for examining the history of discrimination in this State.

- Specific Grade level content centering on the History of the State of Delaware
- Developing collaborative relationships with Delaware Historical Society as well as making use of their curricular resources.
 - Exploring Field Trip to “Journey to Freedom Exhibition”, Delaware Historical Society for our 4th and/or 5th grade

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

- Restorative Justice is one of our four pillars along with Responsive Classroom, Mindfulness, and Compassionate School.
<https://drive.google.com/file/d/17vrueKlflO9b5evAjSehLzDWOlqPY0/view?usp=sharing>
- Restorative Practices also complement Restorative Classrooms approach to misbehavior and logical consequences as students are part of setting behavior expectations for their classrooms as well as logical consequences. At La Academia we endeavor to hold restorative processes in order to support the healing of relationships after code of conduct violations occur. Please see a summary of a sample PD conducted last year. This year, we are in conversation with The Restorative Group to reinforce and provide a common foundation for all teachers and staff. In addition we will be inviting faculty and staff to participate in The Restorative Groups free series which they will be launching December 2022 in collaboration with the DDOE. Please note that any of our Morning Meeting and Closing Circle practices, as well as our Round Robin, Kagan Structure and Academic Circles also serve as foundations of trust building and process reinforcement for Restorative Circles, a practice which we expect to implement by Spring.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Academia Antonia Alonso Charter School included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

It is important to note that at La Academia our classrooms are made up of a majority of students of color. Of those students at least 25% of students identify as African American/Black. In turn, we also seek to maximize student voice and de-center teacher instruction. Students practice how to drive instruction forward through school presented curricular content as well as content shared from their life experience, family, or home communities. Our curricular focus for HB198 this Fall has been in our Social Studies planning.

Social Studies: Click on the link for more details.

- [Unit 1 “Identity, Family, Heritage, and Communities;](https://docs.google.com/spreadsheets/d/1bEbHfUl1tc7SAhxRqkVX7kIPpzqONRe4KR2JaXd8Vgl/edit?usp=sharing)
<https://docs.google.com/spreadsheets/d/1bEbHfUl1tc7SAhxRqkVX7kIPpzqONRe4KR2JaXd8Vgl/edit?usp=sharing>

Week 1	What is a family community? Who makes up your family?
Week 2-3	Where is my family from? What foods do we eat? What is culture? What traditions do we have? What do we celebrate? Why do we celebrate Hispanic Heritage Month?

Week 4	Who is part of your classroom community and who is part of your school community?
Week 5	What communities are you a part of? Who is part of your home community? Who is part of your neighborhood/local community?

- [Unit 2 “Rules, Laws & Community”;](https://docs.google.com/spreadsheets/d/1MSa01MA7xGb3ImT_dXXNJ8ni9NDAKHCSfSgdqL2Xpbl/edit?usp=sharing)
https://docs.google.com/spreadsheets/d/1MSa01MA7xGb3ImT_dXXNJ8ni9NDAKHCSfSgdqL2Xpbl/edit?usp=sharing

Week 4	What responsibilities do you have in your home and school communities? What are some ways you help your classroom/school community?
Week 5-6	Who are our community helpers? What are their responsibilities?

- [Unit 3 “Holidays around the World”;](https://docs.google.com/spreadsheets/d/1_aZgMtu7Ho79I6CoTJnCbbslig7m-ChN6Vae6n-0kl/edit?usp=sharing)
https://docs.google.com/spreadsheets/d/1_aZgMtu7Ho79I6CoTJnCbbslig7m-ChN6Vae6n-0kl/edit?usp=sharing

Week 1-2	Where is St. Lucia celebrated? What is celebrated and who celebrates Kwanzaa? What is Chinese New Year? What is Diwali and who celebrates it?
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- [Unit 4 “Wants and Needs”;](https://docs.google.com/spreadsheets/d/191iYAb-wZYLm70iWj9MkOX6dGkEo9BmyseEgKzV7tGY/edit?usp=sharing) <https://docs.google.com/spreadsheets/d/191iYAb-wZYLm70iWj9MkOX6dGkEo9BmyseEgKzV7tGY/edit?usp=sharing>

Week 1	What are things I want and need? What are goods? What are services?
Week 2	What is a right? How were rights denied to enslaved peoples? What are my rights and what are my responsibilities?
Week 3	Who was Martin Luther King, Jr. and why do we celebrate his legacy?
Week 4	What are resources and what are the 3 types of resources?

- [Unit 5 “ Black History Month”](https://docs.google.com/spreadsheets/d/1y-W93RYb_Gd7T_orOmPHV8jerHNIjTvo5UYoFsEI-Qk/edit?usp=sharing) https://docs.google.com/spreadsheets/d/1y-W93RYb_Gd7T_orOmPHV8jerHNIjTvo5UYoFsEI-Qk/edit?usp=sharing

Week 1	Why do we celebrate Black History Month?
Week 2	Which influential African Americans do we celebrate this month? Why?
Week 3	What inventions/contributions did African Americans provide to better our future and our country?
Week 4	What inventions/contributions did African Americans provide to better our future and our country?

- [Unit 6: “Geography, Transportation, Change over Time”](https://docs.google.com/spreadsheets/d/13YPJYDe7c8QxpnR3kx3b-SJocsjjKdiUYiwHWHx93g/edit#gid=0)
<https://docs.google.com/spreadsheets/d/13YPJYDe7c8QxpnR3kx3b-SJocsjjKdiUYiwHWHx93g/edit#gid=0>

Week 1	How do people change over time? What other things change over time?
Week 2	How do places change over time? How has your neighborhood changed over time?
Week 3	What kinds of transportation exist?
Week 4	How has transportation changed over time?
Week 5	How has technology changed over time?
Week 6	How have forms of communication changed over time? What might they be like in the future?

- [Unit 7: Geography/Our Planet/Maps/ArborDay
https://docs.google.com/spreadsheets/d/18Zt9MFI0PSbr4qgLktBangNCXQ2I4DwT8X0fF82R3Ic/edit#gid=0](https://docs.google.com/spreadsheets/d/18Zt9MFI0PSbr4qgLktBangNCXQ2I4DwT8X0fF82R3Ic/edit#gid=0)

Week 2	Why do people use globes and maps?
Week 3	What is a map key? What is the use for map keys?
Week 4	What is a compass rose? What are the directions a compass rose signals on a map?
Week 5	What are different types of landforms?
Week 6	What are different types of landforms? What are different types of bodies of water?
Week 7	What are different types of bodies of water?

1st Grade

The Academia Antonia Alonso Charter School included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

It is important to note that at La Academia our classrooms are made up of a majority of students of color. Of those students at least 25% of students identify as African American/Black. In turn, we also seek to maximize student voice and de-center teacher instruction. Students practice how to drive instruction forward through school presented curricular content as well as content shared from their life experience, family, or home communities.

Our curricular focus for HB198 this Fall has been in our Social Studies planning.

- [Unit 1: "My Community and I"](https://docs.google.com/spreadsheets/d/19q9ozg69dzQ5L-xKE5kZjKqZEjIAmY4V89lRsRxhsJw/edit?usp=sharing)
<https://docs.google.com/spreadsheets/d/19q9ozg69dzQ5L-xKE5kZjKqZEjIAmY4V89lRsRxhsJw/edit?usp=sharing>

Week 1	What responsibilities do you have?
Week 2	How do rules and laws protect us?
Week 3-4	What services are provided for me in my community?
Week 5	How can I show that I am a global citizen?

- [Unit 2: The World Around Me](https://docs.google.com/spreadsheets/d/1KGpCq37Ud369x8taXV6twYwLjPYRfcNxxqZnjJsceSmg/edit#gid=0)
<https://docs.google.com/spreadsheets/d/1KGpCq37Ud369x8taXV6twYwLjPYRfcNxxqZnjJsceSmg/edit#gid=0>

Week 0	Who am I and where on the map am I?
Week 1	Why are maps and globes important to have?
Week 2-3	Why do people move?
Week 3	What do people bring with them when they move?
Week 4	Where did this come from?

- [Unit 3: The Giving Tree](https://docs.google.com/spreadsheets/d/161UGGUVQcCZGYz9e_rG3Brbw6sC6xj_KaWe65vvhPts/edit#gid=0)
https://docs.google.com/spreadsheets/d/161UGGUVQcCZGYz9e_rG3Brbw6sC6xj_KaWe65vvhPts/edit#gid=0

Week 1	What patriotic holidays do we celebrate?
Week 2	What groups of people do we have holidays for?
Week 3	How can people make a difference?
Week 4	What are the different climate regions in Africa?
Week 5	How are cultures different from each other?
Week 6	How can we share our culture?

- [Unit 4: "I Can Lead"](https://docs.google.com/spreadsheets/d/1uLOX5f8dThW0w_DjhI9VBDjcpZyhXf0dGQnVE19YC-l/edit#gid=0)
https://docs.google.com/spreadsheets/d/1uLOX5f8dThW0w_DjhI9VBDjcpZyhXf0dGQnVE19YC-l/edit#gid=0

Week 1	What's the difference between needs and wants?
Week 2	What are the three types of resources?
Week 3	How does what I buy impact me, my community, and beyond?
Week 4	How can I make a difference? How can I work towards equity and fairness for all?
Week 5	How can I work with others to solve conflict? How can I lead to help make my world a better place for all?
Week 7	What is the difference between goods and services?
Week 8	What do we do with the money we earn?
Week 9	What influences the cost of goods and services?
Week 10	What kinds of goods and services can we barter for and trade?
Week 11	How can we as children earn money?
Week 12	How do we decide what to spend our money on? Why do we sometimes make different choices than our friends?
Week 13	What are we consumers of? Who are the producers of what we consume?
Week 14-15	How will what I learned and practiced this year impact me, my community and beyond?

2nd Grade

The Academia Antonia Alonso Charter School included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

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Our curricular focus for HB198 this Fall has been in our Social Studies planning.

- [Unit 1-The Seven Natural Wonders of the World](https://docs.google.com/spreadsheets/d/1uIn5syEqsdEqnSPW8DvZOHvjbyfg38F5ai8Rzmgr8IE/edit#gid=0)
<https://docs.google.com/spreadsheets/d/1uIn5syEqsdEqnSPW8DvZOHvjbyfg38F5ai8Rzmgr8IE/edit#gid=0>

Weeks 1 & 2	Why are maps important?
Weeks 3 & 4	What makes a place special?
Weeks 5 & 6	What makes a place unique and different?
Week 7	How does every community get what they need?
Week 8	How can I support my classmates?
Week 9	Why do people celebrate different holidays?
Week 10	How are some holiday celebrations similar or different?
Week 11	Why do people celebrate the New Year?

- [Unit 2: Innovation over Time](https://docs.google.com/spreadsheets/d/1dAJNr52k3-p_lYeFzzZ_sPo9eD9VLmGngO6mGJJxE20/edit#gid=0)
https://docs.google.com/spreadsheets/d/1dAJNr52k3-p_lYeFzzZ_sPo9eD9VLmGngO6mGJJxE20/edit#gid=0

Week 1	What are innovators?
Week 2	Who have been significant innovators in our country?
Week 3	What connections can I make between the past and the present?

- [Unit 3: Principles of Democracy](https://docs.google.com/spreadsheets/d/1mseW-R-IEcf8Wylb6oN62wGIUEWeUH0zV3IOIRA6GoM/edit#gid=0)
<https://docs.google.com/spreadsheets/d/1mseW-R-IEcf8Wylb6oN62wGIUEWeUH0zV3IOIRA6GoM/edit#gid=0>

Week 1	What is a citizen?
Week 2	What are my rights as a citizen?
Week 3	What does it mean to be fair and equal? How did Martin Luther King, Jr. fight for fairness and equality?
Week 4	Who were the Founding Fathers?
Week 5	How do I show my patriotism? How is activism a form of patriotism?
Week 6 & 7	Who were some significant and impactful Civil Rights Era leaders? What issues were on the forefront of the Civil Rights Era activism?

Week 9 & 10	What is the purpose of government?
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- [Unit 4: “Economic Relationships”](https://docs.google.com/spreadsheets/d/1UE_Tk5VPTRVvHRFMNXaYPIO_D7z7SluxoFINnCVWro0/edit#gid=0)
https://docs.google.com/spreadsheets/d/1UE_Tk5VPTRVvHRFMNXaYPIO_D7z7SluxoFINnCVWro0/edit#gid=0

Week 1	How do I earn money?
Week 2	What are some things I can do with my money?
Week 3	What are goods and services?
Week 4	What do people do to meet my wants and needs?
Week 5 & 6	What are goods and services?
Week 7	How do we use our economic resources to help and meet our wants and needs?
Week 8	Where do the things I need come from?
Week 9	How do the things we need move around and get to the stores we buy them from?
Week 10	What makes a business productive enough to serve consumers?
Week 11	What is a consumer and what do they do?
Week 12	What is the full process of the goods and services that we use daily?

3rd Grade

The Academia Antonia Alonso Charter School included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

It is important to note that at La Academia our classrooms are made up of a majority of students of color. Of those students at least 25% of students identify as African American/Black. In turn, we also seek to maximize student voice and de-center teacher instruction. Students practice how to drive instruction forward through school presented curricular content as well as content shared from their life experience, family, or home communities.

Our curricular focus for HB198 this Fall has been in our Social Studies planning.

- [Unit 1: The Indigenous Peoples of the Americas](https://docs.google.com/spreadsheets/d/1pcEelUnDb578jAvilr2s4xJU4_FE28k9Bh9eJ8VRFzs/edit#gid=0)
(https://docs.google.com/spreadsheets/d/1pcEelUnDb578jAvilr2s4xJU4_FE28k9Bh9eJ8VRFzs/edit#gid=0)

Week 1 "Life of Indigenous People"	
Week 2 "Tribes of the Northeast"	
Week 3 "Tribes of the Southeast"	
Week 4 "Tribes of the Northwest"	How do humans interact with their environment? How does the environment impact people's decisions?
Week 5 "Tribes of the Southwest"	How do humans adapt to and modify their environment? How can people help their environment?
Week 6 "Tribes of the Midwest"	
Week 7 "Tribes of the West"	
Week 8 "Arctic Tribes"	

- [Unit2 : States and Regions of the United States](https://docs.google.com/spreadsheets/d/10C3kmgfacaF89AadBPhZOyLmW8uFU32nxjPVEUbqmps/edit#gid=0)
(<https://docs.google.com/spreadsheets/d/10C3kmgfacaF89AadBPhZOyLmW8uFU32nxjPVEUbqmps/edit#gid=0>)

Lesson 1 "Map Tools"	What are the different map tools? Why are there different types of maps?
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Lesson 2 "Maps and Regions"	What is a region?
Lesson 3 "The Northeast Region"	What are the characteristics of the different regions of the United States?
Lesson 4 "The Southeast Region"	
Lesson 5 "The Midwest Region"	
Lesson 6 "The Southwest Region"	
Lesson 7 "The Northwest Region"	
Lesson 8 "The West Region"	

- [Unit 3: Stories of Activism: How One Voice Can Change a Community](https://docs.google.com/spreadsheets/d/1xk02RnuvYSPW_8v6wjdS5TAJPHcxK3ay7o4dZv4GLss/edit#gid=0)
https://docs.google.com/spreadsheets/d/1xk02RnuvYSPW_8v6wjdS5TAJPHcxK3ay7o4dZv4GLss/edit#gid=0

Week 1 "Living a Life Centered on Peace and Service: An Introduction to Gandhi"	How did Mahatma Gandhi inspire civil disobedience as a form of protest? What are the guiding principles of nonviolent protest?
Week 2 "Famous Figures of the Civil Rights Era"	Who were the various leaders of the Civil Rights era of the 1950s and 1960s? How did they work together to create change?
Week 3 "Famous Figures of the Civil Rights Era"	Who were the various leaders of the Civil Rights era of the 1950s and 1960s? How did they work together to create change?
Week 4 "Separate, But Not Equal"	Why weren't segregated schools equal?
Week 5	What can we accomplish when we work together?

"Louis Redding and Brown v. Board of Education"	
Week 6 "The Consent of the Governed"	Why is consent of the governed so important to the American government?
Week 7 "The Ripple Effect of Change"	How can I make a difference?

- [Unit 4: Mini Societies](#)

https://docs.google.com/spreadsheets/d/1Z2Edo574cZd6cHAMxVGJbbtqI_D0yA1KoUMa6B3WgU/edit#gid=0

Week 1 "Goods and Services"	What are goods and services?
Week 2 "Producers and Consumers"	How are producers and consumers different? What kinds of economic activity might be in a community?
Week 3 "Entrepreneurship"	What is an entrepreneur? What are expenses, profit, income, and loss for a business?
Week 4 "Supply and Demand"	What factors determine supply and demand? How can a surplus or scarcity affect supply and demand?
Week 5 "Specialization and Interdependence"	How do businesses support each other?
Week 6 "Global Markets and Trade"	What's the difference between trade and bartering?
Week 7 "Earning and Spending Money"	How can I earn money?
Week 8 "Saving and Budgeting"	What can I do with the money I earn?
Week 9 "The Banking System"	How can banks help me?
Week 10 "A Good Cause"	How can I make a difference?

4th Grade

The Academia Antonia Alonso Charter School included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

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Our curricular focus for HB198 this Fall has been in our Social Studies planning.

- During Social Studies, colonization unit:
 - Foreshadowing about enslavement in Caribbean Islands.
 - The difference between Chattel slavery and slavery systems that occurred in African kingdoms; reasons that African peoples cooperated with European enslavers; touch on the economic effect of 400 years of free, forced, unpaid labor
 - White supremacy in the Mount Mormon Plantation, an hour south of us.
 - What do students think about weddings being held today at a place that has “restored slave barracks”? Why is the colonial house big and beautiful? Where did the money come from? What do the website and pamphlets focus on? What do they ignore? Why?
- [Unit 1: Early Encounters](https://docs.google.com/spreadsheets/d/1wDa50YipL-6XHM6LhLeRKp18AcAeFYAd_9T974qbtNU/edit#gid=0)
https://docs.google.com/spreadsheets/d/1wDa50YipL-6XHM6LhLeRKp18AcAeFYAd_9T974qbtNU/edit#gid=0

Week 1 "The First Peoples of the Americas"	When we say 'Native Americans', what do we mean? Who were the Taíno?
Week 2 "Encounters"	Who were the significant explorers, and what were their accomplishments? What were the reasons for key expeditions to North America by Spain, France, and England? What were the effects of European expansion on the indigenous populations in the Americas?
Week 3 "Motives and Movement"	
Week 4 "The Colonization of North America"	
Week 5 "Effects of European Exploration"	
Week 6 "Tensions Rise"	

- [Unit 2: Unit 2: The Early History of the American Colonies](https://docs.google.com/spreadsheets/d/1o4LX1HxW5KWqt9I7UehzLcU3-XaPTtWMTRe3sKX29cs/edit#gid=0)
<https://docs.google.com/spreadsheets/d/1o4LX1HxW5KWqt9I7UehzLcU3-XaPTtWMTRe3sKX29cs/edit#gid=0>

Lesson 1 "The Fur Trade and Trade Dependency"	What was the impact of European explorers on trade, health, and land expansion in the Americas? What were the cultural interactions and conflicts among Native American peoples and immigrants from Europe?
Lesson 2 "The Spark of War"	Who were the nations and groups involved in the French and Indian War? What was the French and Indian War about?
Lesson 3 "Fuel on the Fire"	Who were the nations and groups involved in the French and Indian War? What was the French and Indian War about?
Lesson 4 "Alliances With the American Indians"	Who were the nations and groups involved in the French and Indian War? What was the French and Indian War about?
Lesson 5 "War in the Americas"	Who were the nations and groups involved in the French and Indian War? What was the French and Indian War about?
Lesson 6 "The Proclamation of 1763"	What were the consequences of the French and Indian War?
Lesson 7	What were the consequences of the French and Indian War?

"Consequences of the French and Indian War"	
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- [Unit 3: The Road to Revolution](https://docs.google.com/spreadsheets/d/1TuReuLC7Fdc0yDjqB60xO44eZ8FnnB0xNQDhiHdEt8/edit#gid=0)
<https://docs.google.com/spreadsheets/d/1TuReuLC7Fdc0yDjqB60xO44eZ8FnnB0xNQDhiHdEt8/edit#gid=0>

Week 1 "Who Will Pay for the War?"	What acts of Parliament impacted colonial America? Why were they passed?
Week 2 "Acts of Parliament and Colonial Response"	
Week 3 "Taxes and Tyranny"	What acts of Parliament impacted colonial America? Why were they passed? Why were the colonists angry about the acts? What actions did the colonists take as a result of these acts?
Week 4 "The Sons of Liberty and Tea Parties"	
Week 5 "The Intolerable Acts"	How did American colonists react to the Intolerable Acts?
Week 6 "The Shots Heard 'Round the World"	

- [Unit 4: The American Revolution](https://docs.google.com/spreadsheets/d/1Vtxl2tHFJqaalu--Dy5H0-a0IOZR7pnofahSj0-jvLs/edit#gid=0)
<https://docs.google.com/spreadsheets/d/1Vtxl2tHFJqaalu--Dy5H0-a0IOZR7pnofahSj0-jvLs/edit#gid=0>

Week 1 "The Second Continental Congress"	Why did the Second Continental Congress meet? Who led the Continental Army during the American Revolution?
Week 2 "Declaring Independence"	Who wrote the Declaration of Independence? What was the purpose of the Declaration of Independence? How do you think members of the Continental Congress felt knowing they could be punished for declaring their independence from Great Britain?
Week 3 "Pursuing Peace"	Why do you think the Continental Congress tried to peacefully negotiate with King George III and Parliament? How do you think members of the Continental Congress felt knowing they could be punished for declaring their independence from Great Britain?

	Britain? What role did different groups of citizens play in the American Revolution?
Week 4 "The Battle of Bunker Hill"	What was the first major battle of the American Revolution?
Week 5 "The First Winter of the War"	What important battles did the Continental Army win during the first winter of the war? What role did different groups of citizens play in the American Revolution?
Week 6 "British Victories, American Defeats"	Why did the colonists continue to fight for independence? Why did the British continue to fight the colonists?
Week 7 "The Articles of Confederation"	How successful were the Continental Congress and state governments at supplying the war effort?
Week 8 "The Turning Point of the War"	Why was the Battle of Saratoga important for the Continental Army?
Week 9 "Hard Times at Valley Forge"	What obstacles and difficulties did the Continental Army face?
Week 10 "Setbacks for the Continental Army"	What obstacles and difficulties did the Continental Army face?
Week 11 "The Tide of War Changes"	Why did the colonists continue to fight for independence?
Week 12 "The Siege of Yorktown"	What role did James Lafayette play in helping secure colonial victory in the Revolutionary War?
Week 13 "The Treaty of Paris, 1783"	How did colonial victory change the American colonies?
Week 14 "An Independent Nation"	What were the results of the colonial victory in the American Revolution?

The Academia Antonia Alonso Charter School included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

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Our curricular focus for HB198 this Fall has been in our Social Studies planning.

- [Unit 1: Migration and Immigration in the United States](https://docs.google.com/spreadsheets/d/1xHEhayn0-58ebqP4M0FdvMnA-jVMq3bvHd9N6TpkG2I/edit#gid=0)
<https://docs.google.com/spreadsheets/d/1xHEhayn0-58ebqP4M0FdvMnA-jVMq3bvHd9N6TpkG2I/edit#gid=0>

Week 1 "Push-Pull Factors"	What are the reasons various groups, voluntarily or involuntarily, move to different places?
Week 2 "Migration Patterns"	What are the reasons various groups, voluntarily or involuntarily, move to different places?
Week 3 "Movement of Ideas and Objects"	What are the reasons various groups, voluntarily or involuntarily, move to different places? How have changes in communication and transportation impacted

	movement?
Week 4 "Charting Populations"	What groups of people settled in different parts of the United States? How does geography impact movement?
Week 5 "The Census"	How can I learn more about the demographics of a location?
Week 6 "Developing Inquiries"	What is historical thinking, and why is it important when studying history? What questions do I need to ask to think like a historian?
Week 6 "Migrant Populations in the United States"	What are the reasons various groups, voluntarily or involuntarily, move to different places? How have changes in communication and transportation impacted movement?

- [Unit 2: Delaware Then and Now](https://docs.google.com/spreadsheets/d/1DnaHVd7eedTweYkPjw1IEdslb8RBjHxmCfgwYNg09eU/edit#gid=0)
<https://docs.google.com/spreadsheets/d/1DnaHVd7eedTweYkPjw1IEdslb8RBjHxmCfgwYNg09eU/edit#gid=0>

Week 1 "Depending on the Environment"	
Week 2 "Adapting to the Environment"	How do people adapt to and change their physical environment? How do people depend on the environment?
Week 3 "Modifying the Environment"	
Week 4 "Positive and Negative Interactions"	What positive and negative interactions can people have on their environment?
Week 5 'Natural Hazards of the United States"	What are the natural hazards in Delaware?
Week 6 "Natural, Human, and Capital Resources"	How do we use natural resources to meet our wants and needs? How are natural, human, and capital resources connected?
Week 7	How are goods and services produced using human, natural, and capital

"Goods and Services"	resources? What is the difference between public and private goods and services?
Week 8 "Economic Activities"	What are the four economic activities providing goods and services in Delaware, the United States, and the world?

- [Unit 3: Financial Literacy](#)

<https://docs.google.com/spreadsheets/d/19mZhmjOORuZ-idhqx3AZAtxbiEwX2Y8gYnLvOnbopc/edit#gid=0>

Week 1 "Earnings and Income"	How can personal financial decisions such as spending, saving, and paying taxes, positively and/or negatively affect everyday life?
Week 2 "Creating a Budget"	How does our income affect our spending and saving? Why is it helpful to create a budget? How can a lack of budget cause problems for individuals or states?
Week 3 "Spending, Saving, and Investing"	Why is it a good idea to have savings, and what are some things you would like to save for? How does our income affect our spending and saving? How are saving and investing the same? How are they different?
Week 4 "Debt"	When taking out a loan at a bank, what do you need to consider? What can happen if people do not manage their earnings well? How can a lack of budget cause problems for individuals or states?
Week 5 "Banks"	When taking out a loan at a bank, what do you need to consider?
Week 6 "Paying Taxes"	What do our taxes pay for?

- [Unit 4: Virtual Community](#)

<https://docs.google.com/spreadsheets/d/1TyNOZq9Mk31bPwoHpyXDjJEAdHfpr9vd39IDM6R0VCg/edit#gid=0>

Week 1 "Types of Economic Systems"	Describe the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship. What are the characteristics of traditional, command, and market economies?
Week 2 "Free Markets"	What are the qualities of entrepreneurs in a capitalistic society? How does competition among buyers affect prices? How does competition among sellers affect prices? *How does a free market economy benefit a community? Can you see any negative aspects to a free market economy?
Week 3 "Capitalism: The"	Do you see any limits in an economy that practices capitalism? What are some ways a capitalist economy can help people to have their

American System"	basic needs met?
Week 4 "Being an Entrepreneur"	What are the qualities of entrepreneurs in a capitalistic society? Describe the qualities of entrepreneurs in a capitalistic society.

6th Grade

The Academia Antonia Alonso Charter School included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

Social Studies:

- [Unit 1: The Geographer's World](#)

Week 1 "The Tools of Geography"	What is the difference between absolute and relative location? Where are the major parallels and meridians? How can I use latitude and longitude to determine absolute location? How can I measure distance on a map using a scale? Which continents and oceans fall into Earth's different hemispheres? How does the Earth-Sun relationship cause seasons? What are the merits of five map projects?
Week 2 "A Spatial Way of Thinking"	What are key vocabulary terms when speaking about thematic maps? How can I analyze a thematic map to gather information about the world?

<p>Week 3 "Economic Systems in Geography" *Review Economic Knowledge*</p>	<p>What are the factors and economic goals that influence global decision making about the production and consumption of goods? What is the role of the government in command and market economies? What are the advantages and disadvantages for consumers and producers in command and market economies? What are the features of the American free enterprise system?</p>
<p>Week 4 *Comparing Forms of Government" *Review Civics Knowledge*</p>	<p>What are the origins of various world governments and how did they develop over time? What are the advantages and disadvantages of various political systems and ideologies, and how is power distributed in systems of shared power?</p>

- [Unit 2: Latin America](#)

<p>Week 1 "Spatial Inequality in Mexico City: From Shacks to Skyscrapers"</p>	<p>What are the causes and consequences of urbanization? How does spatial inequality affect people living in Mexico City? Is spatial inequality a global issue?</p>
<p>Week 2 "Indigenous Cultures: The Survival of the Maya of Mesoamerica"</p>	<p>How have the indigenous peoples in the highlands of Guatemala and Chiapas preserved their traditional Mayan culture? How have other indigenous peoples around the world maintained their traditional cultures in the modern world?</p>
<p>Week 3 "Dealing with Extreme Weather: Hurricanes in the Caribbean"</p>	<p>What are the weather conditions that can cause a hurricane to form and strengthen? What methods have people developed to deal with hurricanes in the Caribbean? What is the relationship between an El Nino and extreme weather?</p>
<p>Week 4 "Land Use Conflict in the Amazon Rainforest"</p>	<p>What are the groups that have an interest in the preservation or usage of the resources in the Amazon rainforest? How can we address land usage conflict in the rainforest and around the world?</p>
<p>Week 5 "Life in the Central Andes: Adapting to a Mountainous Region"</p>	<p>What are the physical characteristics of the four elevation zones? How have the people of the central Andes adapted to life in each of the four elevation areas? What is the global impact of retreating mountain glaciers?</p>

- [Unit 3: Canada and the United States](#)

<p>Week 1 "Settlement Patterns and Ways of Life in</p>	<p>What are the characteristics of each of the five regions of Canada? How does location affect ways of life in these five regions? How does location impact ways of life around the world?</p>
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Canada"	
Week 2 "The Great Lakes: The U.S. and Canada's Freshwater Treasures"	How is the environmental health of the Great Lakes freshwater ecosystem managed? What are the environmental challenges facing global freshwater ecosystems?
Week 3 "Urban Sprawl in North America: Where Will It End?"	What are the causes of, consequences of, and various solutions to urban sprawls? What are the effects of urban sprawl policies in North America? What are the implications of global urban patterns?
Week 4 "National Parks: Saving the Natural Heritage of the U.S. and Canada"	What are the features of national parks in North America? What challenges do national parks face today?
Week 5 "Consumption Patterns in the United States: The Impact of Living Well"	What are the current consumption patterns in the United States? How do consumption patterns in the United States compare to those around the world? What are the domestic and global effects of growing levels of consumerism?
Week 6 "Migration to the United States: The Impact on People and Places"	What is the primary reason people emigrate from their birth countries and immigrate to the United States? How does migration affect the United States, immigrant populations, and the countries left behind? What are other important immigrant streams around the world?

- [Unit 4a. Europe and Russia](#)

Week 1 "Supranational Cooperation in the European Union"	What are the forces that unite and divide members of the European Union? What are some examples of international cooperation?
Week 2 "Population Dilemmas in Europe"	How are population trends reflected in population pyramids? What are the three population dilemmas in Europe? What is the relationship between population growth rate and development levels throughout the world?
Week 3 "Transboundary Pollution in Europe"	What are the causes, locations, and impact of radioactive pollution, acid rain, and industrial water pollution on Europe? What are the sources of acid rain throughout the world?
Week 4 "Physical Processes at	What geographic information can I learn about Russia using relief maps, satellite images, and photographs?

Work"	How do physical processes such as tectonic movement, volcanic activity, erosion, and glaciation shape the physical landscape? What is the relationship between tectonic movement and volcanic activity around the world?
Week 5 "Nation-States from the Old Soviet Empire: How Have They Succeeded"	What are some of the major factors affecting whether a nation will succeed or collapse? What are some of the factors determining the success of the nation-states that have emerged from the former Soviet Union?

- [Unit 4b. The Holocaust History](#)

Week 1 Lesson Plan	What is genocide? What processes in a society escalate discrimination to genocidal action?
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- [Unit 5: Africa](#)

Week 1 "The Nile River: A Journey from Source to Mouth"	What key physical features and human activities affect river systems? How do hydroelectric dams impact river systems around the world?
Week 2 "Life in the Sahara and the Sahel: Adapting to a Desert Region"	What are the physical characteristics of the three environments of the Saharan region? How have people adapted to life in these three environments? What is the global impact of desertification on people living in desert regions?
Week 3 "Micro-Entrepreneurs: Women's Role in the Development of Africa"	What are the challenges faced by women in developing African countries? How have female African micro-entrepreneurs changed the human characteristics of the places where they live and work?
Week 4 "Nigeria: A Country of Many Cultures"	What are the unique characteristics of the physical environment, ethnic groups, culture, and economic activity in Nigeria?
Week 5 "Resources and Power in Post-Apartheid South Africa"	How has apartheid affected South Africans of various ethnicities? How were power and resources redistributed in post-apartheid South Africa? How have people worked towards achieving equality in South Africa since the end of apartheid? What are the global ramifications of the HIV/AIDS epidemics?

- [Unit 6: Southwest and Central Asia](#)

Week 1	How is oil formed?
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"Oil in Southwest Asia: How 'Black Gold' Has Shaped a Region"	How is oil distributed in Southwest Asia? What are the effects of large oil reserves on Southwest Asian countries? What are some alternative energy resources?
Week 2 "Istanbul: A Primate City Throughout History"	How does site and situation play into the economic viability of a location? How does geography relate to the development of primate cities?
Week 3 "The Aral Sea: Central Asia's Shrinking Water Source"	Why has the Aral Sea shrunk significantly over the last several decades? How has the shrinking of the Aral Sea affected people in Kazakhstan and Uzbekistan? What is the effect of irrigation systems throughout other parts of the world?

- [Unit 7: Monsoon Asia](#)

Week 1 "Waiting for the Rains: The Effects of Monsoons in South Asia"	What are monsoons, why do they occur, and how do they influence the environment? How does the climate shape life in the four climate zones of South Asia? How does climate affect other parts of the world?
Week 2 "Tech Workers and Time Zones: India's Comparative Advantage"	What factors contribute to giving India a comparative advantage in IT solutions? What is the impact of outsourcing on Bangalore, India? What factors cause foreign companies to invest in the United States, and what are the effects of these investments?
Week 3 "Mount Everest: Climbing the World's Tallest Physical Feature"	What are the physical characteristics of Mount Everest and what are the challenges presented by climbing this physical landform? What is the impact of Mount Everest on people and the surrounding environment?
Week 4 "China: The World's Most Populous Country"	What are the challenges presented by a large and growing population? What steps have been taken in China to address its growing population? What are methods other countries around the world address the challenges created by expanding populations?
Week 5 "Population Density in Japan: Life in a Crowded Country"	How does population density affect life in Japan? How does population density affect your own community as well as the global community?
Week 6 "The Global Sneaker: From Asia to Everywhere"	What are the steps taken in the manufacturing of a global product? What is the impact of globalization on people and places? What are the global efforts needed to design, manufacture, and distribute a particular product?

- [Unit 8: Oceania and Antarctica](#)

<p>Week 1</p> <p>"Relative and Absolute Location: What Makes Australia Unique?"</p>	<p>How do absolute and relative location affect a place?</p> <p>How has location played a role in shaping aspects of life in Australia?</p> <p>What are the factors that threaten endangered species worldwide?</p>
<p>Week 2</p> <p>"The Pacific Islands: Adapting to Life Surrounded by Ocean"</p>	<p>How does the Pacific Ocean affect life on islands?</p> <p>What are the three types of islands found in the Pacific Ocean?</p>
<p>Week 3</p> <p>"Antarctica: Researching Climate Change at the Coldest Place on Earth"</p>	<p>Why is Antarctica an ideal place for a wide variety of scientific research?</p> <p>How has climate change affected Antarctica's temperature, ice shelves, and penguin populations?</p> <p>How has climate change affected the rest of the world?</p>

**As of the 2022-2023 school year, the Academia Antonia Alonso Charter School does not serve students in grades 7 – 12.*

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 title and date of in-service training sessions provided to meet this requirement.

- Social Studies Pacing guides/HB198
 - <https://drive.google.com/file/d/1JiOYCemV4WKFL-N5QbyluQLkwCtotYGo/view?usp=sharing>
- PD Responsive Classroom
 - <https://drive.google.com/file/d/1O66wFCRyD-a19xCLF4cLQpzlcmd6VVm4/view?usp=sharing>
- Culturally Responsive Lesson Planning
 - https://drive.google.com/file/d/1SxhcqL-G7G0r4qOcOnkWfSr_tk-IKSr_/view?usp=sharing

Academy of Dover Charter School

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Ada Todd
Position: Instructional Specialist
Email: ada.todd@aod.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

We are already using a curriculum that is very responsive and inclusive (EL Education). We have also already been having yearly "wax museums" and daily reports on specific individuals who were

important for change daily. We use authentic sources through both teacher sourced materials and the social studies curriculum.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Academy of Dover Charter School included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

Students in K are learning about their world and community. They learn about various Black Figures in history throughout the year through presentations and books. They review differing historical accounts by looking at artifacts and documents.

1st Grade

The Academy of Dover Charter School included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Students in first grade learn about individuals such as Garrett Morgan (laws) and Oney Judge. They explore stories such as "The Patchwork Quilt", "Born on the Water", and "Dear Benjamin Bannaker". They also explore differences through stories such as "Chocolate Me", and "Jabari Jumps". They also explore how families live differently.

2nd Grade

The Academy of Dover Charter School included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

Students in second grade read fables written by Black authors, learn about inventors, political figures, entertainers, and how these things contribute to our current lives. They look at past artifacts and documents then analyze those documents for differences from then and now. They learn about a

large variety of cultures around the world.

3rd Grade

The Academy of Dover Charter School included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

Students in third grade teach the class about a famous person or event in African American culture every Friday, they complete "The Cultural Legacy of West Africa" as a unit in social studies, they learn about the various cultural holidays including Kwanzaa, they research a famous Black leader in February to present in a live presentation, In our ELA curriculum, the students learn about water around the world, then read "The Boy Who Harnessed the Wind" by William Kamkwamba, they read "Water Dance" by Thomas Locker, they read "More Than Anything Else" then learn about Booker T Washington and his work in the salt mines, and they use a social emotional curriculum during community time that teaches about how our emotions influence others and valuing others based on their differences.

4th Grade

The Academy of Dover Charter School included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

Focus on poet: Walter Dean Myers for most of the unit.

- https://drive.google.com/file/d/1f5vvUe_kADVWUmjmQXSDsJOy-mXv3kr2/view?usp=drive_web&authuser=0
- Student in the book is writing about meeting Walter Dean Myers and being inspired by Walter Dean Myers for the climax of the book.
- https://drive.google.com/file/d/1vtZdynxEJKsVrUgctdS359nSOaxzPGc/view?usp=drive_web&authuser=0
- He was a doctor and wrote poetry in his spare time! We also use his poems to analyze his life through the book:
 - <https://www.amazon.com/River-Words-William-Carlos-Williams/dp/0802853021>

This unit is the Revolutionary War. We talk about specific roles and their feelings on the war (see page 14):

- https://docs.google.com/presentation/d/11tcVJscRek_yR4QlqumHuiM2UgutU2nudM5KxEicXDs/edit?usp=drive_web&authuser=0
- Which leads us into a discussion about the revolution being incomplete, because it did not include freedom for all with “An Incomplete Revolution:
 - https://drive.google.com/file/d/1asUZ_iWlbnmSrmyussFPVQziYcvSkZyX/view?usp=drive_web&authuser=0
- This leads into a wax museum where students research and act out an influential person in Black History (and the timing often coincides with Black History Month):
 - <https://classroom.google.com/c/MzUwMzc0MDk5MTEw/a/MzUwMzc0MDk5ODg2/details>

This unit uses the book “The Hope Chest” which brings up women’s suffrage, inequality, and addresses the judgment of Black Americans during that time. The girl traveling with her and a man that becomes their support both deal with inequality on a daily basis as they travel to vote. We discuss these differences and challenges as we move through the unit.

- https://drive.google.com/file/d/14aQFX9M6h28iY6QxwdJdZfOENibr9V_1/view?usp=drive_web&authuser=0
- https://drive.google.com/file/d/14aQFX9M6h28iY6QxwdJdZfOENibr9V_1/view?usp=drive_web&authuser=0

“Slavery in the Americas” unit of TCI Social Studies

“The Diverse Peoples of the West” unit of TCI.

America’s Past unit of TCI Social Studies.

Slavery in the Declaration of Independence:

- https://docs.google.com/presentation/d/1CYehIXdY2QFcvN7CDFjz4UniSHjbo9cMDozV1lh88s/edit?usp=drive_web&authuser=0
- With an exit ticket:
 - https://docs.google.com/forms/d/e/1FAIpQLSe0g0_ql8k9ruzEGPZQUcjEEunjAXCey2wI0zh92R0fZwnihA/viewform?authuser=0

3/5 Compromise:

- https://drive.google.com/file/d/1vFhN4u1WbHfYVgu_zMur_BxIDVHE_vb/view?usp=drive_web&authuser=0
- <https://www.youtube.com/watch?v=qeAM4xr8Jyo>
- https://docs.google.com/forms/d/e/1FAIpQLSeaP5SRVYpkzVvNXbnQuh_T2LB8K3LbD6SX0zccWWq0-jv9A/viewform?authuser=0

5th Grade

The Academy of Dover Charter School included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

5th Grade begins the year reading the novel "Esperanza Rising". They use this novel and documents

from the Universal Declaration of Human Rights (UDHR) to analyze the character's reactions to their rights being threatened. They then research and determine how people today are impacted by the same issues. They then read "Promises to Keep" about Jackie Robinson. They draw from the reading and discussion to write an essay on the most important factor to Jackie Robinson's success in leading social change. They also read about other athletes who were leaders of social change to determine common characteristics to being effective leaders of social change. Students in 5th also study world geography and the differences around the world.

6th Grade

The Academy of Dover Charter School included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

Students in Grade 6 study how members of the Angolan Tribe were enslaved by the Portuguese; how cash crops hold significance; how the cultural blending of marginalized groups contributed; learn about the trans-Atlantic slave trade and how explorers played a vital role in the sale of individuals; mathematical contributions from individuals such as: Elbert Frank Cox, Euphemia Haynes, David Blackwell, Percy Lavon Julian, Ernest Everett Just and Marie Maynard Daily; The Underground Railroad and how there was African resistance leading up to the Civil War; Supreme Court vs Dred Scott and the importance of the Supreme Court view of Africans Americans that has led to abolitionists fighting

for equality; how the people who were enslaved were a key component of how the early infrastructures and commodities of early North America were built; and African-American history through exploration of African American poetry, art and literature from some of the first African-American catalysts that has shaped the history of the arts such as: Lucy Terry, Joshua Johnston and Phillis Wheatley.

7th Grade

The Academy of Dover Charter School included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

Students will gain knowledge of African American music, history and the arts. Students will engage in readings of Langston Hughes, Zora Neale Hurston, and use the knowledge from in class discussion, text and readings to help them create reflective writing that describes the time; Students explore and discuss African American budding culture and their struggles during the Great Depression which led to the end of the Harlem Renaissance; Students explore the daily lives of African Slaves, the treatment of whites to black, to help sensitize and scaffold student understanding to the inequalities of Africans (Blacks) within the Southern States, aligning to the invention of the cotton gin (Eli Whitney), the catalyst of the Industrial Revolution; Students deepen their understanding of the amendments and how this affected African Americans in reference to voting, equality and treatment; Students learn

and discuss the life of Medgar Evers whom was known to passionately speak out about racism and white supremacy in the South; Students engage in lessons that help them understand culture through African-American dishes, and how influences of Native American foods have evolved African-American cooking, particularly in the southern states; Students research, discuss, and compare the advancements of African-Americans in the United States from previous years until now; Students will discuss and explore many disadvantages of African Americans that still exist in modern times in the fight for equality for all.

8th Grade

The Academy of Dover Charter School included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

Students will gain knowledge of African American music, history and the arts; Students expand their knowledge of African American immigration starting from the origination of the 13 colonies in North America; Students expand their knowledge of injustice as they consider the secret alliance of Native Americans with African Americans that were brought over during the years of the Transatlantic Slave Trade and cultural blending of Native Americans and African Americans.; Students explore the life of James Durham, discuss his enslavement from birth, and his rise that bought his freedom and helped him to open his own medical practice becoming one the first African-American doctor in the United

States; Students will engage in reading and class discussion that shows the importance of non-profit African American support systems that scaffolds to changes within African American culture; Students will gain the knowledge of understanding the roles of African Americans and how their contribution to the Civil War scaffolded changes in American law and amendments; Students explore the disadvantages of African Americans in Southern states; Students research deaths of African Americans caused by the Ku Klux Klan and the laws that kept them from justice; Students explore African-American surgeon Vivian Thomas that developed a procedure that was used to treat blue baby syndrome that had caused many deaths during the 1940's; Students engage and discuss African American culture and customs that were passed down from slavery, but still hold a sentimental value for modern-day African-Americans; Students engage and research public law which prohibits discrimination on the basis of race, color, religion, sex, or national origin; Students engage and discuss the discriminatory voting practices in Southern States due to White Supremacy against African Americans.

**As of the 2022-2023 school year, the Academy of Dover Charter School does not serve students in grades 9 – 12.*

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 title and date of in-service training sessions provided to meet this requirement.

Different Voices, Different Views: Inclusion of marginalized groups in curriculum - March 17, 2023

Campus Community Charter School

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Gretchen DiVietro
Position: Director of Curriculum and Instruction
Email: gretchen.divietro@ccs.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

As a school we split the grades up into grade level chunks to look at how each group has met or not met each of the requirements. The grade spans were K-3, 4-5, and 6-8; these spans allowed me to

meet with them as a group and make sure that we were providing opportunities to meet each of the criteria.

As a K-3 group, we found that the teachers were providing a lot of opportunities for students to engage with developmentally appropriate materials. Teachers are providing opportunities to learn about important black people in history and current time, students are discussing the impact these people had/have on our lives today and how we can continue their message in how we live our lives. As a 4-5 group, we found that the teachers were beginning to have students study primary documents and look at historical events through multiple perspectives. Students also have opportunities to examine current events and discuss impacts to their life and their feelings towards these events. Students also begin to have discussions about race and identity and how these lead to stereotyping, racism, and other forms of judgment. Students also read books that explain the black experience and then relate these fictional experiences to experiences of people like Emmet Till or Ruby Bridges.

As a middle school group, students begin to take a look at how they are going to become citizens and what that means for them and the impact they can make on the world. Students begin to look at discrimination in Delaware and make connections to some of their own experiences with racism or stereotyping. Students also have the opportunity to belong to student groups that focus on diversity and culture within the building. These students then take what they have learned and become leaders in the building to teach younger students about diversity.

As a school, every classroom participates in Morning Meeting as part of their day, during these meetings students are able to share their experiences and cultural traditions to their classmates. Students are encouraged to talk about what makes them unique.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Campus Community Charter School included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

In the Social Studies unit, Leaders; students are introduced to famous leaders such as, Martin Luther King Jr., Ruby Bridges, Barack Obama, Rosa Parks, Jimmy Allen (local), Margaret Henry (local). Classes read the following books: Martin's Big Words, I am Martin Luther King Jr., The Story of Ruby Bridges, I am Ruby Bridges, National Geographic - Barack Obama, and I am Rosa Parks.

In the Science unit, Pushes and Pulls, students are introduced to inventors (ABC's of Black History). Classes read the following books: I Want to be an Engineer, Jabari Tries, Hidden Figures, Whoosh!, and Anna, Kid Engineer.

Teachers will be working on updating their classroom libraries by adding black authors and books that reflect the culture of our students, as well as biographies of important black people.

1st Grade

The Campus Community Charter School included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

In the Social Studies unit, Leaders Past & Present, students learn about becoming a good citizen, famous leaders in Delaware and US History, elections, respect, and US symbols. Students learn about the following people: Barack and Michelle Obama, Kamala Harris, Martin Luther King Jr., Rosa Parks, Thurgood Marshall, Barbara Jordan, Harriet Tubman, Lisa Blunt Rochester.

In the Social Studies unit MLK Day, students learn about who Martin Luther King Jr. was, why we celebrate him, and his impact on the US.

In the Social Studies unit Past & Present, students learn about changes over time in: clothing, toys and games, schools and transportation. Students learn about the following impacts: the Harlem Renaissance influence on clothing, Jackie Robinson, Arthur Ashe, Louis Armstrong, Billie Holiday, Misty Copeland, Simone Biles, and Jimmie Allen (local) and their influence on toys, games and songs, Ruby Bridges, Booker T. Washington and Dr. Julius Mullen (local) and their impact on schools, and Bessie Coleman, Benjamin O. Davis, Guion Bluford, Matthew Henson, and Mae Jameson and their influence on transportation.

In the Reading Unit, Read Across America, students are part of a book study that focuses on black authors.

2nd Grade

The Campus Community Charter School included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

In the Multi-Subject (Social Studies and ELA) unit, Famous Americans, students research a famous American of their choice, students are provided with a list of Americans they can choose from. Students use books and internet sources to learn about their famous American. Teachers use a famous African American as their model project. Students have to research and present how their person has influenced American culture. Students also have to have facts about their person. Students then participate in a wax museum where they teach other students about their person.

3rd Grade

The Campus Community Charter School included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- 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.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

In the beginning of the year the class reads *A Patchwork Plan: A Quilt Map to Freedom*. The class discusses the main points of this story which is about a quilt that hides clues about the Underground Railroad and the thousands of slaves who took the dangerous journey to escape to Canada.

In the ELA unit about Characterization, students learn about character traits, the teacher uses Michelle Obama as their model. As a class they read the book, *I Look up to Michelle Obama*. As a class they also read the books: *Mufaro's Beautiful Daughters* (Zimbabwe folk tale), *Come on, Rain*, and *Something Beautiful*.

During writing, students complete a hero writing piece and write a paper about Rosa Parks, Nelson Mandela, and another hero of their choice. Students are welcome to choose anyone they would like. For the teacher example, they use Rosa Parks, Nelson Mandela, and Vernice Armour.

In the Social Studies Unit, Citizenship, students learn about people who have contributed to our country's freedoms.

The teachers are also working on adding to their classroom libraries to represent the cultures that are represented in their classroom.

4th Grade

The Campus Community Charter School included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

The new model lessons for 4th grade - Unit 2 (The World before Columbus) Lessons 1-2 focus on West Africa and Black people prior to Christopher Columbus. Students create timelines of people prior to the “discovery” of America.

The new model lessons for 4th grade - Unit 4 (Enslavement). These lessons focus on the Middle Passage, solving the labor problem in the colonies, and enslavement through history. Discussions from Unit 4 (Enslavement) naturally lend themselves to discussions about racism, white supremacy and American slavery.

In ELA students read the book Holes by Louis Sachar. Students read essays about Ruby Bridges to discuss segregation laws. Students watch a CBS morning show segment on Emmett Till so that students have a better understanding of the book Holes and about what happens in the book.

The new model lessons for 4th grade - Unit 1. Students look at change over time and when to put events chronologically. Students also learn about different perspectives in history. Students focus on Rosa Parks in the lesson “Why and Where Rosa Parks?” Students complete a research project, choosing an African American and studying their contributions to American culture, history, literature, economy, and/or politics.

ELA discussions about Ruby Bridges, Emmett Till and the book Holes lends itself to discussions about the socio-economic struggles of Black people and how they are represented in fictional stories.

5th Grade

The Campus Community Charter School included (or will include) the following requirements in their 5th

Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

In the Social Studies Unit - Geography, students will learn about why people migrated to different areas of the United States, and how this impacted the economics of the area. This also leads to discussion about current socio-economic struggles of black people in our area as well as other areas of the US. Students will also learn about segregation that occurred due to laws as well as segregation that happens through the creation of neighborhoods and cities. This leads to conversations about racism, white supremacy and enslavement.

In the Social Studies Unit - Economics, students will learn about socio-economic statuses and how these impact where people are able to live and the resources that they have based on where they live. Students will continue discussions about past and present struggles that black people have had to endure and continue to endure due to things like red-lining. This also leads to discussion about racism and fair treatment.

In ELA, students will read short novels together from the website SORA. In this students will be able to see the contributions that black people have made to literature.

6th Grade

The Campus Community Charter School included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

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

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

In 6th grade the main focus for Social Studies is Geography. Students learn about different regions of the world, including North America and Africa, with a focus on Northern Africa and the conflict in sub-Saharan Africa. Students also complete a black history project in social studies.

In ELA students read Clean Getaway, this book is about a young African American boy who goes on a road trip with his Grandmother through the South. She shares with him her experiences and history growing up in the South. The boy learns that life was not always easy for people like him. Discussions from this book naturally lead to segregation, white supremacy and racism.

In ELA students read Ninth Ward, this book is about a young African American girl and her family during Hurricane Katrina and their journey to survive the storm. This book leads to discussions about socio-economic struggles and the culture of black people in New Orleans.

Through CNN10 students learn and discuss current events.

7th Grade

The Campus Community Charter School included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

In ELA students read *The Stars Beneath Our Feet*, this book is about a young man living in Harlem. His brother was just shot and killed in a gang-related shooting. Lolly the main character is pressured into joining a gang and after he and his friend are jumped it seems like joining the gang may be the safest option.

In ELA students read *Thank You Ma'am* by Langston Hughes. This short story is about a young man who tries to steal from a lady. The lady drags him back to her home and shows him kindness.

In ELA students read *Crossover*. This story is about two brothers who learn a lesson about rule breaking and its consequences.

In Social Studies, students learn about what it means to be an active citizen and how past events have led to current laws. Students also learn about economics and how the past has affected our economy today.

Through CNN10 students learn and discuss current events.

8th Grade

The Campus Community Charter School included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

In the Social Studies unit, 1783-1820, students learn about emancipation and slavery in the Constitution.

In the Social Studies unit, 1820 - 1860, students learn about our pursuit of freedom in Delaware.

In the Social Studies unit, 1860 - 1827, students learn about the Emancipation Proclamation, sharecropping, reconstruction and the changes in African American freedom.

Students also participate in the National History Day project which has a different theme each year.

Through CNN10 students learn and discuss current events.

**As of the 2022-2023 school year, the Campus Community Charter School does not serve students in grades 9 – 12.*

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 title and date of in-service training sessions provided to meet this requirement.

- Equity Summit - October 14th
- Grade level PLCs' - throughout the year
- Staff/Curriculum Meetings - throughout the year

Charter School of New Castle

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for over overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead:	Amy Novosel	Amber Tos
Position:	Asst. Principal (K-4)	Asst. Principal (5-8)
Email:	amy.novosel@csnc.k12.de.us	amber.tos@csnc.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

At the Charter School of New Castle, we are committed to ensuring that our scholars of color, multi-race and ethnicities are represented and reflected in all our core academic programming. Our novel and book studies will be culturally relevant and will ensure that all scholars' respect for various cultures increase. All the novels will be age appropriate in presenting varying perspectives and historical backgrounds.

Social studies instruction will include primary documents for scholars to analyze. Scholars will understand the importance of analyzing the information and why it is more reliable since it is a first-hand account. Scholars will learn about the amazing contributions of African American people through novel studies, unit studies, research projects, and infusion into the humanities.

We pride ourselves in being a trauma informed school. We understand the recent social uprisings as well as the historical injustices can result in strong emotions for our scholars. We have trained SEL professionals ready to support scholars as needed throughout the year.

Our scholars participate in weekly morning meetings connected to our character counts program. During the morning meetings scholars learn about how to be a responsible citizen. They learn about the injustices of the past and why the laws were unjust. We discuss the peaceful protests and how they were effective in creating change. They learn that all people matter and deserve to be treated with kindness. We provide our scholars with actions they can perform daily to make a positive impact on society.

Our scholars in grades 3 and 4 are invited to participate in discussions regarding current events impacting the African American community. School leaders create a safe space for children to share their feelings openly, and their feelings are validated. This is another opportunity for scholars to understand that Black lives matter, that they are valuable, and deserve fair treatment. When unfair things do occur, provide suggestions and solutions for change.

At the end of every school year CSNC hosts a multi-cultural celebration where all cultures of the Charter School of New Castle are recognized and celebrated. Children are invited to wear clothing that represents their culture. Scholars are given multiple opportunities to learn about diverse cultures in a hands-on way.

In Delaware there is a rich history with the Underground Railroad and Brown vs. Board of Education. Scholars learn about this history in morning meetings, as well as in core subjects.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Charter School of New Castle included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

In ELA scholars in kindergarten utilize the Bookworms ELA curriculum which underwent a revision for this school year to include more diverse text that is representative and inclusive of the scholars that

we have at CSNC. Diverse texts include *Lola at the Library*. Scholars will also learn about the contributions of Bill Robinson “Bojangles” who is a tap dancer. Tap dancing will be incorporated into our music program at CSNC. Our scholars will also read *To Thee I Sing* which is a text written by President Barack Obama. They will read a text entitled *Happy Birthday Dr. King* and contributions to our society.

In Visual Arts Kindergarteners will learn about Jean Michel Basquiat. They will learn about his contributions, challenges he overcame, and how his art encourages African American people to see themselves as royalty. Other artists they will learn about are Kerry James Marshall, Romare Bearden, and Gordon Parks.

In music scholars will learn about a variety of African American musicians and their contributions to the music world.

In Social Studies kindergarten scholars will be thinking and talking about what freedom means. Scholars will understand that slavery means that when one person owns another. Scholars will understand that people hated being enslaved and fought against slavery in a variety of methods. Scholars will understand that enslaved people had to work for free. Scholars will understand that children were enslaved as well.

Scholars will understand that enslaved people came from countries with many diverse traditions and culture and these traditions continued despite them being enslaved. Enslaved people also built new traditions.

Scholars will learn that families of enslaved people were often split up.

Scholars will understand the racial divides in slavery. They will understand that Black people were enslaved and that White people thought it was acceptable to enslave Black people. Scholars will understand that many groups of people worked to end slavery. Scholars will understand that slavery was the cause of the Civil War.

Scholars will learn about folktales such as *Jump! The Adventures of Bre’Er Rabbit*. They will learn that this was a way that enslaved African families taught survival skills to their children.

In mathematics, scholars will complete culturally responsive math tasks.

Cross Curricular Connections:

Scholars will complete the Different Colors of Beauty Lesson Plans:

<https://www.learningforjustice.org/classroom-resources/lessons/different-colors-of-beauty>

Scholars will identify how they can make a positive difference in our nation. Scholars will relate the Civil War to the importance of conflict resolution and the importance of peace.

In science, scholars will learn about famous African American scientists. Scholars will present three things that they learned about their scientist and will create a poster representing their new learning.

Scholars will also learn about the contributions of African American musicians such as:

BB King, Ella Fitzgerald, and Louis Armstrong - Scholars will learn about the influence that these musicians have had on contemporary music and the pioneering efforts they made in music.

Ella Fitzgerald

Louis Armstrong, Guitar and trumpet

In Physical Education class scholars will learn about Jack Johnson, Wilma Rudolph and the contributions of other African American athletes to American sports.

1st Grade

The Charter School of New Castle included (or will include) the following requirements in their 1st Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- d. The central role racism played in the Civil War.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

In mathematics scholars will complete culturally responsive math tasks.

In first grade scholars will learn about African culture by reading *Why Mosquitoes Buzz in People's Ears*. They will learn about the tradition of folk tales and the purpose of them. Scholars will also read

about Duke Ellington and learn about his contributions to music today, and where his impact is still seen.

In ELA scholars are also read authors from African American authors Patricia Polacco and Vera B. Williams. Scholars will also write about family traditions. Scholars will be able to compare and contrast traditions with the other scholars in class. Scholars will also be learning about Harriet Tubman and the *Freedom Fighter* and Martin Luther King JR *A Peaceful Leader*.

In Social Studies first grade scholars will be thinking and talking about what freedom means. Scholars will understand that slavery means that when one person owns another. Scholars will understand that people hated being enslaved and fought against slavery in a variety of methods.

Scholars will understand that enslaved people came from countries with many diverse traditions and culture and these traditions continued despite them being enslaved. Enslaved people also built new traditions.

Scholars will learn that families of enslaved people were often split up. Scholars will understand that enslaved people had to work for free. Scholars will understand that children were enslaved as well.

Scholars will understand the racial divides in slavery. They will understand that Black people were enslaved and that White people thought it was acceptable to enslave Black people. Scholars will understand that many groups of people worked to end slavery. Scholars will understand that slavery was the cause of the Civil War.

Cross Curricular Connections:

Scholars will complete the Different Colors of Beauty Lesson Plans:

<https://www.learningforjustice.org/classroom-resources/lessons/different-colors-of-beauty>

Scholars will identify how they can make a positive difference in our nation. Scholars will relate the Civil War to the importance of conflict resolution and the importance of peace.

In science, scholars will learn about famous African American scientists. Scholars will present five things that they learned about their scientist and will create a poster representing their new learning. Scholars will also write five sentences regarding their scientist and will present their project to the class.

Scholars will also learn about the contributions of African American musicians such as:

BB King, Ella Fitzgerald, and Louis Armstrong - Scholars will learn about the influence that these musicians have had on contemporary music and the pioneering efforts they made in music.

Ella Fitzgerald

Louis Armstrong, Guitar and trumpet

In Physical Education class scholars will learn about Jack Johnson, Wilma Rudolph and the contributions of other African American athletes to American sports.

2nd Grade

The Charter School of New Castle included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

In Social Studies second grade scholars will be thinking and talking about what freedom means. Scholars will understand that slavery means that when one person owns another. Scholars will understand that people hated being enslaved and fought against slavery in a variety of methods. Scholars will learn more about slavery by reading the book *Now Let Me Fly: The Story of a Slave Family*. Scholars will also read the following books:

Sky Sash So Blue
Henry's Freedom Box
Follow the Drinking Gourd
The Patchwork Path
Secret to Freedom
Seven Miles to Freedom
Crossing Bok Chitto
Dave the Potter
Brick by Brick

Scholars will complete culturally responsive math tasks.

Scholars understand that enslaved people had to work for free. Scholars will understand that children were enslaved as well. Scholars will understand the jobs that enslaved people did:

<https://jyfmuseums.org/blog/what-kinds-of-jobs-did-enslaved-african-americans-do/>

Scholars will understand the racial divides in slavery. They will understand that Black people were enslaved and that White people thought it was acceptable to enslave Black people. Scholars will understand that many groups of people worked to end slavery. Scholars will understand that slavery was the cause of the Civil War.

Cross Curricular Connections:

Scholars will complete the Different Colors of Beauty Lesson Plans:

<https://www.learningforjustice.org/classroom-resources/lessons/different-colors-of-beauty>

Scholars will identify how they can make a positive difference in our nation.

Scholars will relate the Civil War to the importance of conflict resolution and the importance of peace.

In science, scholars will learn about famous African American scientists. Scholars will write three paragraphs that they learned about their scientist and will create a poster representing their new learning. Scholars will have the opportunity to present their project to the class.

Scholars will also learn about the contributions of African American musicians such as:

BB King, Ella Fitzgerald, and Louis Armstrong - Scholars will learn about the influence that these musicians have had on contemporary music and the pioneering efforts they made in music.

Ella Fitzgerald

Louis Armstrong, Guitar and trumpet

In Physical Education class scholars will learn about Jack Johnson, Wilma Rudolph and the contributions of other African American athletes to American sports.

3rd Grade

The Charter School of New Castle included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

The instructional team will evaluate our current math tasks for the following criteria:

Ensure mathematical tasks are constructed through the lens of complex personal, racial, and social identities.

Expand understandings: Apply deep understanding of mathematics through the understanding of mathematical concepts, histories, culture, and algorithms to relentlessly pursue solutions that matter.

Use the human experience to create, adapt, and apply mathematical tools that encompass our scholars background and lives.

Build powerful mathematical arguments against the fight for injustice.

Illuminate patterns of resilience, voice, and representation in the world.

In Social Studies third grade scholars will learn that the main purpose of slavery was to make money for the enslavers. Furthermore, they will learn that the enslavers adopted the mindset of racial inferiority and spread their false beliefs which still impacts America today. Scholars will understand that everywhere enslaved people worked to escape. Enslaved people worked to continue their traditions and adapted new traditions.

Scholars will understand that slavery in the United States began with the enslavement of the Indigenous people.

Scholars will understand European colonists forced Africans to come to America to be enslaved.

Scholars will understand that the United States of America was founded on the premise to protect white Christian men's interest and their property. Thus, it protected the institution of slavery.

Scholars will understand that some states abolished slavery, but it remained legal in many states. In addition, more states especially in the South started to permit slavery.

Scholars will understand that the conflict over slavery was so strong that 11 states seceded from the United States which precipitated the Civil war.

After slavery ended African Americans still faced major obstacles such as systematic racism, political, social, and economic inequality. The descendants of these people still face oppression, although their challenges look different now than it did then.

Scholars will understand about producers, consumers, goods, and services. Scholars will understand the connection to slavery. Scholars will understand jobs that were dependent on slavery.

Scholars will learn about Gabriel Prosser and Denmark Vesey. Scholars will learn about the Fugitive Slave Act.

Scholars will learn about the creation of the Constitution. They will study the wording and understand that the writers had to satisfy the enslavers, or it would not have been accepted. They will learn how the Constitution protected slavery, the three-fifths compromise, and the Fugitive Slave Clause.

Scholars will examine a map of the Confederate and Union States to understand the impact of geography. Scholars will compare Confederate and Union money, along with the Confederate and Union Flag. Scholars will examine the symbolism.

Scholars will read and analyze the 13th Amendment and will determine if it abolished all slavery.

Scholars will learn about Juneteenth and the continued celebration.

Scholars will learn about Historically Black Colleges and Universities that were created after the Civil War. Scholars will learn about their legacies and traditions.

Scholars will read the following books:

Rosa

January Sparrow's

When Marian Sang

Jump Ship to Freedom

Fort Mose: And the Story of the First Free Black Settlement in Colonial America

Rebels Against Slavery: American Slave Revolts

Nat Turner's Slave Rebellion

Love Twelve Miles Long

Christmas in the Big House, Christmas in the Quarters

Never Caught: The Story of Oma Judge

Hercules Daughter

John Brown's Raid on Harpers Ferry

I Thought My Heart would Rise and Fly: The Diary of Patsy, a Freed Girl

In music class scholars will be learning about Spirituals. Scholars will be learning about the tradition of the African Spirituals and the purposes of singing them. Scholars will learn the influence and impact African spirituals on contemporary music.

Scholars will also learn about the contributions of African American musicians such as:

BB King, Ella Fitzgerald, and Louis Armstrong - Scholars will learn about the influence that these musicians have had on contemporary music and the pioneering efforts they made in music.

Ella Fitzgerald

Louis Armstrong, Guitar and trumpet

Scholars will be learning about the Black Renaissance and the musical influences that came out of the

Black Renaissance. Scholars will learn about the positive impact that came out of the Renaissance as well as contributions of the musicians from this era,

In Physical Education class scholars will learn about Jack Johnson, Wilma Rudolph and the contributions of other African American athletes to American sports.

4th Grade

The Charter School of New Castle included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

The instructional team will evaluate our current math tasks for the following criteria:

Ensure mathematical tasks are constructed through the lens of complex personal, racial, and social identities.

Expand understandings: Apply deep understanding of mathematics through the understanding of mathematical concepts, histories, culture, and algorithms to relentlessly pursue solutions that matter.

Use the human experience to create, adapt, and apply mathematical tools that encompass our scholars background and lives.

Build powerful mathematical arguments against the fight for injustice.

Illuminate patterns of resilience, voice, and representation in the world.

In Social Studies fourth grade scholars will learn that the main purpose of slavery was to make money for the enslavers. Furthermore, they will learn that the enslavers adopted the mindset of racial inferiority and spread their false beliefs which still impacts America today. Scholars will understand that everywhere enslaved people worked to escape. Enslaved people worked to continue their traditions and adapted new traditions.

Scholars will understand that slavery in the United States began with the enslavement of the Indigenous people.

Scholars will understand European colonists forced Africans to come to America to be enslaved.

Scholars will understand that the United States of America was founded on the premise to protect white Christian men's interest and their property. Thus, it protected the institution of slavery.

Scholars will understand that some states abolished slavery, but it remained legal in many states. In addition, more states especially in the South started to permit slavery.

Scholars will understand that the conflict over slavery was so strong that 11 states seceded from the United States which precipitated the Civil war.

After slavery ended African Americans still faced major obstacles such as systematic racism, political, social, and economic inequality. The descendants of these people still face oppression, although their challenges look different now than it did then.

Primary documents will be used to teach the above:

<https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery>

Scholars will understand about producers, consumers, goods, and services. Scholars will understand the connection to slavery. Scholars will understand jobs that were dependent on slavery.

Scholars will learn about Gabriel Prosser and Denmark Vesey. Scholars will learn about the Fugitive Slave Act.

Scholars will learn about the creation of the Constitution. They will study the wording and understand that the writers had to satisfy the enslavers, or it would not have been accepted. They will learn how the Constitution protected slavery, the three-fifths compromise, and the Fugitive Slave Clause.

Scholars will examine a map of the Confederate and Union States to understand the impact of geography. Scholars will compare Confederate and Union money, along with the Confederate and Union Flag. Scholars will examine the symbolism.

Scholars will read and analyze the 13th Amendment and will determine if it abolished all slavery.

Scholars will learn about Juneteenth and the continued celebration.

Scholars will learn about Historically Black Colleges and Universities that were created after the Civil War. Scholars will learn about their legacies and traditions.

Scholars will read the following books:

A Strong Right Arm: The Story of Mamie Peanut Johnson

Fort Mose: And the Story of the First Free Black Settlement in Colonial America

Rebels Against Slavery: American Slave Revolts

Nat Turner's Slave Rebellion

Love Twelve Miles Long

Christmas in the Big House, Christmas in the Quarters

Never Caught: The Story of Oma Judge

Hercules Daughter

John Brown's Raid on Harpers Ferry

I Thought My Heart would Rise and Fly: The Diary of Patsy, a Freed Girl

In music class scholars will be learning about Spirituals. Scholars will be learning about the tradition of the African Spirituals and the purposes of singing them. Scholars will learn the influence and impact African spirituals on contemporary music.

Scholars will also learn about the contributions of African American musicians such as:

BB King, Ella Fitzgerald, and Louis Armstrong - Scholars will learn about the influence that these musicians have had on contemporary music and the pioneering efforts they made in music.

Ella Fitzgerald

Louis Armstrong, Guitar and trumpet

Scholars will be learning about the Black Renaissance and the musical influences that came out of the Black Renaissance, and how it still impacts American culture today.

5th Grade

The Charter School of New Castle included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

Each year, In ELA classes; our students research and present reports on their own chosen Black history figure. They are required and given the support to do the research, find images, and then present the figure in the manner they feel most comfortable. (Paper, visual, or kinesthetic)

As a school, we celebrate Black History Month as a large community. The school has a 5th-8th grade assembly where students are showcased performing poetry, singing, choral songs, dances, and speeches that highlight the celebration of Black History and culture.

The instructional team will evaluate our current math tasks for the following criteria:

Ensure mathematical tasks are constructed through the lens of complex personal, racial, and social identities.

Expand understandings: Apply deep understanding of mathematics through the understanding of mathematical concepts, histories, culture, and algorithms to relentlessly pursue solutions that matter.

Use the human experience to create, adapt, and apply mathematical tools that encompass our scholars background and lives.

Build powerful mathematical arguments against the fight for injustice.

Illuminate patterns of resilience, voice, and representation in the world.

Scholars will understand that some states abolished slavery, but it remained legal in many states. In addition, more states especially in the South started to permit slavery.

Scholars will understand that the conflict over slavery was so strong that 11 states seceded from the United States which precipitated the Civil war.

After slavery ended African Americans still faced major obstacles such as systematic racism, political, social, and economic inequality. The descendants of these people still face oppression, although their challenges look different now than it did then.

Primary documents will be used to teach the above:

<https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery>

Scholars will understand about producers, consumers, goods, and services. Scholars will understand the connection to slavery. Scholars will understand jobs that were dependent on slavery.

Scholars will learn about Gabriel Prosser and Denmark Vesey. Scholars will learn about the Fugitive Slave Act.

Scholars will learn about the creation of the Constitution. They will study the wording and understand that the writers had to satisfy the enslavers, or it would not have been accepted. They will learn how the Constitution protected slavery, the three-fifths compromise, and the Fugitive Slave Clause.

Scholars will examine a map of the Confederate and Union States to understand the impact of geography. Scholars will compare Confederate and Union money, along with the Confederate and Union Flag. Scholars will examine the symbolism.

Scholars will read and analyze the 13th Amendment and will determine if it abolished all slavery.

Scholars will learn about Juneteenth and the continued celebration.

Scholars will learn about Historically Black Colleges and Universities that were created after the Civil War. Scholars will learn about their legacies and traditions.

Scholars will read the following books:

Harriet Tubman and the Underground Railroad

January Sparrow's

The Brave Escape of Ellen and William Craft

Jump Ship to Freedom

Fort Mose: And the Story of the First Free Black Settlement in Colonial America

Rebels Against Slavery: American Slave Revolts

Nat Turner's Slave Rebellion

Love Twelve Miles Long

Christmas in the Big House, Christmas in the Quarters

Never Caught: The Story of Oma Judge

Hercules Daughter

John Brown's Raid on Harpers Ferry

I Thought My Heart would Rise and Fly: The Diary of Patsy, a Freed Girl

In music class scholars will be learning about Spirituals. Scholars will be learning about the tradition of the African Spirituals and the purposes of singing them. Scholars will learn the influence and impact African spirituals on contemporary music.

Scholars will also learn about the contributions of African American musicians such as:

BB King, Ella Fitzgerald, and Louis Armstrong - Scholars will learn about the influence that these musicians have had on contemporary music and the pioneering efforts they made in music.

Ella Fitzgerald

Louis Armstrong, Guitar and trumpet

The Charter School of New Castle included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

Each year, In ELA classes; our students research and present reports on their own chosen Black history figure. They are required and given the support to do the research, find images, and then present the figure in the manner they feel most comfortable. (Paper, visual, or kinesthetic)

The instructional team will evaluate our current math tasks for the following criteria:

Ensure mathematical tasks are constructed through the lens of complex personal, racial, and social identities.

Expand understandings: Apply deep understanding of mathematics through the understanding of mathematical concepts, histories, culture, and algorithms to relentlessly pursue solutions that matter.

Use the human experience to create, adapt, and apply mathematical tools that encompass our scholars background and lives.

Build powerful mathematical arguments against the fight for injustice.

Illuminate patterns of resilience, voice, and representation in the world.

Students will demonstrate the impact of slavery on the development of the French, British and Spanish colonies in North America.

- Enslaved labor was essential to the economy of all colonies in North America. Enslaved people produced the major agricultural and mineral exports of the colonial era, including tobacco, rice, sugar, indigo, silver and gold.
- Indigenous people were enslaved throughout all British colonies. The trade in enslaved Indigenous people contributed to transformative conflicts such as the Pequot War and King Philip's War. After the Yamasee War, several Southern Native nations rose up against British trade practices and nearly destroyed South Carolina. Thereafter, British colonies increasingly turned toward enslaving Africans in much larger numbers. The English in the Middle Colonies and New England were involved in slavery and its related trade, shipping foodstuffs, lumber and other necessities in exchange for rice, sugar and molasses produced by enslaved people.
- Enslavement varied in French colonies. In New France, most enslaved people were Indigenous. In the Caribbean and Louisiana, French colonists developed vast plantations powered by enslaved African and Indigenous laborers.
- Enslavement was widespread under Spanish rule in the Americas. Colonists relied upon labor by enslaved Indigenous and African people forced to mine for gold and silver, grow crops and perform domestic labor. The monarchy's repeated attempts to constrain or outlaw the enslavement of Indigenous people did not end it.

Students will describe the slave trade from Africa to the Americas.

- Western Hemispheric destinations of captive Africans included South America, the Caribbean and North America.
- European slave traders participated in and fundamentally changed the existing slave trade in Africa. The demand for enslaved people in the European colonies of the Western Hemisphere greatly expanded the African slave trade beyond taking people captive in war.
- The Middle Passage was the voyage of enslaved people from the west coast of Africa to the Americas, usually via the Caribbean.

Students will examine how the expanding cotton economy spurred Indian Removal and the domestic slave trade.

- The invention of the cotton gin in 1793 had a dramatic effect on the profitability of short-staple cotton. The cotton gin allowed two enslaved laborers to remove the seeds from 50 pounds of cotton in a single day. Before its invention, a single enslaved laborer could clean an average of only one pound of cotton each day.
- Although Congress banned participation in the international slave trade in 1808, geographic and economic expansion allowed by Removal dramatically increased the domestic trade in enslaved people of African descent. Enslavers wanted to use the labor of enslaved African Americans to maximize profits and expand the plantation system. During the first half of the 19th century, more than a million African Americans were forced to move to parts of the

Deep South. This separated and traumatized many families. So many enslaved people were forced to make this journey that it came to be known as “The Second Middle Passage.”

Primary documents will be used to teach the above:

<https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery>

Scholars will learn about Historically Black Colleges and Universities that were created after the Civil War. Scholars will learn about their legacies and traditions.

As a school, we celebrate Black History Month as a large community. The school has a 5th-8th grade assembly where students are showcased performing poetry, singing, choral songs, dances, and speeches that highlight the celebration of Black History and culture.

7th Grade

The Charter School of New Castle included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

Each year, in ELA classes; our students research and present reports on their own chosen Black history figure. They are required and given the support to do the research, find images, and then present the figure in the manner they feel most comfortable. (Paper, visual, or kinesthetic)

The instructional team will evaluate our current math tasks for the following criteria:

Ensure mathematical tasks are constructed through the lens of complex personal, racial, and social identities.

Expand understandings: Apply deep understanding of mathematics through the understanding of mathematical concepts, histories, culture, and algorithms to relentlessly pursue solutions that matter.

Use the human experience to create, adapt, and apply mathematical tools that encompass our scholars background and lives.

Build powerful mathematical arguments against the fight for injustice.

Illuminate patterns of resilience, voice, and representation in the world.

Students will examine how Union policies concerning slavery and African American military service affected the Civil War, and they will describe how free Black and enslaved communities affected the Civil War.

Students will demonstrate the ways that the Constitution provided direct and indirect protection to slavery and imbued enslavers and slave states with increased political power.

Students will examine the expansion of slavery as a key factor in the domestic and foreign policy decisions of the United States in the 19th century.

Students will analyze the 1860 election of Abraham Lincoln and the subsequent decision that several slave states made to secede from the Union to ensure the preservation and expansion of slavery.

Students will examine how Union policies concerning slavery and African American military service affected the Civil War, and they will describe how free Black and enslaved communities affected the Civil War.

Students will examine how Indigenous people participated in and were affected by the Civil War.

Students will recognize that slavery continued in many forms through most of the 19th century in what is now the United States.

Students will examine the ways that people who were enslaved tried to claim their freedom after the Civil War.

Students will examine the ways that the federal government's policies affected the lives of formerly enslaved people.

Students will examine the ways that white Southerners attempted to define freedom for freed African Americans.

Students will examine the impact of the Compromise of 1877 and the removal of federal troops from the former Confederacy.

Students will examine the ways that the legacies of slavery, white supremacy and settler colonialism continue to affect life in what is now the United States.

Primary documents will be used to teach the above:

<https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery>

Scholars will learn about Historically Black Colleges and Universities that were created after the Civil War. Scholars will learn about their legacies and traditions.

As a school, we celebrate Black History Month as a large community. The school has a 5th-8th grade assembly where students are showcased performing poetry, singing, choral songs, dances, and speeches that highlight the celebration of Black History and culture.

8th Grade

The Charter School of New Castle included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

Each year, In ELA and Social Studies classes; our students research and present reports on their own chosen Black history figure. They are required and given the support to do the research, find images, and then present the figure in the manner they feel most comfortable. (Paper, visual, or kinesthetic) In ELA the project is fine tuned to study Black authors and their work through the context of their time. In Social Studies, we focus on contributions primarily dedicated to innovation, inventions and technology.

The instructional team will evaluate our current math tasks for the following criteria:

Ensure mathematical tasks are constructed through the lens of complex personal, racial, and social identities.

Expand understandings: Apply deep understanding of mathematics through the understanding of mathematical concepts, histories, culture, and algorithms to relentlessly pursue solutions that matter.

Use the human experience to create, adapt, and apply mathematical tools that encompass our scholars background and lives.

Build powerful mathematical arguments against the fight for injustice.

Illuminate patterns of resilience, voice, and representation in the world.

Each year, in Social Studies students have a variety of exposure to both Black stories and other less traditionally covered topics. We refocus our study of colonization and settlement by beginning the study through the lens of Indigenous nations. We acknowledge and study the impact of colonization bringing about the Atlantic Slave Trade but don't end our study of Black Americans there. While acknowledging and studying the impact of the institution of slavery in the beginning of U.S. history, we move our study to an inquiry based one. In the unit on the revolutionary war, we look at the

contributions of Black Americans like James Armistead Lafayette, who made Washington's victory at Yorktown possible. At the height of sectional conflict during Westward Expansion

Students will recognize that slavery existed around the world prior to the European invasion of North America, changing forms depending on time and place. The enslaved often were perceived as outsiders: captives in war, the vanquished or colonized, or ethnic or religious others.

Students will describe the nature and extent of colonial enslavement of Indigenous people.

Students will describe the slave trade from Africa to the Americas.

Students will demonstrate the impact of slavery on the development of the French, British and Spanish colonies in North America.

Students will examine how Union policies concerning slavery and African American military service affected the Civil War, and they will describe how free Black and enslaved communities affected the Civil War.

Students will demonstrate the ways that the Constitution provided direct and indirect protection to slavery and imbued enslavers and slave states with increased political power.

Primary documents will be used to teach the above:

<https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery>

Scholars will learn about Historically Black Colleges and Universities that were created after the Civil War. Scholars will learn about their legacies and traditions.

As a school, we celebrate Black History Month as a large community. The school has a 5th-8th grade assembly where students are showcased performing poetry, singing, choral songs, dances, and speeches that highlight the celebration of Black History and culture.

**As of the 2022-2023 school year, the Charter School of New Castle does not serve students in grades 9 – 12.*

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 title and date of in-service training sessions provided to meet this requirement.

At the Charter School of New Castle, we will be hosting PLC's where teachers take Engage NY math tasks and modify them to be culturally responsive.

We will also be hosting three different professional development series where teachers will learn strategies for teaching hard history. Teachers will collaboratively plan and practice the lessons that are aligned to the learning objectives in the Charter School of New Castle plan.

We will also be hosting sessions on anti-bias education.

The Charter School of Wilmington

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Xuan Bui

Position: Director of Faculty and Student Life

Email: xbui@charterschool.org

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

CSW's year one implementation plan identifies and highlights current curriculum strengths (primarily in ELA and Social Studies) within the instructional framework requirements established by HB 198.

These strengths include the use of primary sources, ensuring that material is presented in an age-appropriate manner, encouraging students' reflection of the roles and responsibilities of citizens, developing students' respect for cultural and racial diversity, and helping students to understand the ramifications of prejudice and racism. Opportunities for growth within the framework requirements include providing students with a foundation for examining the history of discrimination in Delaware, developing an understanding of the mechanisms of restorative justice, recognizing the impact of racial and historical trauma on students, increased incorporation of contemporary events, and opportunities for students to discuss and uplift the Black experience. To address our opportunities for growth, we are enlisting an external resource who has served as a secondary teacher of African American history and has helped to shape the African American History curriculum for a charter school network in Philadelphia.

K-12 Grade-level Implementation

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 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.

**As of the 2022-2023 school year, the Charter School of Wilmington does not serve students in grades K – 8.*

9th Grade

The Charter School of Wilmington included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

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

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

9th Graders at CSW take Integrated Social Sciences, a class which blends Government, Civics, Economics, and Geography. The following resources/lessons are implemented in our grade 9 Integrated Social Sciences course:

- Discussion of the role of slavery in the Constitutional Convention, and compromises around slavery that followed: 3/5ths compromise, Fugitive Slave Clause, 20-year ban on Congress' ability to regulate the slave trade.
- Discussion of the development of racial attitudes towards Africans as a result of slavery; distinctions between chattel slavery in the US and other forms of enslavement elsewhere in the world.
- Discussion of the role of slavery in the Constitutional Convention, and compromises around slavery that followed: 3/5ths compromise, Fugitive Slave Clause, 20-year ban on Congress' ability to regulate the slave trade.
 - Crash Course video on the US Constitution & [Viewing Guide](#)
- Discussion of 13th, 14th, 15th Amendments in the context of expanding popular sovereignty and protection against the abuse of individual rights by state governments.
- Discussion of poll taxes and literacy tests in the effort to disenfranchise the black vote.
 - 24th Amendment
- Discussion of wealth and income inequality; correlation between race and lifetime earnings.
- Reading and discussion on racial integration, busing, and contemporary disparities in American schools. [Brown v. Board, 60 Years Later](#).
- Grassroots movements and their efforts to bring attention to cultural, political and economic issues. Different methods chosen by different leaders such as Martin Luther King, Malcolm X, Rosa Parks, and Black Panther Party
 - Non-violent direct action

- Self-defense
- Non-Cooperation
- Media/News
- Self-empowerment
- Legislation (the Civil Rights Act 1964, The Voting Rights Act of 1965, The Civil Rights Act of 1968)
- [Eyes on the Prize \(Fighting Back 1957- 1962\)](#)
- Tulsa Burning: The 1921 Race Massacre (Documentary)
- Elections of Barack Obama in 2008 and 2012
- Election of Lisa Blunt Rochester, Delaware’s Representative in the House of Representatives
- Confirmation of Ketanji Brown Jackson to the US Supreme Court

9th Grade English students read *The Color of Water*, by James McBride, where there is a lesson on the Harlem Renaissance celebrating the fine art, literature and music of the period as well as highlighting cultural leaders and activists. Additionally, students read “Everyday Use”, a short story by Alice Waters, that includes characters who prioritize the importance of African culture and heritage.

Looking ahead, 9th grade Integrated Social Studies teachers will implement more discussion of current events, specifically in regard to political participation, inequities in US society and their historical causes, and the effects of activism on government policy. It is important to discuss current race relationships with our classes and help to connect previous events or legislation that has allowed systemic racism to exist in the United States.

The department will work collaboratively to develop lessons that highlight the progress that can be made by young people towards achieving social justice and help students to view current events from multiple perspectives and identify their role in combating racism and systemic injustice in an effort to create change.

10th Grade

The Charter School of Wilmington included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

The following resources and lessons/resources are implemented in CSW's 10th grade World History course:

- [Medieval African Kingdoms—Ghana, Mali, Songhai, Great Zimbabwe, and the East African City States](#)
- Geography Activity: [Medieval African Kingdoms and development of trade inside and beyond Africa](#)
- West African Kingdoms—Geography and Culture Activity: [The Gold Road](#)
- Sundiata: An Epic of Old Mali—excerpt
- Video: West African Kingdoms—["Desert Empires" and viewing guide](#)
- Mansa Musa—Wealthiest Man of All Time—[Source Analysis](#)
- Examination of Sundiata Keita's [Manden Charter](#) primary source with [analysis questions](#)
- Medieval African Kingdoms ["Travelogue" Project](#)
- Ibn Battuta "Traveler's Tale" excerpt of his description of the West African Kingdoms
- Biography of Askia Muhammad—Biography excerpt
- Swahili Coast [Trading Simulation](#)

African Civilizations: 1500 B.C. - A.D. 700

Primary Source Documents (used throughout this unit)

Link: <https://guides.lib.berkeley.edu/ps/africa/region>

Geography Activity: The Five Major Regions of Africa

- [Map Activity](#)

African Cultures, Migration & Kingdoms

- Diverse Societies in Africa: How African Peoples Developed Complex Societies
 - Primary Source - Nok Sculpture (focus on art achievements)
- Causes & Effects: Bantu Migration into Southern Africa
 - Migration Case Study: Bantu-Speaking Peoples
- The Kingdom of Aksum: How Aksum Became an Int'l Trading Power
 - Primary Source - "A History of the Sudan"

Societies & Empires of Africa: A.D. 800 - 1500

Societies & Empires of West Africa

West African Civilizations - Ghana, Mali & the Songhai Empires - heavy focus on achievements of "Black Africans" to dispel myth that sub-Saharan Africa was illiterate and primitive before the African & Black Diaspora

- [Chart](#) - W. African Comparison Chart
 - Primary Source: Ibn Battuta Visits Mali

- Road to Timbuktu Documentary & Questions (heavy focus on African American Historian, Henry Louis Gates, and the injustice and inequity regarding the teaching of Black History; also, focus on literature from this area as seen in the library at Timbuktu) <https://youtu.be/an5DAPzFS6g>
- Kingdoms of Yoruba & Benin
 - Primary Source: Benin Bronze Sculpture - Making of Bronzes (example of contributions in Yoruba & Benin art)
 - The Hausa City-States (forms of government and social organization)

Eastern City-States and Southern Empires

- East African Coast - Swahili City-States and Connection to Indian Ocean Trade
 - Primary Source: Ibn Battuta Visits Kilwa
- The Great Zimbabwe & the Mutapa Empires
 - How these empires fueled trade on the Swahili Coast & Indian Ocean
 - Analysis of the influence of east coast trade cities and Islam in the development of Great Zimbabwe and the Mutapa Empire
 - Documentary and Questions for the Great Zimbabwe
<https://youtu.be/CdKD4-fVnyE>
Dispelling the Euro-centric myth that the Great Zimbabwe Civilization was not created by "Black Africans"

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

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

"White supremacy & racism" are discussed in world history topics mentioned above (West African & Great Zimbabwe units - see above). Focus is placed on dispelling myths and racist preconceived notions of Africans.

This focus specifically allows us to help students understand the detrimental effects of prejudice, racism and stereotyping as well as providing opportunities for students to discuss and uplift the Black experience. In addition, these discussions and lessons allow us to investigate how restorative justice helps us all to move forward.

Additional resources and lessons used that are not related to the above requirements include: -19th Century Colonization of Africa and its impact on the development of Modern Africa: [Lecture Notes](#)

- Imperialism Case Study:
 - The Heart of Darkness--The Belgian Congo--[Article and Questions](#)
 - The Heart of Darkness--"The Belgian Congo"--[Video Clip](#)
 - [10 Horrifying Facts About the Genocide in the "Congo Free State" \(Belgian Congo\)](#)
- Post War African Decolonization: [Lecture Notes](#)
- Jomo Kenyatta's Anti Imperialist fable [Gentlemen of the Jungle](#)
- Article: [Uncovering the Brutal Truth of About the British Empire](#)
- South African Apartheid and Nelson Mandela: [Lecture Notes](#)
- "Kaffir Boy" excerpt, Mark Mathabane: first-hand account of growing in South Africa under Apartheid
- African Independence [Video Clips](#)

In addition to the specific topics and resources addressed above, World History teachers will also continue working toward the following goals:

- Implement more primary sourcing to offer a better perspective of the Black experience which include the triumphs, setbacks, and contributions of Black persons. To this end, we plan on accessing the resources offered through the Social Studies Coalition of Delaware, the Historical Society of Delaware, the UDLib/Search tools, etc.
- Work closely with our Black Student Union to discuss specific ways in which we can improve our curriculum in regard to addressing combatting racism, inequality, and discrimination. This student-perspective will also allow us to incorporate contemporary events into Black History.

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

11th Grade

The Charter School of Wilmington included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

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

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

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

- [Racial and religious justifications](#) for colonization, displacement, attempted enslavement, and subsequent eradication of native populations by Europeans; how similar attitudes were [applied to justify African slavery](#).
- Development of [Anti-Abolition arguments](#) in the South.
- The [links between slavery and westward expansion](#), including the [Missouri Compromise](#), [expansion of the cotton industry](#), [Mexican-American War](#), [Compromise of 1850](#), and [Kansas-Nebraska Act](#).
- Expansion of the abolition movement after 1830, including participation by religious leaders and women; cooperation between women's suffragists and abolitionists at the [Seneca Falls Convention](#) of 1848.
 - Study of [Frederick Douglass & William Lloyd Garrison's views on the Constitution & Reading Questions](#).
- [Document Based Question on Sectionalism](#) between 1840-1848
- Events of the 1850s that preceded the Civil War, including the formation of the anti-slavery [Free-Soil and Republican Parties](#), [publication of Uncle Tom's Cabin](#), the caning of abolitionist [Senator Charles Sumner](#), the Dred Scott v. Sandford ruling, the Lincoln Douglas debates, and [John Brown's raid](#) on Harpers Ferry.
 - [Presentations on Antebellum Period](#)
 - Development of ["Positive Good" Theory of Slavery](#)
 - Background and Primary Source analysis of the [Emancipation Proclamation](#); Lincoln's political/military motives and moral stance on slavery
 - [Northern & Southern views of emancipation](#); Juneteenth and its recent recognition as a federal holiday
 - African Americans in military [service during the Civil War](#), including the Massachusetts 54th regiment.
 - African American [migrations to northeastern cities](#) and western frontier after the Civil War.
 - Many Rivers to Cross: The Black Atlantic (1500-1800), explores the journey of the first Africans to land in the Americas and their struggles with the Trans Atlantic Slave Trade.
 - Class discussion of the first black republic in the world, Haiti, and their relationship with the neighboring country the Dominican Republic. The island was split in half, and colonized by two different European countries. The outcomes are extraordinary as Haiti struggles politically and economically. While the Dominican Republic has ended up stable and refuses to allow integration with Haitians.
 - [Divided Island: How Haiti and the DR Became Two Worlds](#)
- [Slavery and the Constitution](#), including viewpoints of the founding fathers, the Connecticut and 3/5ths Compromises, Fugitive Slave clause, and 20-year prohibition on Congress' ability to regulate the slave trade.
 - [Video from James Madison's Montpelier](#) on Slavery at the Constitutional Convention.

- Contradictions between [language of Declaration of Independence, Constitution & Bill of Rights](#) and the reality of enslavement.
- Development of [rigid racial social hierarchy in the South](#) and its effects.
- Discussion of the effects of the fact that all three branches of the federal government were [dominated by slave owners](#) for the first 80 years of the nation's existence.
 - [Andrew Jackson's support for slavery](#)
- [Slave codes enacted by Southern states](#); prohibitions on migration of freed African Americans into free states; [limitations faced by free African Americans in the Northern & Southern states](#).
- Primary Source Analysis of attitudes of political leaders Thaddeus Stephens and Andrew Johnson on emancipation and the status of Black Americans.
 - [Reading & Questions](#)
- [Reconstruction and its successes/failures](#) in helping transition formerly enslaved people to freedom, including the Freedmen's Bureau, the clash between Radical Republicans in Congress and President Johnson, and [federal vs. state powers to protect individual rights](#).
- The achievements, failures, and legacy of Reconstruction, including the 13, [14th](#) and 15th Amendments, Black Codes, the [formation of the KKK](#), lynchings, and limited federal action to enforce [Civil Rights Acts](#) and other laws designed to protect the freedmen/freedwomen.
 - [Promise vs. Reality of Freedom](#) & [Questions](#)
- Formation of Black/Native communities in Spanish Florida; the Seminole Wars
- [Great Migration](#) of Black Americans to Northeastern cities
- [The Harlem Renaissance](#) and its effects on American culture
 - Development of blues, jazz, and ragtime music by black musicians
- Alain Locke & The New Negro [Reading & Questions](#)
- [Political Realignment](#) and shifts in Democratic and Republican party bases in the 1920s and 1930s.
- Post WWII Civil Rights movement, battles to end segregation and disenfranchisement, including desegregation of the armed forces, Thurgood Marshall and the Brown v. Board ruling, Montgomery Bus Boycotts, Selma to Montgomery march, Greensboro Sit-ins, Little Rock Nine, James Meredith's integration of U. Mississippi; study of nonviolent protests including those led by Dr. MLK Jr. and John Lewis, CORE, SCLC, and SNCC
- Study of disagreements among activists for African American rights/equality and leaders within the movement, including Malcom X; formation of Black Panther Party; Creation of the Nation of Islam
- Primary Source Analysis: [Olaudah Equiano](#)
- Differences between the experiences of [urban and rural enslaved people](#)
- Resistance to slavery by the [enslaved and by abolitionists](#), including study of Frederick Douglas and his views on the Constitution
- [Slave resistance and rebellions](#) led by Gabriel Prosser, Denmark Vesey, and Nat Turner.
- Formation of African American churches and communities; formation of Underground Railroad.

- Primary Source Analysis: [Sojourner Truth](#)
- [Sharecropping, tenant farming, labor contracts](#), and other forms of economic, political, and social oppression in the postwar South.
 - Primary Source analysis of activism by newly emancipated persons to rectify conditions of former servitude. [Reading & Questions](#)
- [The Compromise of 1877](#) and return to power of former Confederates in Southern states, and ensuing violations of the rights of African Americans.
- Development of the “New South” after the Civil War
- Origins of segregation and [Plessy v. Ferguson](#); origins and effects of Jim Crow laws
 - [Responses to segregation](#)
- Origins and background on the African American Civil Rights movement, including study of the Progressive Movement, Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, the Niagara Movement and the NAACP.
 - Washington & DuBois [Reading & Questions](#)
 - Is Another Progressive Era Coming? [Reading & Questions](#)
- Failures of the [Progressive Era](#) to deal with continued racism and disenfranchisement of Black Americans
- Black Wall Street and the [Tulsa Race Massacre in 1921](#); 1920s [resurgence of the KKK](#)
- Failures of New Deal legislation to provide assistance to African Americans, including origins of discriminatory housing policies like redlining
- African American military service in World Wars I and II, Korea, and Vietnam.
 - [Segregation of the Armed Forces during WWI & WWII](#)
- [Exclusion of African Americans from GI Bill](#) and other contributors to postwar prosperity
- [Post WWII Civil Rights movement](#); battles to end segregation and disenfranchisement, including desegregation of the armed forces; Montgomery Bus Boycotts, [Brown v. Board of Education](#), [Selma to Montgomery march](#), Greensboro Sit-ins
 - [Civil Rights Webquest](#)
 - Integration Primary Source [Reading & Questions](#)
- Federal Civil Rights legislation of the 1960s & Resistance
 - [White backlash against racial integration](#) and political realignment
 - Stokely Carmichael Primary Source [Reading & Questions](#)
 - [National Race Riots and the Kerner Commission](#)
- Discussion of the ongoing fight for civil liberties for African Americans [and other groups](#), including contemporary police brutality, mass incarceration, and other forms of disenfranchisement and racial discrimination, including “[The New Jim Crow](#)” and the BLM movement
 - Voting Rights in the [21st century & Questions](#)
- [Harriett Tubman](#) & the Underground Railroad
- [Election](#) of Hiram Revels and Joseph Rainey in 1870 as first Black members of Congress
- Origins and background on the African American Civil Rights movement, including study of Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, the Niagara Movement and the NAACP.

- Washington & DuBois [Reading & Questions](#)
- Alain Locke & “The New Negro” [Reading & Questions](#)
- [Harlem Renaissance](#): Jazz Musicians Duke Ellington and Louis Armstrong; Poet Langston Hughes
- [WWII: Tuskegee Airmen](#); Double V Campaign
- Thurgood Marshall and the [Brown v. Board ruling](#), Little Rock Nine, James Meredith's integration of U. Mississippi; study of nonviolent protests including those led by [Dr. MLK Jr.](#) and John Lewis, CORE, SCLC, and SNCC
- [Study of disagreements among activists](#) for African American rights/equality and leaders within the movement, including Malcom X; formation of Black Panther Party; Creation of the Nation of Islam

Additional lessons/resources not related to the above requirements include: Effects of Haitian Revolution on global and regional balance of power; role in motivating French sale of Louisiana territory to US

- [Expansion of Civil Rights](#) movement after 1965, including black activism for women's and LGBTQ+ rights; continued use of nonviolent strategies by Native and Latino Americans

11th Grade English includes a speech unit that examines the contributions of significant figures in national history and includes the speeches of John Lewis, Martin Luther King Jr., and President Obama. Students also view a Ted Talk by Chimamanda Ngozi Adichie, “The Dangers of a Single Story”. In this Ted Talk, the writer challenges viewers to consider the power of stories to influence identity, shape stereotypes, and build empathy. Additionally, students read Just Mercy, the life story of a Delaware native who is the executive director of the Equal Justice Initiative and who has dedicated his life to eliminating excessive and unfair sentencing.

Students in 11th Grade English Composition & Language utilize the following resources to explore the contributions of Black people to American life as well as significant figures in national history:

- “Ain’t I A Woman” by Sojourner Truth
- “People and Peace, Not Profits and War” by Shirley Chisholm
- “Remarks by the President at the 50th Anniversary of the Selma to Montgomery Marches” by Barack Obama
- Between the World and Me by Ta-Nehisi Coates (excerpt)
- “Letter to Thomas Jefferson” by Benjamin Banneker
- “Restoring Black History” by Henry Louis Gates, Jr.
- LaToya Ruby Frazier’s Ted Talk “A Creative Solution to the World’s Water Crisis in Flint”
- Explained “World’s Water Crisis”
- [Ron Finley’s Ted Talk “A Guerilla Gardener in South Central LA”](#)
- [Michael Tubbs’ “The Political Power of Being a Good Neighbor”](#)
- [Dr. King’s “Beyond Vietnam: A Time To Break Silence”](#)

- Condoleeza Rice’s “Southern Methodist University Commencement” Speech
- Gabriel Coxhead’s “When You Put Black People in a Picture, What Should They Be Doing? - An Interview with Kerry James Marshall”
- Past Times painting by contemporary artist Kerry James Marshall
- “Museums Should Honor the Everyday, Not Just the Extraordinary” by Ariana Curtis (Ted Talk)
- “How I Accidentally Changed the Way Movies Got Made” by Franklin Leonard (Ted Talk)

In the future, 11th grade US History teachers would like to focus on the following goals:

- We would like to incorporate a greater variety of primary sources to address these topics, and highlight the experiences of Black Americans in the 20th and 21st centuries (at the national, state, and local level) in order to help students understand the continued effects of prejudice, racism, and socioeconomic injustice.
- It will also be important in the future to stress the economics of slavery and the relation to acts of rebellion by Black people. The enslavement of Africans built this nation’s economic foundation, and the entire nation benefited, so resistance and rebellion were met with brute force.
- Only teaching a Black history steeped in trauma and struggle provides a very narrow view of Blackness and perpetuates the false notion of Black people’s inferiority. This is why it’s vital to teach the complete history, from liberation movements to achievements. When minority youths see past and present history-makers that look like them, they feel encouraged to strive towards their goals, as they see living proof that they’re attainable.
- Collaborative departmental work to help students cultivate anti-racist and socially conscious mindsets and provide opportunities for students to do work both within the school and in our community that promotes social justice.
- The Social Studies Department at The Charter School of Wilmington is committed to examining our 9th - 11th grade curriculum each year to continually revise, improve, and develop students’ respect for cultural and racial diversity.

12th Grade

The Charter School of Wilmington included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to

Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Students in 12th Grade English 4 and AP English Literature courses utilize the following resources to explore the contributions of Black people to American life:

- Fences by August Wilson
- Red at the Bone by Jacqueline Woodson
- “How It Feels” by Zora Neale Hurston
- “It Rained in Ohio on the Night Allen Iverson Hit Michael Jordan with a Crossover” by Hanif Abdurraqib
- Salvage the Bones, Jesmyn Ward
- Passing, Nella Larson
- Various poems by Clint Smith, Kevin Young, Tracy K. Smith, Jericho Brown, Lucille Clifton, Terrence Haye

Students in grades 10th - 12th can take AP Art History which includes the history and culture of Black people prior to the African and Black Diaspora as well as the contributions of Black people to American life, history, literature, economy, politics, and culture.

Unit 6 of the curriculum centers on African Art produced from c. 1100 BCE to 1980 CE. We explore the innovations of various African cultures and the influence they had on one another as well as their influence on western culture.

Themes studied and analyzed: religious and spiritual beliefs, architectural innovation and tradition, technical innovation and tradition, the importance and meaning of ritual and ceremony, social hierarchies and their expression through art, architecture, and artifacts, the significance of historical memory, the exchange of artistic styles and materials and between African and western cultures, and the theft of African art and artifacts by western colonials

Works of art studied:

- Great Zimbabwe
- The Great Mosque at Djenne
- Brass Plaques of Oba from the Benin culture
- Golden Stool of the Asante culture
- Royal portraiture of the Kuba culture
- Spiritual figures of the Kongo, Igbo, Fang, and Yoruba cultures
- Masks of the Chokwe, Baule, Sande, and Kuosi cultures
- Lukasa Memory Board

The AP Art History Syllabus contains works by Black artists that address specific struggles and successes of the African American experience

These include:

- Jacob Lawrence’s “Migration Series” which deals with the hardships, injustices and prejudice experienced by Black people as they migrated north in the 20th century

- Wifredo Lam, an Afro-Cuban artist, depicts the struggles faced by Afro-Cubans due to slavery and colonialism in the context of the sugar cane trade
- Jean-Michel Basquiat celebrates the impact of African-American musicians on jazz music
- Faith Ringgold uses African American quilting techniques to tell the story of a fictional woman who moves to Paris in the early 20th in “Dancing at the Louvre” from her “French Collection”
- Kara Walker creates works of art that reflect on the ways in which African Americans have been portrayed by American white society

The Syllabus contains works by European artists that were influenced by Black people, such as Pablo Picasso’s “Les Femmes d’Alger (O. J. R. Version O)”

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 title and date of in-service training sessions provided to meet this requirement.

10/7/22, 10/14/22, 10/21/22, 10/28 Resources to Implement HB 198 PLC - Social Studies teachers examined resources available through Social Studies Coalition along with current curricular resources to determine how they may be best implemented within their classrooms given the instructional framework outlined in HB 198.

10/10, 10/12, 10/14, 10/26 Department meetings to inform teachers of HB 198 implementation during the 2022-2023 school year.

In the winter and spring of the 2022-2023 school year, the Social Studies department will be working with Abigail Henry, a secondary teacher in Philadelphia who is focused on African American History and Africana studies. She has helped to shape the African American History curriculum for the Mastery Charter Schools Network. In addition to helping to strengthen the current curriculum, she will also target the following opportunities for growth within the framework requirement: providing students with a foundation for examining the history of discrimination in Delaware, developing an understanding of the mechanisms of restorative justice, recognizing the impact of racial and historical trauma on students, and opportunities for students to discuss and uplift the Black experience.

Delaware Military Academy

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Amy Tocyloski
Position: Dean of Instruction
Email: amy.tocyloski@dma.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

- | |
|--|
| A. Reading Like a Historian (Stanford/SHEG); ABC Clío Database; New Visions Curriculum (State of New York) |
|--|

- B. aligned with core curriculum standards
- C. Lay ground rules before class discussion on sensitive racial topics
- D. Historical examples: Black Panthers, Marcus Garvey, 13th Amendment, etc.; Resources and activities incorporated are intended to get students beyond simplistic understanding
- E. Black Lives Matter, Removal of Confederate Statues/Flags, George Floyd, etc.
- F. Presenting multiple perspectives of history; Success of Cultures Club at DMA; Business Curriculum: cultural diversity lessons
- G. Historical lessons - cause and effect; Jim Crow; sharecropping connection to poverty in the U.S. South; demographic disparity based on race, gender, ethnicity, etc. in voting, unemployment, etc.
- H. Black Wall Street/Tulsa Riot (resilience vs. destruction); Projects revolving around contributions made by people of African origin in the New World (World History)
- I. Delaware in the Civil War, Delaware in the Civil Rights movement - busing to end school segregation, etc.
- J. Historical abolitionist movement; Affirmative Action in the Supreme Court; income disparity in student loans/repayment of student loans

K-12 Grade-level Implementation

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 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.

**As of the 2022-2023 school year, the Delaware Military Academy does not serve students in grades 9 – 12.*

9th Grade

The Delaware Military Academy included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies - Civics: Discussion of Amendments to the U.S. Constitution

English

- Read/analyze/compare *Just Mercy* to *To Kill A Mockingbird*. The discussion focuses on social justice and culture.
- Use culturally relevant information texts that focus on black figures in national history and their contributions for reading comprehension skill improvement.
- Use text to analyze and compare/contrast past and present Black history and culture.

10th Grade

The Delaware Military Academy included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies - U.S. History 1: U.S. History to the Civil War

The course content details events and contributions leading up to and including the Civil War.

- Reading Like a Historian (Stanford/SHEG); ABC Clío Database; New Visions Curriculum (State of New York)
- aligned with core curriculum standards
- Lay ground rules before class discussion on sensitive racial topics
- Historical lessons - cause and effect; Jim Crow; sharecropping connection to poverty in the U.S. South; demographic disparity based on race, gender, ethnicity, etc. in voting, unemployment, etc.

11th Grade

The Delaware Military Academy included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies - U.S. History 2: U.S. History from the Civil War

The course content details events and contributions post Civil War.

- Reading Like a Historian (Stanford/SHEG); ABC Clio Database; New Visions Curriculum (State of New York)
- aligned with core curriculum standards
- Lay ground rules before class discussion on sensitive racial topics
- Historical lessons - cause and effect; Jim Crow; sharecropping connection to poverty in the U.S. South; demographic disparity based on race, gender, ethnicity, etc. in voting, unemployment, etc.

English

- A study of the evolution of African American literature from early beginnings to modern day. Special attention is paid to how the themes evolve over time and information to establish the historical time frame is reviewed
- The following texts are used and critically analyzed- An Interesting Narrative of the Life of Olaudah Equiano, The Life of Frederick Douglas, Lynching: Our National Crime, Speech by Sojourner Truth to the American Equal Rights Association, How it Feels to be Colored Me, various speeches/interviews by Martin Luther King and Malcom X, and various poetry by/about Black authors.

12th Grade

The Delaware Military Academy included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies - World History - studies of Africa, the development of slavery in the New World (focused on economics and race)

- Black Wall Street/Tulsa Riot (resilience vs. destruction); Projects revolving around contributions made by people of African origin in the New World (World History)

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 title and date of in-service training sessions provided to meet this requirement.

Fall 2022

- September 21st-HB 198 lead attended an online training detailing the specifics and resources available for educators in order to fulfill the requirements of the bill.
- PDMS Course #30904 Details for Course: Guide to HB 198 Implementation, Year One (2022-2023)
- November 2022- Representatives from the school gathered to review the requirements of the HB 198 and review current and planned curriculum to determine what past delivered content aligns with the requirements and to plan for future content implementation

Winter/Spring 2023

- Representatives will meet to gather and share additional resources to further strengthen the implementation of HB 198

Early College School at Delaware State University

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Dara Savage
Position: Associate Principal
Email: dara.savage@ecs.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Through our intentional inclusion of the Black experience, the Early College School at Delaware State University will use primary resources, both print and personal, to share a true and relevant

perspective of experiences that hindered as well as uplifted. Seated squarely on the grounds of the only historically Black college/university in our great state, we have a number of primary sources from Delaware at our fingertips, and that material can be shared at a level that is appropriate for all six of our grade levels. We incorporate project-based learning experiences that are based on real-world scenarios and contemporary events which ensures that students not only understand their role and the power of their voices, but gives them opportunities to use their voices in a safe and nurturing space. As Black culture is not a monolith, we will incorporate experiences of triumph, set-back, and influence from across the diaspora. Lastly, we will guide our scholars as they look forward to opportunities to make their sphere of influence a place where they use their voices to restore justice and create systems for positive change.

K-12 Grade-level Implementation

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 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.

7th Grade

The Early College School at Delaware State University included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

ELA: *An Occurrence at Owl Creek Bridge* by Bierce ; Harlem Renaissance mini lesson; Langston Hughes-Harlem; Nelson Mandela

Social Studies: Black History Month Project; DBQ - What was Harriet Tubman’s Greatest Achievement

Health/PE: accomplishments made in medical advancements in the health field. In the Physical education field it will be highlighted with their advancements in sports and how sports players are using their platform to advocate for advancements for black people; Highlighting athletes who are speaking on capitol hill along with donating their time and the charities that they have created to help advocate for fair treatment. This can be accomplished in both health and PE

CTE/Driver Ed/ Spanish: How slavery has impacted the creation of our economic system of goods and services.

Math: Students are provided facts on African history of mathematics, students use facts to create a timeline of events, to show how Africans evolved in math practices; Students work to understand how to use graphs on American economic growth over the time period of enslavement

Performing Arts: Bucket drumming and its roots in West African drumming techniques;Timbaland, Pharrell, Teddy Riley, Babyface, and The Dream: Music Production techniques that shifted the landscape of Hip Hop music

8th Grade

The Early College School at Delaware State University included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

ELA: New Kid- Looking at the treatment of young black students today in white spaces; Beyond Vietnam- MLK; Ain't I a woman? -Truth

Science: STEM opportunities in education between cultures; STEM opportunities in education between cultures; History of STEM in career fields. Who Impacted STEM ; Connection to STEM growing cultural differences in a career field, leading to change; Explore cultures in connection to STEM

Social Studies: African Americans in the Mid 1800's; The Reconstruction Era; A Dividing Nation - Causes of the Civil War and the Civil War; The Civil Rights Movement - DBQ - North or South: Who Killed Reconstruction?

Health/PE: During black history month highlighting athletes/people in the healthcare industry both locally and nationally. This will be done in the form of warm ups; Highlighting athletes who are speaking on capitol hill along with donating their time and the charities that they have created to help advocate for fair treatment. This can be accomplished in both health and PE; This will be accomplished by noting the accomplishments made in medical advancements in the health field. In the Physical education field it will be highlighted with their advancements in sports and how sports players are using their platform to advocate for advancements for black people

CTE/Driver Ed/ Spanish: How slavery has impacted the creation of our economic system of goods and services; In the Spanish class, we'll celebrate Black History Month: students will use their Spanish to describe a black figure and his/her main contribution

Math: Students research Black census, collect data on forms of Math used by Africans around the world; Students use evidence based data to conclude the development of the American Economy during enslavement

Performing Arts: The history of Black musicals; **Music Sampling and Kanye West:** music production techniques and implications for future generations

9th Grade

The Early College School at Delaware State University included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

ELA: *To Kill A Mockingbird:* Looking at the jobs that Tom was expected to have; Looking at the division between the Town.

Looking at the outcome of the trial; *“The Colored Soldiers”* by Lawrence Dunbar; *-Let America be America Again Poem* by Langston Hughes - The change of things over time might not have changed or have changed; *“This is America”* by Childish Gambino; **Carter Awards**” Students pick a Black person who made a contribution to American life; Students create a research project & paper centered around the person’s life & impact; **Socio-economic class** - the socio-economic divisions but that in the 2000 movie adaption, the filmmakers made a conscious decision; discussion about the staging of the classes as well as the conversations had between characters that were centered around Socio-economic class & race.

Science: Contributions of black scientists in chemistry, Earth science, environmental science

Social Studies: Sundown towns; Redlining

Health/PE: During black history month highlighting athletes/people in the healthcare industry both locally and nationally. This will be done in the form of warm ups; Highlighting athletes who are speaking on capitol hill along with donating their time and the charities that they have created to help advocate for fair treatment. This can be accomplished in both health and PE; This will be accomplished by noting the accomplishments made in medical advancements in the health field. In the Physical education field it will be highlighted with their advancements in sports and how sports players are using their platform to advocate for advancements for black people

Math: Students explore African mathematics at different time periods and make connections to today's Math

Performing Arts: *Hey! That's OUR Music!* A unit on music appropriation and the history of Black-owned music recording companies

10th Grade

The Early College School at Delaware State University included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Science: Unsung Heros: Contributions to Science & Technology; -Impact of slavery on views of medicine, preventative care, genetic screening; Eugenics Intro; HELA cells & the Henrietta Lacks Story (ethics, med. Contributions, fed/state legislative impact); Unsung Heros: Black Education Leaders;

Social Studies: Ebony/Jet magazine; Black Enterprise magazine;

Health/PE: During black history month highlighting athletes/people in the healthcare industry both locally and nationally. This will be done in the form of warm ups; Highlighting athletes who are speaking on capitol hill along with donating their time and the charities that they have created to help advocate for fair treatment. This can be accomplished in both health and PE; This will be accomplished by noting the accomplishments made in medical advancements in the health field. In the Physical education field it will be highlighted with their advancements in sports and how sports players are using their platform to advocate for advancements for black people

CRE/Driver Ed/ Spanish: Richard B. Spikes, WillyT. Ribs, Bubba Wallace, Granville T. Woods, C.R. Patterson, Garrett A. Morgan

Performing Arts: Spirituals and sacred songs

11th Grade

The Early College School at Delaware State University included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to

Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

ELA: African American Literature course

Science: Unsung Heroes: Contributions to Medicine, Chemistry, and Genetics; HELA cells & the Henrietta Lacks Story (ethics, med. Contributions, fed/state legislative impact)

Social Studies: Black Codes, Convict Lease System, Sharecropping, Mass Incarceration, Redlining, Plessy v. Ferguson; Harlem Renaissance, Chicago Renaissance

12th Grade

The Early College School at Delaware State University included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

ELA: African American Literature course

Social Studies: African American History course

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 title and date of in-service training sessions provided to meet this requirement.

- HB 198 overview and work space - Oct. 17
- The Black Experience in My Content Area - Dec. 5
- The Black Experience in My Content Area Check In - Jan. 3
- Successes/Challenges/Debrief/Action Plan - Mar.20

East Side Charter School

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead:	Sherae’a Moore	Marco Alberti
Position:	Social Studies Teacher	Assistant Principal of Middle School
Email:	sheraea.moore@escs.k12.de.us	marco.alberti@escs.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.

Via Performing Arts in grades K-8: A celebration of the Harlem renaissance

In primary grades, there are a series of activities and actions including, but not limited to:

- providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.
- Morning routine/circle time discussions of current events to the class in an age-appropriate manner.
- books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.

In intermediate/middle grades:

- Social Studies course work is explicit and pulls materials from multiple sources.
- Professional reading sources such as Newsela, CommonLit for related news.
- News reports and academic studies since to produce a school newspaper.
- Using hometown heroes from the State of Delaware to show students of African American history from their home state.
- 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)
- 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.
- Resources include: Stanford History Education Group, DE SS Schoology groups, TCI

K-12 Grade-level Implementation

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 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.

Kindergarten

The East Side Charter School included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.

Via Performing Arts in grades K-8: A celebration of the Harlem renaissance

In primary grades, there are a series of activities and actions including, but not limited to:

- providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.
- Morning routine/circle time discussions of current events to the class in an age-appropriate manner.
- books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.

1st Grade

The East Side Charter School included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- d. The central role racism played in the Civil War.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.

Via Performing Arts in grades K-8: A celebration of the Harlem renaissance

In primary grades, there are a series of activities and actions including, but not limited to:

- providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.
- Morning routine/circle time discussions of current events to the class in an age-appropriate manner.
- books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.

2nd Grade

The East Side Charter School included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.

Via Performing Arts in grades K-8: A celebration of the Harlem renaissance

In primary grades, there are a series of activities and actions including, but not limited to:

- providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.
- Morning routine/circle time discussions of current events to the class in an age-appropriate manner.
- books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.

3rd Grade

The East Side Charter School included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- 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.
- d. The central role racism played in the Civil War.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.

Via Performing Arts in grades K-8: A celebration of the Harlem renaissance

In primary grades, there are a series of activities and actions including, but not limited to:

- providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.
- Morning routine/circle time discussions of current events to the class in an age-appropriate manner.
- books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.

4th Grade

The East Side Charter School included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.

Via Performing Arts in grades K-8: A celebration of the Harlem renaissance

In primary grades, there are a series of activities and actions including, but not limited to:

- providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.
- Morning routine/circle time discussions of current events to the class in an age-appropriate manner.
- books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.

In intermediate/middle grades:

- Social Studies course work is explicit and pulls materials from multiple sources.
- Professional reading sources such as Newsela, CommonLit for related news.
- News reports and academic studies since to produce a school newspaper.
- Using hometown heroes from the State of Delaware to show students of African American history from their home state.
- 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)
- 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.
- Resources include: Stanford History Education Group, DE SS Schoology groups, TCI

5th Grade

The East Side Charter School included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.

Via Performing Arts in grades K-8: A celebration of the Harlem renaissance

In primary grades, there are a series of activities and actions including, but not limited to:

- providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.
- Morning routine/circle time discussions of current events to the class in an age-appropriate manner.
- books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.

In intermediate/middle grades:

- Social Studies course work is explicit and pulls materials from multiple sources.
- Professional reading sources such as Newsela, CommonLit for related news.
- News reports and academic studies since to produce a school newspaper.
- Using hometown heroes from the State of Delaware to show students of African American history from their home state.
- 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)
- 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.
- Resources include: Stanford History Education Group, DE SS Schoology groups, TCI

6th Grade

The East Side Charter School included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.

Via Performing Arts in grades K-8: A celebration of the Harlem renaissance

In primary grades, there are a series of activities and actions including, but not limited to:

- providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.
- Morning routine/circle time discussions of current events to the class in an age-appropriate manner.
- books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.

In intermediate/middle grades:

- Social Studies course work is explicit and pulls materials from multiple sources.
- Professional reading sources such as Newsela, CommonLit for related news.
- News reports and academic studies since to produce a school newspaper.
- Using hometown heroes from the State of Delaware to show students of African American history from their home state.
- 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)
- 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.
- Resources include: Stanford History Education Group, DE SS Schoology groups, TCI

7th Grade

The East Side Charter School included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.

Via Performing Arts in grades K-8: A celebration of the Harlem renaissance

In primary grades, there are a series of activities and actions including, but not limited to:

- providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.
- Morning routine/circle time discussions of current events to the class in an age-appropriate manner.
- books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.

In intermediate/middle grades:

- Social Studies course work is explicit and pulls materials from multiple sources.
- Professional reading sources such as Newsela, CommonLit for related news.
- News reports and academic studies since to produce a school newspaper.
- Using hometown heroes from the State of Delaware to show students of African American history from their home state.
- 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)
- 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.
- Resources include: Stanford History Education Group, DE SS Schoology groups, TCI

The East Side Charter School included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

Via Digital Media courses in grade K-8: For our black history piece, we will be working one representing black culture digitally through various mediums.

Via Performing Arts in grades K-8: A celebration of the Harlem renaissance

In primary grades, there are a series of activities and actions including, but not limited to:

- providing different reading materials that show multiple cultures living and cooperating with one another in a community that also reflect and show cultural individuals in a positive and respectful point of view.
- Morning routine/circle time discussions of current events to the class in an age-appropriate manner.
- books or poems read in Share Reading/ELA or the Science curriculum leading to a larger discussion.

In intermediate/middle grades:

- Social Studies course work is explicit and pulls materials from multiple sources.
- Professional reading sources such as Newsela, CommonLit for related news.
- News reports and academic studies since to produce a school newspaper.

- Using hometown heroes from the State of Delaware to show students of African American history from their home state.
- 7th grade social studies incorporates economic inequalities in minorities (Economics) and addressing racism through participation in a democratic society (Civics)
- 8th grade social studies incorporates slavery, racism and discrimination in the US before 1865; lasting impacts of racial injustice; Civil Rights and Black Power to BLM.
- Resources include: Stanford History Education Group, DE SS Schoology groups, TCI

**As of the 2022-2023 school year, the East Side Charter School does not serve students in grades 9 - 12.*

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 title and date of in-service training sessions provided to meet this requirement.

Nemour's Actions Against Racism: 8 Module Program throughout the year.

- 9/14/22
- 10/14/22
- 11/28/22
- 1/3/23
- 2/13/23
- 3/24/23
- 4/23 TBD
- 5/23 TBD

First State Military Academy

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Sarah Unruh
Position: Social Studies teacher
Email: SUnruh@fsmilitary.org

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

First State Military Academy has provided Professional Developments that highlight the law and each of its points. Teachers and staff are provided with updated information and resources about how to

audit their current curricula and student/staff relationships with the directed curricula in mind during professional development hours. Teachers have been provided a digital copy of 'Culturally Responsive Teaching and the Brain' by Zaretta Hammond and are expected to audit their current curricula to include inclusive primary sourcing and contributions of Black peoples triumphs, setbacks, and successes in their curricula.

K-12 Grade-level Implementation

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 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.

**As of the 2022-2023 school year, the First State Military Academy does not serve students in grades K – 8.*

9th Grade

The First State Military Academy included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

In 9th grade students learn Civics and Economics in Social Studies. Students learn about the Civil Rights movement to eradicate Jim Crow Laws that served to uphold white supremacy and have led to the economic struggle of black people and the continuing activism working towards fair and equal treatment under the law. Students learn about redlining and gerrymandering in Economics

Moving forward each freshman year will include the contributions of Black people to American life, history, literature, economy, politics and culture as well as The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature. in all Senior classes.

10th Grade

The First State Military Academy included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Students study World History in 10th grade in which comparisons are made between racial segregation in America and racial segregation throughout history including Colonizing India and Jewish segregation and later genocide in Europe. White Supremacy and native reactions to colonization are taught in depth with Imperialism, Nationalism, Militarism, and Social Darwinism as justification for Colonizing countries around the world and exploiting the labor of the people colonized. The idea of Pan Africanism is introduced

Moving forward each sophomore year will include the contributions of Black people to American life, history, literature, economy, politics and culture as well as The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

11th Grade

The First State Military Academy included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Students take American History this year and the Civil War is covered through the lens of an African American from Delaware. Students cover all of the above and make direct connections between today's racial injustices and the racial injustices of the past. Students build a virtual Museum based on the Life and Times of John W. Tillman before, during, and after the Civil War. 42 Project students study the role racism played in the advancement of African Americans in the American Economy and culture

This year all courses offered to Juniors will include the contributions of Black people to American life, history, literature, economy, politics and culture as well as The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

12th Grade

The First State Military Academy included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Seniors through electives can be exposed to a wide range of the above requirements but specifically in theater, AP Literature, and Human Geography students study the contributions of black people through literature and art and study the racial hierarchy around the world and how it directly connects to the institution of slavery in America.

This year, students can expect to learn the contributions of Black people to American life, history, literature, economy, politics and culture as well as The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature in all Senior classes.

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 title and date of in-service training sessions provided to meet this requirement.

September 29, 2022 School wide survey on culturally responsive teachers

November 2, 2022 Provide digital copies of ‘Culturally Responsive Teaching and the Brain’ by Zoretta Hammond for independent book study

November 2, 2022 Professional Development presentation on HB198 and what it means to be a culturally responsive school

Monthly meetings will dedicate time to the understanding and implementation of the following: ‘The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature’ and/or ‘The contributions of Black people to American life, history, literature, economy, politics, and culture.’

Staff will be provided with explanations, examples, and resources. Staff will be provided time to discuss the implementation with their peers and brainstorm ways to incorporate this into their curriculum.

First State Montessori Academy

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Liz Madden
Position: Education Director
Email: liz.madden@fsma.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

FSMA has developed a committee of staff members from each grade band and from all different facets of the school to begin to build our curriculum and implementation plan for the 22-23 school

year. For each grade band, the committee members are working to

- identify primary sources of the Black experience
- Identified relevant lessons/materials appropriate for each grade level
- Ensured that lessons/approaches were culturally responsive and developed opportunities for discussion of the Black experience
- Identified roles/responsibilities to combat racism/discrimination
- Used current events in Black History
- Developed respect for racial diversity
- Help understand outcomes of prejudice, racism, and stereotyping
- Examined the history of discrimination and explored restorative justice to help us to move forward

K-12 Grade-level Implementation

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 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.

Kindergarten

The First State Montessori Academy included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

In our multi-age Kindergarten and 1st grade, students will learn about famous Black Americans in history in all areas of national and DE history. They will also learn about how Black Americans have contributed to life, history, literature and culture through lessons from the following resources:

- <https://www.edutopia.org/article/teaching-black-history-culturally-responsive-ways>
- <https://www.kqed.org/education/18675/50-videos-for-career-path-explorations>

1st Grade

The First State Montessori Academy included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

In our multi-age Kindergarten and 1st grade, students will learn about famous Black Americans in history in all areas of national and DE history. They will also learn about how Black Americans have contributed to life, history, literature and culture through lessons from the following resources:

- <https://www.edutopia.org/article/teaching-black-history-culturally-responsive-ways>
- <https://www.kqed.org/education/18675/50-videos-for-career-path-explorations>

2nd Grade

The First State Montessori Academy included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

In our 2nd/3rd grade multi-age classrooms, students loop through two grade levels with the same teacher and with students from both age levels for two years. To address the following requirements throughout the course of both years, students will participate in lessons using the following resources:

- <https://www.edutopia.org/article/teaching-black-history-culturally-responsive-ways>
- <https://www.kqed.org/education/390864/50-resources-for-black-history-month>
- <https://why.pbslearningmedia.org/resource/fa375094-c2f2-48eb-b65b-51861b5666e0/black-history-month-all-about-the-holidays/>

3rd Grade

The First State Montessori Academy included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

In our 2nd/3rd grade multi-age classrooms, students loop through two grade levels with the same teacher and with students from both age levels for two years. To address the following requirements throughout the course of both years, students will participate in lessons using the following resources:

- <https://www.edutopia.org/article/teaching-black-history-culturally-responsive-ways>
- <https://www.kqed.org/education/390864/50-resources-for-black-history-month>
- <https://why.pbslearningmedia.org/resource/fa375094-c2f2-48eb-b65b-51861b5666e0/black-history-month-all-about-the-holidays/>

4th Grade

The First State Montessori Academy included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

In our 4th/5th/6th grade multi-age classrooms, students loop through three grade levels with the same teacher and with students from all age levels for three years. To address the following requirements throughout the course of all three years, students will participate in lessons using the following resources:

- <https://blackhistory365education.com/>

5th Grade

The First State Montessori Academy included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

In our 4th/5th/6th grade multi-age classrooms, students loop through three grade levels with the same teacher and with students from all age levels for three years. To address the following requirements throughout the course of all three years, students will participate in lessons using the following resources:

- <https://blackhistory365education.com/>

6th Grade

The First State Montessori Academy included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

In our 4th/5th/6th grade multi-age classrooms, students loop through three grade levels with the same teacher and with students from all age levels for three years. To address the following requirements throughout the course of all three years, students will participate in lessons using the following resources:

- <https://blackhistory365education.com/>

7th Grade

The First State Montessori Academy included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

In our 7th and 8th grade multi-age classrooms, students loop through two grade levels with the same teacher and with students from all age levels for both years. To address the following requirements throughout the course both years, students will participate in lessons using the following resources:

- <https://blackhistory365education.com/>

8th Grade

The First State Montessori Academy included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

In our 7th and 8th grade multi-age classrooms, students loop through two grade levels with the same teacher and with students from all age levels for both years. To address the following requirements throughout the course both years, students will participate in lessons using the following resources:

- <https://blackhistory365education.com/>

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 title and date of in-service training sessions provided to meet this requirement.

We have formed a committee of professionals to review/create curriculum.

Bebe Coker has been instrumental in this work and has been acknowledged by President Biden and most local, state, and federal officials; and UD and Delaware State presidents for her work on this topic. Still arranging a date.

We are learning from BlackHistory365 Professional Development. Still arranging a date.

Freire Charter School Wilmington

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Danielle Hardy
Position: Director of Curriculum & Instruction
Email: danielle.hardy@freirewilmington.org

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Freire Charter School of Wilmington meets this framework by providing multiple opportunities for students to engage in content that explores the Black experience in different ways. Readings in Social

Justice, Writing for Change, Social Change and Peace and Social Change are classes a part of students required course load that focus on providing resources that help develop their respect for cultural and racial diversity. These courses are provided along with their Social Studies requirements that include units that focus on providing resources that shine light on the true perspective of the black experience.

K-12 Grade-level Implementation

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 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.

**As of the 2022-2023 school year, the Freire Charter School Wilmington does not serve students in grades K – 7.*

8th Grade

The Freire Charter School Wilmington included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

The 8th grade course is American History before 1865, or U.S. History I.

This course begins at the Bering Land Bridge and the students explore ancient civilizations prior to any European engagement. This course begins with the students doing an exploration of identity in America. This allows the learners to see themselves as individuals and a part of a larger collective in society.

During the Columbus exploration unit, the students are given opportunities to analyze other perspectives not commonly discussed, namely the voices of Africans, Spanish, Taino People and Women of the Caribbean. Prior to the students exploring European colonization, the students conduct research projects on the African Diaspora and the continent of Africa. This allows the students to envision the enslaved voices of Early America as people with a robust culture, rather than the often monolithic view that associates black people, or Africans, as mere slaves.

This course ends as the country prepares for the Civil War in the 1850s. All materials used in the course situate African Americans as makers of History, rather than the victims of History. These units showcase the complexities of society through analysis of art, music, photographs, fiction/nonfiction text and present day impact analysis. My primary curriculum for this course is:

<https://www.newvisions.org/> and <https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/6-12-framework>.

In their Readings in Social Justice class students analyzed the difference between equity and equality in America. Students were prompted for discussions about the history of oppression and the different forms of oppression rooted in slavery, racism, and white supremacy. Using media resources there was a deep dive into the case of Colin Kaepernick and students engaged in a socratic seminar debating the two sides of whether kneeling for the flag was appropriately justified.

Throughout the school year there will be more implementation of more events and Black figures into lessons through readings and informing students of the many contributions Black people in America

have made.

9th Grade

The Freire Charter School Wilmington included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

The Writing For Change curriculum centers around learning the writing process and argumentation. To this end, selected readings and class discussions are grounded in readings by writers who bring forth a variety of perspectives. Students use speeches and entries from Malcom X and Helen Keller to analyze and construct their own literary narrative. This course focuses on the use of literature to ignite social change in order to promote effective writing skills in students. The curriculum uses the book "They Say, I Say: The Moves that Matter in Academic Writing" to support students with specific strategies around the writing process and construction. It includes readings that provide a multitude of perspectives and subjects.

10th Grade

The Freire Charter School Wilmington included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to

Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

The 10th Grade Civics and Economics class has a multitude of Black History. In the first half of the year (Civics) we examine different forms of Government around the World, highlighting their similarities and differences and how they treat their citizens. When we get to the US, we trace civil rights and how Confederation has played a major part in America's Republic. Students learn about the Little Rock Nine, and how the Federal Govt and the State Govt clash about Power in the education system for Black students. When we study the 3 branches of the US Govt, students examine Supreme Court decisions like Brown v Board of Education and Plessy v Ferguson, and when we cover Congress, we learn about the TVA. Particularly how the TVA attempted to improve the lives of Tennessee Valley citizens but at the same time had racist hiring and paying policies.

The second half of the year students cover Economics. We examine the socio-economic struggles that Americans have, with a focus on Black people's disadvantages stemming from racist policies like Red Lining. Students try to break the cycles of poverty by learning about money and by playing the Stock Market but also attempting to practice Social Justice by divesting from certain companies and spreading awareness on Social Media about unfair treatment of workers.

11th Grade

The Freire Charter School Wilmington included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

The 11th grade course is American History since 1865, or U.S. History II. This course begins at the end of the Civil War . This course begins with the students doing an exploration of identity in America. This allows the learners to see themselves as individuals and a part of a larger collective in society.

Our first unit is the Reconstruction Era that prioritizes three main objectives: 1. How does the war torn country reimagine itself with an increased population of formerly subjugated people, 2. How should the country punish or incorporate the Southern states that seceded from the Union (Delaware and

the other border states as well) and 3. Who and how should the Southern states be rebuilt in the post war era. It is in the Reconstruction Era where the juniors are introduced to the foundational laws, hardships, achievements and continued perseverance of African Americans in America. After discussing the successes and failures of the Reconstruction Era, the students learn about Westward Expansion, and the perseverance of African Americans, the Indigenous communities as they fight for representation through both armed conflict and legislation.

The Industrial Age, The Progressive Era, the World Wars, the Long and Short Civil Rights Movement, all situate African Americans as makers of History, rather than the victims of History. These units showcase the complexities of society through analysis of art, music, photographs, fiction/nonfiction text and present day impact analysis. My primary curriculum for this course is :

<https://www.newvisions.org/> and <https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/6-12-framework>

The A.P. U.S. History course was adapted from, <https://apstudents.collegeboard.org/courses/ap-united-states-history> and covers 1491-2000 (Pre Contact America - Internet Age). The course is Eurocentric and has been locally revised to include additional perspectives, namely African Americans, Hispanic Americans, and Indigenous communities as the country builds. As with the standard 11th grade course, each lesson aims to view the actors of history as change agents, rather than the victims of historical circumstances.

12th Grade

The Freire Charter School Wilmington included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

AP English uses numerous texts (both Novel and Poem) by black writers that highlight their contributions to American literature and cultural cannon. Some examples include Langston Hughes,

Lorraine Hansberry, Maya Angelou, Ralph Ellison, Audre Lorde, Amanda Gorman, and others. As well as some African Authors who have a large influence on Black American Culture such as Chinua Achebe. Peace and Social Change has an entire Unit on the Concept of Social Inequalities and the effect they have on one people's lives. This is a pseudo -ELA unit baked into a Social Studies Unit as it centers around the central text of "The Other Wes Moore" and deals with complex topics such as access and education and outcomes for the black community in the united states and culminates with both consideration of national and local situation surrounding these topics of socio-economic struggle and the agency taken to overcome and push for a better society. This Topic is also a large force in the Senior Capstone Project in which they seek to deeply understand a topic of social justice.

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 title and date of in-service training sessions provided to meet this requirement.

In-service training related to the implementation of HB 198 will begin in the second marking period. Starting with an introduction to the bill during in-service PD on December 2, 2022. Following this session staff will engage in bi-weekly prompting about the implementation during professional learning communities beginning December 5th 2022.

Gateway Charter School

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Marlin White
Position: Principal
Email: marlin.white@gcs.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Gateway Charter School is a member of Social Studies Coalition of Delaware. We will utilize resources from the MOU to reinforce our plan for Black History Month. We have contacted a local

school district for advice. Our hope is that they will give us a better understanding of how to implement HB 198 into our board approved curriculum.

In addition, we are partnering with the University of Delaware (UD) and Delaware Institute for Arts in Education (DiAE) to assist in the implementation of Black History Education. They have a production of "Suite Blackness" which is aligned with HB 198. The goal of the partnership is to collaborate arts integrated curricula for Black History Education.

K-12 Grade-level Implementation

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 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.

**As of the 2022-2023 school year, the Gateway Charter School does not serve students in grades 1, 2, and 9 - 12.*

Kindergarten

The Gateway Charter School included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you

identified in kindergarten this year. 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.

We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

3rd Grade

The Gateway Charter School included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

4th Grade

The Gateway Charter School included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

5th Grade

The Gateway Charter School included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

6th Grade

The Gateway Charter School included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

7th Grade

The Gateway Charter School included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

8th Grade

The Gateway Charter School included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.
- d. The central role racism played in the Civil War.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

**As of the 2022-2023 school year, the Gateway Charter School does not serve students in grades 1, 2, and 9 - 12.*

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 title and date of in-service training sessions provided to meet this requirement.

January 27th University of Delaware "Suite Blackness" Professional Development
In alignment with the HB 198, the goal of our partnership would be to collaborate with teachers to create arts integrated curricula for Black History Education that connects back to the "Suite Blackness" production.

Great Oaks Charter School

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Tamara Price
Position: Vice Principal
Email: tprice@greatoakswilm.org

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Great Oaks Charter will be committed to ensuring that our students receive a culturally responsive education. Students will see that they are represented and reflected in all of our core academic

programming. We will choose selected novels that present varying perspectives and historical backgrounds.

English Language Arts instruction will the importance of analyzing the information and why it is more reliable since it is a first hand account. Students will learn about the injustices of the past and why the laws were unjust. Great Oaks students will be discussing the themes of Education & Knowledge and Resilience & Success as they relate to the text. The students are invited to speak in a safe space to share openly.

Great Oaks holds an End of Trimester celebration. During this time the school community invites all community members, parents and partners to a cultural experience. Students have an opportunity to uplift and share through music, dance, art and food. During Trimester Two we invite community members to be on a panel to discuss and examine the state of discrimination. Students are prepared with pre-written questions.

K-12 Grade-level Implementation

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 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.

**As of the 2022-2023 school year, the Great Oaks Charter School does not serve students in grades K – 7.*

8th Grade

The Great Oaks Charter School included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

During ELA students will be required to do research, find images, and present using the black authors and their work through the context of their time. We will focus our study on 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.

Social Studies students will study the history and culture of Black people prior to the African and Black Diaspora including contributions to science, art, and literature. Begin to focus on colonization and settlement by beginning to study through the lens of Indigenous nations.

Ensure mathematical tasks apply deep understanding of mathematics through the understanding of mathematical concepts, histories, culture, and algorithms to relentlessly pursue solutions that matter. Use the human experience to create, adapt, and apply mathematical tools that encompass our scholars background and lives.

Students will examine how slavery affected the war and how free Black and enslaved communities affected the Civil War.

Students will demonstrate the ways that the Constitution provided direct and indirect protection to slavery and imbued enslavers and slave states with increased political power.

<https://www.learningforjustice.org/magazine/publications/teaching-hard-history-american-slavery>

Great Oaks has an annual Black History celebration. The entire school community performs through dance, speeches, singing, and poetry. Cultural attire is worn and highlighted on each highlighted day of the month.

The Great Oaks Charter School included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

All Great Oaks ELA classes will be required to research Black authors and their work through the context of their time. Students will focus on contributions primarily dedicated to innovation, inventions and technology. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

In Social Studies, students will focus on the contributions of Black people to American life, history, literature, economy, politics, and culture. 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.

Great Oaks students will apply deep understanding of mathematical and physical science concepts, histories, culture, and algorithms to relentlessly pursue solutions that matter. Students will construct mathematical tasks through the lens of complex personal, racial, and social identities. Students will learn how to analyze data collected from a probability simulation

Students will recognize that slavery existed around the world and the relationship between white supremacy, racism, and American slavery. The central role racism played in the Civil War.

Students will examine how Union policies concerning slavery and African American military service affected the Civil War, and they will describe how free Black and enslaved communities affected the Civil War.

Students will examine the ways that the federal government's policies affected the lives of formerly

enslaved people.

Students will examine the ways that white Southerners attempted to define freedom for freed African Americans.

Primary documents will be used to teach the above:

- <https://www.commonlit.org/en/themes/prejudice-discrimination>
- <https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery>

As a school, we celebrate Black History as a large community. Our school community has 8th-12th. We highlight the visual and performing arts by celebrating through dance, poetry, clothes, and music. All Great Oaks students will learn about Historically Black Colleges and Universities that were created after the Civil War. Scholars will learn about their legacies and traditions.

10th Grade

The Great Oaks Charter School included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

All Great Oaks ELA classes will be required to research Black authors and their work through the context of their time. Students will focus on contributions primarily dedicated to innovation, inventions and technology. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

In Social Studies, students will focus on the contributions of Black people to American life, history, literature, economy, politics, and culture. 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.

Great Oaks students will apply deep understanding of mathematical and physical science concepts, histories, culture, and algorithms to relentlessly pursue solutions that matter. Students will construct mathematical tasks through the lens of complex personal, racial, and social identities. Students will learn how to analyze data collected from a probability simulation

Students will recognize that slavery existed around the world and the relationship between white supremacy, racism, and American slavery. The central role racism played in the Civil War.

Students will examine how Union policies concerning slavery and African American military service affected the Civil War, and they will describe how free Black and enslaved communities affected the Civil War.

Students will examine the ways that the federal government's policies affected the lives of formerly enslaved people.

Students will examine the ways that white Southerners attempted to define freedom for freed African Americans.

Students will examine the ways that the legacies of slavery, white supremacy and settler colonialism continue to affect life in what is now the United States.

Primary documents will be used to teach the above:

- <https://www.commonlit.org/en/themes/prejudice-discrimination>
- <https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery>

As a school, we celebrate Black History as a large community. Our school community has 8th-12th. We highlight the visual and performing arts by celebrating through dance, poetry, clothes, and music. All Great Oaks students will learn about Historically Black Colleges and Universities that were created after the Civil War. Scholars will learn about their legacies and traditions.

11th Grade

The Great Oaks Charter School included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

All Great Oaks ELA classes will be required to research Black authors and their work through the context of their time. Students will focus on contributions primarily dedicated to innovation, inventions and technology. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

In Social Studies, students will focus on the contributions of Black people to American life, history, literature, economy, politics, and culture. 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.

Great Oaks students will apply deep understanding of mathematical and physical science concepts, histories, culture, and algorithms to relentlessly pursue solutions that matter. Students will construct mathematical tasks through the lens of complex personal, racial, and social identities. Students will learn how to analyze data collected from a probability simulation

Students will recognize that slavery existed around the world and the relationship between white supremacy, racism, and American slavery. The central role racism played in the Civil War. The enslaved often were perceived as outsiders: captives in war, the vanquished or colonized, or ethnic or religious others.

Primary documents will be used to teach the above:

- <https://www.commonlit.org/en/themes/prejudice-discrimination>
- <https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery>

As a school, we celebrate Black History as a large community. Our school community has 8th-12th. We highlight the visual and performing arts by celebrating through dance, poetry, clothes, and music. All Great Oaks students will learn about Historically Black Colleges and Universities that were created after the Civil War. Scholars will learn about their legacies and traditions.

12th Grade

The Great Oaks Charter School included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

All Great Oaks ELA classes will be required to research Black authors and their work through the context of their time. Students will focus on contributions primarily dedicated to innovation, inventions and technology. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

In Social Studies, students will focus on the contributions of Black people to American life, history, literature, economy, politics, and culture. 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.

Great Oaks students will apply deep understanding of mathematical and physical science concepts, histories, culture, and algorithms to relentlessly pursue solutions that matter. Students will construct mathematical tasks through the lens of complex personal, racial, and social identities. Students will learn how to analyze data collected from a probability simulation

Students will recognize that slavery existed around the world and the relationship between white supremacy, racism, and American slavery. The central role racism played in the Civil War.

Students will examine how Union policies concerning slavery and African American military service affected the Civil War, and they will describe how free Black and enslaved communities affected the Civil War.

Students will examine the ways that the federal government's policies affected the lives of formerly enslaved people.

Students will examine the ways that white Southerners attempted to define freedom for freed African Americans.

Students will examine the ways that the legacies of slavery, white supremacy and settler colonialism continue to affect life in what is now the United States.

Primary documents will be used to teach the above:

- <https://www.commonlit.org/en/themes/prejudice-discrimination>
- <https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery>

As a school, we celebrate Black History as a large community. Our school community has 8th-12th. We highlight the visual and performing arts by celebrating through dance, poetry, clothes, and music. All Great Oaks students will learn about Historically Black Colleges and Universities that were created after the Civil War. Scholars will learn about their legacies and traditions.

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 title and date of in-service training sessions provided to meet this requirement.

- October 14 HB198 Teacher Presentation
- October 31 ILT Team Meeting to Plan (Implementation)
- November 21 Presentation of HB Plan to Teachers
- February 15 Teacher Inservice (invite a guest to talk to staff about tough discussions)
- ILT Assessment of Plan (Check in with Content Teachers)
- March 17 Teacher Inservice HB 198 - discussion and implementation goals

Kuumba Academy Charter School

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Danielle Harris
Position: Curriculum Director
Email: dharris@kacsde.org

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

We have an African American Studies teacher, she will teach an hour long class 1-2 times a week to each class.

K-3rd grade

- Kindergarten - Kings and Queens from Africa
- 1st Grade - Africa
- 2nd/3rd Grade - Social Justice/Civics

4th grade

- Responding to Inequality - Voting Rights

5th grade

- Athlete Leaders of Social Change

6th grade

- Remarkable Accomplishments in Space Science

7th grade

- Harlem Renaissance

Crew

Book Studies

- 3rd/4th - Stamped (for Kids)
- 5th grade - Harbor Me
- 7th grade - Just Mercy
- 8th grade - Stamped

K-12 Grade-level Implementation

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 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.

Kindergarten

The Kuumba Academy Charter School included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

We have full time African American studies this year. Our African American teacher will implement case studies with each grade. Below is the outline of the yearly case study.

“We are Kings and Queens”

- Essential Question:
 - How has the history of Africa shaped you as an individual?
- Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- Students will be able to identify Africa on a map of the world, as well as identify geographical features of Africa.
- Students will be able to explain that we are all kings and queens from Africa.

Literature/Read Alouds:

- This Is Our History: An Inspirational Story about Africans & African American History, Acceptance and Courage

- This Is Our History: An Inspirational Coloring and Activity Book
- Brown, Tameka Fryer. (2020). Brown Baby Lullaby. Illustrated by A.G. Ford. New York: Farrar, Straus and Giroux.
- Feelings, Muriel. (1992). Jambo Means Hello: Swahili Alphabet Book. Illustrated by Tom Feelings. New York: Puffin Books.
- Joy, Angela. (2020). Black is a Rainbow Color. Illustrated by Euka Holmes. New York: Roaring Brook Press.
- Musgrove, Margaret. (1992). Ashanti to Zulu: African Traditions. Illustrated by Leo and Diane Dillon. New York: Picture Puffin.
- Onyefulu, Ifeoma. (1997). A is for Africa. New York: Puffin Books.
- Rose, Tiffany. (2019). M is for Melanin: A Celebration of the Black Child. New York: little bee books.

1st Grade

The Kuumba Academy Charter School included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

We have full time African American studies this year. Our African American teacher will implement case studies with each grade. Below is the outline of the yearly case study.

Identity

““We are Kings and Queens”

- Essential Question:
 - How has the history of Africa shaped you as an individual?
- Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- Students will be able to identify Africa on a map of the world, as well as identify geographical features of Africa.
- Students will be able to explain that we are all kings and queens from Africa.

Literature/Read Alouds:

- Knight, Margy Burns. (2002). *Africa is Not a Country*. Illustrated by Anne Sibley O'Brien. Minneapolis, MN: First Ave. Editions.
- Oxlade, Chris. (2014). *Introducing Africa*. Chicago, IL: Heinemann.
- *Africa's Little Kings and Queens, by Kunda Kids: Four Children's Books on Bold and Influential Leaders in Black History*
- Aardema, Verna. (1992). *Why Mosquitoes Buzz in People's Ears: A West African Tale*. Illustrated by Leo and Diane Dillon. New York: Picture Puffin.
- Arkhurst, Joyce Cooper. (1992). *The Adventures of Spider: West African Folktales*. Illustrated by Jerry Pinkney. New York: Little, Brown.
- Badoe, Adwoa. (2008). *A Pot of Wisdom: Ananse Stories*. Illustrated by Baba Wagué Diakité. Toronto, ON: Groundwood Books.
- Gerson, Mary-Joan. (1995). *Why is the Sky Far Away: A Nigerian Folktale*. Illustrated by Carla Goembe. New York: Little, Brown.
- Haley, Gaul E. (1988). *A Story, A Story*. New York: Aladdin.

2nd Grade

The Kuumba Academy Charter School included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

We have full time African American studies this year. Our African American teacher will implement case studies with each grade. Below is the outline of the yearly case study.

Diversity
"Hidden Figures"

- Essential Question:
 - How have notable figures in history impacted social and political culture in regard to race equality?
- Students will express comfort with people who are both similar to and
- Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Students will respond to diversity by building empathy, respect, understanding and connection.
- Students will research notable figures in Black History and analyze how those individuals have had an impact on the course of history and present day.

Literature/Read Alouds

- Harris, T. Marie. (2015). Look What Brown Can Do! Illustrated by Neda Ivanova. Sweetberry Books.
- Alexander, Kwame. (2020). The Undefeated. Illustrated by Kadir Nelson. New York: Versify.
- Hudson, Cheryl. (2020). Brave, Black. First: 50+ African American Women Who Changed the World. Illustrated by Erin K. Robinson. Brooklyn, NY: Crown Books for Young Readers.
- Nelson, Kadir. (2013). Heart and Soul: The Story of America and African Americans. New York: Balzer & Bray.
- Smith Jr., Charles R. (2015). 28 Days: Moments in Black History that Changed the World. Illustrated by Shane W. Evans. New York: Roaring Brook Press.
- Wilson, James. (2018). Young Gifted and Black: Meet 52 Black Heroes from Past and Present. Illustrated by Andrea Pippins. London: Wide Eyed Editions.

3rd Grade

The Kuumba Academy Charter School included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

We have full time African American studies this year. Our African American teacher will implement case studies with each grade. Below is the outline of the yearly case study.

Justice

“Let’s Talk About Race”

- Essential Questions:
 - How will you locate yourself in the work of antiracism as you read and discuss this book?
 - How might learning about the source of racist ideas help you to know the present and yourself.
- Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Lester, Julius. (2008). Let’s Talk About Race. Illustrated by Karen Barbour. New York: HarperCollins.

4th Grade

The Kuumba Academy Charter School included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

We have full time African American studies this year. Our African American teacher will implement case studies with each grade. Below is the outline of the yearly case study.

Action

“Race and Reality”

- Essential Questions:
 - How will you locate yourself in the work of antiracism as you read and discuss this book?
 - How might learning about the source of racist ideas help you to know the present and yourself.
 - Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

5th Grade

The Kuumba Academy Charter School included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

This case study will be taught through the ELA teacher and Social Studies teacher in each block.
Athlete Leaders of Social Change

In this module, students consider the factors that contribute to the success of professional athletes as leaders of social change. They read about a number of professional athletes who have been leaders of social change, beginning with Jackie Robinson. In Unit 1, students build background knowledge about Jackie Robinson through reading *Promises to Keep*, written by Jackie's daughter, Sharon. Students determine the main ideas and identify key details, using these to summarize chapters of the book. They also think about the relationship between people and events in the text as they gather factors that led to Jackie Robinson's success in leading social change. In Unit 2, students continue their study of Jackie Robinson, building on their understanding of factors that led to his success by developing an opinion on which factor(s) were most important in his success. In the first half of the unit, students examine different texts and videos, describing each author's opinion on the factor that led to Jackie's success and comparing these points of view.

In the second half of the unit, students draw from the factors gathered throughout Units 1 and 2 to

state their own opinion. First, they participate in a text-based discussion. They then draw from the discussion to write an opinion essay on which factor they think was most important in Jackie Robinson's success in leading social change. In Unit 3, students read about other athletes who were also leaders of social change, beginning with Jim Abbott. They research and write essays to compare and contrast the factors that contributed to the success of the athletes they study with those of Jackie Robinson. Once students have read about a few athletes, they then consider the common factors that contribute to being an effective leader of social change and work in pairs to create a multimedia presentation highlighting three of those factors. For the performance task, students work in groups to create a poster highlighting a personal quality that effective leaders of change need to have for a display titled "Be an Effective Leader of Change." This performance task centers on CCSS ELA RI.5.1, RI.5.9, W.5.4, W.5.8, and W.5.9b.

6th Grade

The Kuumba Academy Charter School included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

This case study will be co-taught with the ELA teacher and Social Studies teacher.
Remarkable Accomplishments in Space Science

In Module 4, students learn about remarkable accomplishments in space science, paying special attention to accomplishments and people that may have been overlooked until recently. After reading supplemental texts to learn about key events and well-known figures of the Space Race, students begin their anchor text, *Hidden Figures (Young Readers' Edition)* by Margot Lee Shetterly. This tells the story of the “West Computers,” the first black women hired by the National Advisory Committee for Aeronautics (NACA, later NASA), which had previously enforced discriminatory hiring policies. The work of these tremendously talented mathematicians, like Dorothy Vaughan, Mary Jackson, and Katherine Johnson, led to major advances in space science and helped land human beings on the moon. Major tasks in the module provide opportunities for students to uncover and uplift the stories of these and other hidden figures who have typically not been centered in popular accounts of space science.

7th Grade

The Kuumba Academy Charter School included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

This case study will be co-taught with the ELA teacher and Social Studies teacher.

Lost Children of Sudan AND Harlem Renaissance

What can we learn from those who have survived the greatest tragedies and become even more determined to help others? How can we share these kinds of stories to inspire and educate? In this module, students develop their ability to analyze narratives and create their own stories as they learn about the Lost Boys and Girls of Sudan and the lessons revealed through their journeys.

Harlem Renaissance

Can we "find fuel for the future in the past"? Poet Nikki Grimes asks this question in her poem "Emergency Measures," the first in her collection *One Last Word: Wisdom from the Harlem Renaissance*. As Grimes does in her book, students will spend the module pondering the wisdom from works created during the Harlem Renaissance. First, students will explore scenes and songs from a play, poems, and artwork to experience the explosion of creativity and ideas of collaboration and innovation. Then, students examine political artwork and cartoons, informative articles, and short stories to explore the social and political context of the Harlem Renaissance. Finally, students explore the legacy of the Harlem Renaissance, turning back to Nikki Grimes and her collection of poems crafted with lines from Harlem Renaissance poets. Students consider whether they and contemporary writers, singers, and musicians truly can "find fuel for the future in the past."

8th Grade

The Kuumba Academy Charter School included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

This case study will be co-taught with the ELA teacher and Social Studies teacher.

It's Stamped book study
Stamped: Racism, Antiracism, and You

A study of how racist ideas started and were spread. Students will identify how these ideas can be discredited and how they can stamp out racist thoughts and build a better world.

**As of the 2022-2023 school year, the Kuumba Academy Charter School does not serve students in grades 9 - 12.*

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 title and date of in-service training sessions provided to meet this requirement.

N/A

Las Américas ASPIRA Academy

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Deborah Panchisin
Position: High School Principal
Email: debbie.panchisin@laaa.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

At ASPIRA we are reviewing what we currently have in place in terms of curricular resources, instructional units, and lessons. Teachers are documenting how current resources and instruction

practice address the framework for K-12 curricula and instruction identified for HB 198. We will be developing courses, lessons/units, and identifying resources to address areas of the framework that are minimally addressed or missing from our current curriculum and instructional practices. As we have selected new curricula resources, we have been intentional about selecting materials. We have taken time to review the materials for explicit and implicit bias as well as look for contributions from black and brown authors. We want curricular resources that allow for students to share and extend their perspectives on the various cultures, races, religions, etc. We are looking for curricular materials and classroom instruction that honors student choice and student voice. We are concerned with what students have the power to do so in their learning. And while we are thinking about choice and student voice, what we choose to read as a class and what we choose to talk about says a lot about who matters in the world.

In addition to what is being shared in the grade level report ASPIRA has engaged in the following:

- Through our Diversity, Equity, Inclusion and Belonging (DEIB) focus K-11 students and team members work to develop students' respect for cultural and racial diversity.
- Throughout the year students are engaged in activities to help them understand the ramifications of prejudice, racism and stereotyping. For example, our high school is a No Place for Hate school. As such we teach a minimum of 4 lessons with our students annually. These lessons focus on tools to respond to bias and bullying, increasing our students' sense of safety and belonging, and developing a greater respect for differences.
- Throughout K-11 students are provided opportunities to discuss and uplift the Black experience. For example, in our Spanish language arts 8th grade classes the history of BLM has been discussed and students were taught the principles to set in motion in their own school community.
- In the summer our team members received initial training in restorative justice. Team members have been encouraged and supported to engage students in community building circles. The objectives for these circles are that youth, their family and their friends will feel:
 - That they have been seen;
 - That they have been heard;
 - That they have been understood;
 - That they are connected to other students;
 - That they have given and received respect—and perhaps affection—from their teachers and their friends.
- We have Restorative Justice Ambassadors (team members with complete training) who are supporting other team members in implementing Community Circles and Restorative Practices.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Las Américas ASPIRA Academy included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

Art Class - We used the art of Alma Thomas to learn about abstract art and color theory. Students used her style of painting to illustrate understanding of these concepts.

Read Alouds and biography studies addressing topics such as segregation and important figures such as Rosa Parks, Martin Luther King Jr., Ruby Bridges.

Hair Love, Matthew A. Cherry

1st Grade

The Las Américas ASPIRA Academy included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

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

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Aesop's Fables Unit - a study of his stories and an introduction to the area in which he lived
 Read Alouds about Rosa Parks and Ruby Bridges with conversations about the Montgomery Bus Boycott and school integration, Author Studies of Faith Ringgold and Eloise Greenfield

Read Alouds about Barack Obama near President's Day and videos of Barack and Michelle Obama reading aloud

Inviting Lisa Blunt Rochester to school to speak about her career and influence

Art Class - We used the art of Alma Thomas to learn about abstract art and color theory. Students used her style of painting to illustrate understanding of these concepts.

2nd Grade

The Las Américas ASPIRA Academy included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

In **Morning Meeting**, students read and discuss a new person every day using people in the deck of Urban Intellect Black History Flashcards. They learn about prehistoric and current men and women in all fields (including STEAM specifically). The conversations span the topics of segregation, economics, art, culture, history, and policies.

In **Science**, students do an introduction unit called “I Am a Scientist”. The teacher will show pictures of Black scientists within the examples and students will use Multicultural Skin Tone crayons to draw themselves as scientists.

Social Studies content in February and March focuses on the contributions of Black figures in United States and Delaware history. Students choose a person to research, write a short biography, and create a 3D model of the person to share with the class.

PE Class: Jackie Robinson is studied as an example of how racism has influenced athletics and fair play in athletics. Jackie Robinson was the turning point for Major League Baseball in including more black people into the league. As an asynchronous assignment students will practice the striking skill of swinging a bat in honor of Jackie Robinson as well as a written assignment on the life of Jackie Robinson.

Art Class - We used the art of Alma Thomas to learn about abstract art and color theory. Students used her style of painting to illustrate understanding of these concepts.

3rd Grade

The Las Américas ASPIRA Academy (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

The **Social Studies** unit about Delaware history will include Black historical figures as well as current figures. The economic unit will include discussion of how slavery impacted the United States economy. Units of study include but are not limited to those provided by the DE Social Studies Coalition.

Our **Science** units feature Black scientists. Our current resource STEMScopes highlights contributions of black and brown scientists. Readings and videos highlighting these scientists are included in each unit of study.

General Music: Students engaged in a unit all about the history and origin of Jazz music. We listened to and analyzed music of different black jazz musicians- each class voted on who their favorite musician was.

Art Class: Students learned about the artist Jean Michel Basquiat. We engaged in a discussion of the life and art of Basquiat.

PE Class: Jackie Robinson is studied as an example of how racism has influenced athletics and fair play in athletics. Jackie Robinson was the turning point for Major League Baseball in including more black people into the league. As an asynchronous assignment students will practice the striking skill of swinging a bat in honor of Jackie Robinson as well as a written assignment on the life of Jackie Robinson.

4th Grade

The Las Américas ASPIRA Academy included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

Art class: Students learned about the artist Martin Puryear. Students were able to make a sculpture using similar materials inspired by Puryear’s work.
Students learned about the artist Jean Michel Basquiat. We engaged in a discussion of the life and art of Basquiat.

General Music: Students engaged in a unit all about the history and origin of Jazz music. We listened to and analyzed music of different black jazz musicians- each class voted on who their favorite musician was.

PE Class: Jackie Robinson is studied as an example of how racism has influenced athletics and fair play in athletics. Jackie Robinson was the turning point for Major League Baseball in including more black people into the league. As an asynchronous assignment students will practice a striking skill of swinging a bat in honor of Jackie Robinson as well as a written assignment on the life of Jackie Robinson.

5th Grade

The Las Américas ASPIRA Academy included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

English Language Arts: Fantasy Unit: Mufaro’s Beautiful Daughters: An African Tale, read aloud and shared reading lessons.

Social Studies: In February and March will focus on Black History by looking at the contributions of Black people to American life, history, literature, economy, politics, and culture.

Art class: Students learned about the artist Martin Puryear. Students were able to make a sculpture using similar materials inspired by Puryear’s work.
Students learned about the artist Jean Michel Basquiat. We engaged in a discussion of the life and art of Basquiat.

General Music: Students engaged in a unit all about the history and origin of Jazz music. We listened to and analyzed music of different black jazz musicians- each class voted on who their favorite musician was.

PE Class: Jackie Robinson is studied as an example of how racism has influenced athletics and fair play in athletics. Jackie Robinson was the turning point for Major League Baseball in including more black people into the league. As an asynchronous assignment students will practice a striking skill of swinging a bat in honor of Jackie Robinson as well as a written assignment on the life of Jackie Robinson.

6th Grade

The Las Américas ASPIRA Academy included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

Using the memoir “Brown Girl Dreaming” by Jacqueline Woodson. Students examined the impact of Black Voices in literature as they read the memoir and considered the author’s own influences and contributions from Black culture.

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 is addressed in part in the reading of “Black Cowboy, Wild Horse” by Julius Lester. Themes of inequality in agriculture/ranching and unfair treatment of Black people are discussed as part of the story analysis.

Music

The contributions of Black people to American life, history, literature, economy, politics, and culture were showcased in music by bringing in an African-American Opera singer who was currently performing at the Metropolitan Opera’s Production of Porgy and Bess. We had a zoom session where students could ask questions and hear about the experience and challenges of being a black opera singer.

-Spotlight of African American singers and songwriters and musicals: exploration of artists and their music.

Science

Projects used over the last few years to have students learn about contributions to science.

Periodic Table of Black History bulletin board

Unity Day Project - Black Scientist Research and Presentation

Science History Quilt - Scientists who have made contributions to the field

Black History Month Fact of the Day

Social Studies

Brief history of the U.S. - Civil War, Abolitionist Movement, Civil Rights Movement, Leaders of Abolitionist Movement (online resources: Britannica.com, Black History in Two Minutes, Facing History Facing Ourselves and Nearpod videos and presentations)

Laws and Court Case- Emancipation Proclamation, Brown v School Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Contribution of Black people to American History

Discuss different ways that Blacks were prevented from voting in the South, such as Poll Tax, literacy test, Gumball Candy Jar, intimidation by Ku Klux Klan.

We will see the movie Selma, Lord, Selma on the March on the Edmund Pettus Bridge (Bloody Sunday) and the impact it had on the Civil Rights Movement.

Projects on Civil Rights Act of 1964, Voting Rights Act of 1965, Civil Rights Act of 1968 (Fair Housing Act), Abolitionist Movement, Civil Rights and Discrimination, Brown v Board of Education

World Language

Students read a brief introduction in Spanish about Civil Rights Movements. For the MLK assembly display the students are making hands.

We read in class the book: Rosa Parks y el boicot de autobuses de Montgomery. Connie Colwell Miller It tells the story of Rosa Parks arrest in 1995 for not giving up her seat on a Alabama bus and the boycott it sparked

Art

Sneaker project - Students learn about significant contributions of black artists, designers, and influencers to the creation of sneaker culture. Students design their own sneaker - encouraged to include as much of their own experiences into the design.

7th Grade

The Las Américas ASPIRA Academy included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

ELA

Contribution to African American culture - Read and write: The Watsons's go to Birmingham - Book Study cross curricular unit with Social Studies. Focus on events surrounding the Civil Rights movement of the 1960s.

Mae Jamison and Neil DeGrasse Tyson writing prompt and research on whether or not humans should colonize Mars. These two individuals are used as field experts to give the students background information on space travel/exploration (Resources from My Perspectives ELA materials.)

SS

Students complete a reading/summarizing activity about federal, state and local laws that demonstrate how the tragedy of enslavement was evident through segregation. Students also complete a Civil Rights Movement protest stations activity where they read about 6 different forms of protest used in the Civil Rights Movement and explore how/why these were crucial to the advancement of African Americans. Students learn about the contributions made by African American during the Civil Rights Movement as well as beyond. This project requires students to investigate an African American of their choice and how they contributed to the history of the United States as well as literature, economy, politics or culture. Students study the history of the Black Lives Matter Movement and how it relates to the previous movements made by African Americans, demonstrating the struggles African Americans have endured and continue to endure.

Science - contributions to science - Research scientists of various cultures and backgrounds and compare with stereotypical scientists. Students use their research to create a timeline of African-American scientists. The timeline is 5 feet long and students create a hallway bulletin board to share their learning with the school. In our Genes and Proteins and Inheritance of Traits units students learn about gene expression and discover significant research that shows that African Americans are more likely than Whites to be more susceptible to certain diseases and to have different responses to medication. Students apply scientific ideas to create a presentation that promotes patient education and awareness of these diseases and any steps that can be taken to avoid them. Student presentations contain written text, media, and visual displays to clarify their claims.

Music

The contributions of Black people to American life, history, literature, economy, politics, and culture were showcased in music by bringing in an African-American Opera singer who was currently performing at the Metropolitan Opera's Production of Porgy and Bess. We had a zoom session where students could ask questions and hear about the experience and challenges of being a black opera singer.

-History and performances of African American spirituals

-Spotlight of African American singers and songwriters: exploration of artists and their music.

Art

Sneaker project - Students learn about significant contributions of black artists, designers, and influencers to the creation of sneaker culture. Students design their own sneaker - encouraged to include as much of their own experiences into the design.

8th Grade

The Las Américas ASPIRA Academy included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

In **Spanish Language Arts** humanities the history of BLM has been discussed and students were taught the principles to set in motion in their own school community. Students have had assignments on researching different Black Americans that have shaped the history of this country. Musicians, current and past, scientists, poets, and authors. Students also have been taught about different Black history in the world, like famous Afro-Latinos such as Celia Cruz.

In **English Language Arts** students are introduced to various time periods pertaining to Black American history. For example, topics covered include the Atlantic Slave Trade, Slavery, and the Reconstruction period in the United States. Students are also exposed to history through film by viewing documentaries based on the history of Black people around the world. Students also have the opportunity to participate in creative writing during The Harlem Renaissance unit.

Music: The contributions of Black people to American life, history, literature, economy, politics, and culture were showcased in music by bringing in an African-American Opera singer who was currently performing at the Metropolitan Opera's Production of Porgy and Bess. We had a zoom session where students could ask questions and hear about the experience and challenges of being a black opera singer.

- History and performances of African American spirituals
- Spotlight of African American singers and songwriters and musicals: exploration of artists and their music.

Choir: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature is being explored through our singing of African American Spiritual songs in choir. We are talking about the origin of the lyrics, where the tradition started, and how they are culturally significant to black culture and the liberation of enslaved people. We have a student lead group doing research and writing an educational description to be included in our playbill for the Winter Concert.

Art: Sneaker project - Students learn about significant contributions of black artists, designers, and influencers to the creation of sneaker culture. Students design their own sneaker - encouraged to include as much of their own experiences into the design.

Drama:

Math: Black History Month Project- Students research famous black mathematicians. They learn how they made an impact in math class.

Students make posters and celebrate multiple people.

Students learn about famous black wrestlers to learn about mean and averages.

Posters hang around the room for black educators.

Science: Students learn about various African American scientists and scientific discoveries made by persons of color as they pertain to the current field of study. This is also reflected periodically in a daily science history fact which is part of the opening routine in science class.

9th Grade

The Las Américas ASPIRA Academy included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

English –We complete a unit (one of 5 units) focused on Civil Rights–students learn about the history of the movement, major events and figures, read poems, essay/memoir, as well as MLK’s “I have a Dream” speech research a figure of choice, and watch the film, Ruby Bridges. We used the ‘My Perspectives’ book as well as supplemental websites, selections and brief video clips.

AP Human Geography - Students learn about different African cultures and languages. Students learn about the “Scramble for Africa” and discuss the implications of colonialism and imperialism on African nation development; including infrastructure, access to energy sources, education and the link to the HDI (Human Development Index). Students will complete different cultural landscape analysis of various countries within Africa. Our current primary resource is The Cultural Landscape by Pearson.

Music - We had a discussion comparing and contrasting Corps Style vs. HBCU style in Drum Corps. We performed several HBCU style cadences.

Earth/Space Science - We discussed contributions of Neil DeGrasse Tyson and his contribution to astronomy and the education of the public. We will be building a bulletin board of scientists from diverse backgrounds. In the context of doing science math we have discussed the ways in which cultural inference has been used in testing to embed structural racism into college entrance.

Visual Art: While learning about and practicing a wide variety of techniques/skills, students analyze and discuss examples from artists of diverse origins and backgrounds.

ELL Support - Students will watch and discuss the movie Just Mercy, which features Delawarean attorney Bryan Stevenson. Just Mercy is based on a true story and includes opportunities to discuss racial inequalities in the American justice system.

PE/Health - Students were assigned a poster project, where they were to identify an athlete, composer, singer, author, actor, etc.. represent someone in their culture who overcame adversity of any kind and has been involved in Social/ cultural diversity activism

(Developmental Foundations Class) - We have completed a unit working on Civil Rights/Bill of Rights and students will learn about The Underground Railroad using multiple resources. We will be writing a short descriptive story as well as the reading of many poems and literature involving black figures in history.

10th Grade

The Las Américas ASPIRA Academy included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

English / American Lit—We discuss the evolving situation of black people as America developed—from the early colonial beginnings of American slavery to continued enslavement during the Revolutionary and Romantic eras, with a shift post-civil war as we entered the Age of Realism and had a boom of

black artists and culture in the Harlem Renaissance movement. The black experience is not a focused topic at a given time in this course, but more so is spread throughout units as we move through the history and writing of the times—we read works from the following black writers: Olaudah Equiano (1700s—slave who was eventually freed and wrote a narrative about his experience crossing the Atlantic on a slave ship), Phillis Wheatley (1753-1784—slave who was eventually freed, educated by her owner-family and became an accomplished American poet), Frederick Douglass (1818-1895—former slave and national abolitionist leader who wrote about his experiences), Sojourner Truth (1797-1883—former slave, abolitionist and women's rights activist), Harlem Renaissance (Hughes, Toomer, McKay, Cullen—all black writers from the 1920s-30s) Alice Walker (born 1944—short story writer). In addition, the abolitionist movement is discussed in the earlier units as some of the white writers we read such as the Transcendentalists were abolitionists. Our current primary resource is *My Perspectives* by Pearson.

Music - We had a discussion comparing and contrasting Corps Style vs. HBCU style in Drum Corps. We performed several HBCU style cadences.

Digital Video - Had a Black filmmaker in as a special guest present his work to students and give input on their current projects.

Biology: We will be discussing the case of Henrietta Lacks in cancer research and the research on Blacks without consent.

ESL -Students will watch and discuss the movie *Just Mercy*, which features Delawarean attorney Bryan Stevenson. *Just Mercy* is based on a true story and includes opportunities to discuss racial inequalities in the American justice system.

Developmental Foundations Class - We have completed a unit working on Civil Rights/Bill of Rights and students will learn about The Underground Railroad using multiple resources. We will be writing a short descriptive story as well as the reading of many poems and literature involving black figures in history.

Visual Art: While learning about and practicing a wide variety of techniques/skills, students analyze and discuss examples from artists of diverse origins and backgrounds.

Driver Education- Utilize CRUISE Guidelines as best practices applying them to Driver Education and Safety Education.

Connect to student learning

Relate to all students

Utilize multicultural principles and align with standards

Instruct with culturally responsive teaching

Select appropriate materials and culturally responsive, media and technology for instruction

Evaluate critically assessments and instruction

Resource is from: Education Service Center Region 13 and Texas Department of Transportation.

11th Grade

The Las Américas ASPIRA Academy included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

K-12 Teacher Academy - discusses the inequalities in the United States education system. We work to dismantle stereotypes, bias, segregation, and other forms of racism by working towards systemic change for the future students we will educate. The primary resource used for this pathway and the 3 sequential courses comes from Educators' Rising.

Music - We had a discussion comparing and contrasting Corps Style vs. HBCU style in Drum Corps. We performed several HBCU style cadences.

Digital Video - Had a Black filmmaker in as a special guest present his work to students and give input on their current projects.

Visual Art: While learning about and practicing a wide variety of techniques/skills, students analyze and discuss examples from artists of diverse origins and backgrounds.

United States History - Students learned about racism within the Civil War, focusing on different perspectives from the North and South not typically analyzed. Students then learned about the reconstruction efforts within the time period that followed and the disadvantages Black Americans suffered post 'freedom.' Students studied the implications of Jim Crow Laws and differences between the laws of the North and South. Students learned about the treatment of Black cowboys during

westward expansion and the differences between the West and the East in terms of equality and racism. Students then learned about the Great Migration and how it affected the Harlem Renaissance and the Jazz Age. Students completed a project on different Jazz Age contributors. Students learned how Jazz is considered to be one of the first authentic pieces of American culture credited to Black Americans. Students learned about minority regiments and their contributions to WWII. Students studied the Civil Rights Movement and the important figures within the movement. Students learned about the effects of segregation and how it has impacted society today. Students learn about the advancements Black Americans made during the 21st century, including the induction of the first Black American president Barack Obama. Our current resource is National Geographic US Histories (This curricular resource connects historical events to students' lives today and promotes empathy, tolerance, and understanding for all people. Emphasis is on student engagement, empowerment, and active citizenship. True to National Geographic's mission, American Stories embraces diversity, honors cultural heritage, and advocates for taking care of the planet we all share. History is the story of people. It is a living thing, and students are part of it. American Stories encourages students to become stewards of the past—the protagonists of their own discoveries.)

**As of the 2022-2023 school year, the Las Americas Aspira Academy does not serve students in grade 12.*

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 title and date of in-service training sessions provided to meet this requirement.

- 08/22 Diversity Equity and Inclusion overview and goal setting process (each team member is required to have a goal to address DEIB)
- 08/23 and 9/23 Restorative Practices and Community Building Circles
- 10/14 - all teachers participated in the state Equity Conference
- 02/13 - ASPIRA 2nd Annual Equity Conference
- Book Study of book Teaching for Black Lives monthly October through May
- Various Team Members are involved in the following PD:
- AIDE Sessions with Ernest Blackwell and the DDOE. 90 minutes per month from October to April. This is the second year as part of the K12 Teacher Pathway.
- Intentional Relationships 10/4/22 - 10/4/22 3:30 - 5:30 pm (prerequisite to Inclusive Relationship) Inclusive Relationships 10/14/22 10:30 - 2:30 pm

MOT Charter School

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Shyra Jackson
Position: Director of Equity, Inclusion and Belonging
Email: shyra.jackson@mot.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

MOT Charter School's plan to meet the instructional framework requirements established by HB 198 has been developed using the guidance provided within the bill. Our K-12 teachers have used, or plan

to use, primary sources to teach students about the triumphs, setbacks, and contributions of African American people. The lessons and activities that students will be engaging in will give them an opportunity to learn about African American culture and gain a perspective that will enhance their awareness and understanding of cultural and racial diversity. The curricula that students will be introduced to will expose them to the Black experience and contributions made across content areas including English/Language Arts, Social Studies, Science, Math, STEM, Art, Music, Theater, Dance, Business Education, Engineering, and Computer Science. The resources adopted or developed have been planned through a trauma-responsive lens and take into account the age and grade-level appropriateness of the content.

K-12 Grade-level Implementation

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 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.

Kindergarten

The MOT Charter School included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

The above requirements have been or will be implemented in Kindergarten through the following resources, lessons, and/or activities:

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

- Music - Students learn about folk songs from Africa. Students sing and dance to the folk songs they are studying. The students learn about the meanings of the songs after they are translated.

Requirement F: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- ELA/Social Studies - Students listen to read alouds and research famous African Americans to complete a research project identifying their contributions. Examples: Jackie Robinson, Barack Obama, Mae Jemison, etc.
- Art - Students learn about the quiltmaker Faith Ringgold and they listen to the read aloud Tar Beach. Students make an "about me" quilt.

Requirement H: Black figures in national history and in Delaware history.

- ELA/Social Studies - Students listen to read alouds and research Dr. Martin Luther King, Jr. and discuss. Students complete writings and crafts identifying Dr. King's contributions.

1st Grade

The MOT Charter School included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

The above requirements have been or will be implemented in first grade through the following resources, lessons, and/or activities:

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

- Music - Students learn about folk songs from Africa. Students sing and dance to the folk songs they are studying. The students learn about the meanings of the songs after they are translated.

Requirement F: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- ELA - Utilizing a variety of nonfiction books, students listen to read alouds about famous Black Americans and their contributions to society. Examples: George Washington Carver, Barack Obama, Martin Luther King, Jr., etc.
- Art - Students learn about the quiltmaker Faith Ringgold and they listen to the read aloud Tar Beach. Students make an "about me" quilt.

Requirement H: Black figures in national history and in Delaware history.

- ELA - Utilizing a variety of nonfiction books, students listen to read alouds about famous Black Americans and their contributions to society. Examples: George Washington Carver, Barack Obama, Martin Luther King, Jr., etc.

2nd Grade

The MOT Charter School included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- 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.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

The above requirements have been or will be implemented in second grade through the following

resources, lessons, and/or activities:

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

- Music - Students learn about folk songs from Africa. Students sing and dance to the folk songs they are studying. The students learn about the meanings of the songs after they are translated.

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

- ELA - African American Unit - The Story of Martin Luther King, Martin's Big Words, The Story of Ruby Bridges, I am Jackie Robinson, I am Harriet Tubman, I am Rosa Parks - Students will read and respond to the text with paragraph writing and answer comprehension questions with text evidence.

Requirement F: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- ELA -
 - a. African American Musician Unit - focusing on contributions to musical history - Jazz, Scat, Rhythm and Blues. When Louis Armstrong Taught me to Scat, Little People Big Dreams, Readworks Nat King Cole, My Itty Bitty Bio Stevie Wonder.
 - b. Brave Bessie - First African American pilot - Read and discuss the text. Write a written response and answer comprehension questions.
 - c. I Am Perfectly Designed by Kamaro Brown. Read text and discuss what makes us special and unique. Students will write a paragraph describing what makes them perfectly designed.
- Art - Students will learn about the history of Alma Thomas. We will read Ablaze with Color: a Story of Alma Thomas. After this, students will create an Alma Thomas inspired project.

Requirement H: Black figures in national history and in Delaware history.

- ELA - African American Unit - I am Harriet Tubman - Discuss the stops of the Underground Railroad located in Delaware.

3rd Grade

The MOT Charter School included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

The above requirements have been or will be implemented in third grade through the following resources, lessons, and/or activities:

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

- ELA - Cultural folktales used to identify character traits and the moral - Mufaro's Beautiful Daughters and various folktales from Africa.
- Music -
 - a. Students learn about folk songs from Africa. Students sing and dance to the folk songs they are studying. The students learn about the meanings of the songs after they are translated.
 - b. Students learn about the different instruments used in African drumming. Students then use djembes to play along with different folk songs.

Requirement C: The relationship between white supremacy, racism, and American slavery.

- ELA - Read Bud, Not Buddy by Christopher Paul Curtis as a read aloud and discuss theme, character traits, time period and genre of historical fiction; the effects of the Great Depression on African Americans.

Requirement D: The central role racism played in the Civil War.

- ELA - Groups of students read I Survived the Civil War and I Survived the American Revolution. These books contain characters who were enslaved and later freed.

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

- ELA and Social Studies - We read and learn about famous people, their contributions, and the struggles they had to face due to injustices such as segregation. These people include: Madam C.J. Walker, Jackie Robinson, Martin Luther King Jr., Katherine Johnson, Rosa Parks and Ruby Bridges.

Requirement F: The contributions of Black people to American life, history, literature, economy,

politics, and culture.

- Social Studies - We read a chapter in Social Studies about the elements of different cultures - language, clothing, food, etc. Students present about their own cultures.
- ELA and Social Studies -
 - a. We read and learn about famous people and their contributions including Madam C.J. Walker, Jackie Robinson, Martin Luther King Jr., Katherine Johnson, Rosa Parks and Ruby Bridges.
 - b. Introduce students to African American music during the Great Depression: Big Band/Jazz to compliment Bud, Not Buddy.
- Art - Students will learn about the history of Alma Thomas. We will read Ablaze with Color: a Story of Alma Thomas. After this, students will create an Alma Thomas inspired project.

Requirement 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.

- ELA and Social Studies -
 - a. We read and learn about Madam C.J. Walker and Jackie Robinson who were treated unfairly and struggled economically. They worked harder to achieve their goals and worked to change unfair laws.
 - b. We read a historical fiction story called Uncle Jed's Barbershop about an entrepreneur during the Great Depression.

Requirement H: Black figures in national history and in Delaware history.

- ELA and Social Studies - We read and learn about famous people, their contributions, and the struggles they had to face due to injustices such as segregation. These people include: Madam C.J. Walker, Jackie Robinson, Martin Luther King Jr., Katherine Johnson, Rosa Parks and Ruby Bridges.

4th Grade

The MOT Charter School included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you

identified in 4th Grade this year. 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.

The above requirements have been or will be implemented in fourth grade through the following resources, lessons, and/or activities:

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

- Math - Lesson on symmetry using African masks - Students will create an African tribal mask using symmetrical images throughout.
- Social Studies - Plan to complete the SSCD/DOE model lesson " Ways of Thinking About People and Places in the Past" (4th grade) U2, L1
- Music -
 - a. Students learn about folk songs from Africa. Students sing and dance to the folk songs they are studying. The students learn about the meanings of the songs after they are translated.
 - b. Students learn about the different instruments used in African drumming. Students then use djembes to play along with different folk songs.

Requirement B: The significance of enslavement in the development of the American economy.

- Social Studies - Plan to complete the SSCD/DOE model lessons from Unit 4: Enslavement, Lessons 1-6

Requirement C: The relationship between white supremacy, racism, and American slavery.

- ELA - Read the story Two Tickets to Freedom by Florence B. Freedman about enslaved African Americans escaping from the South on the Underground Railroad. Students respond to the story and write a reflection.

Requirement F: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- ELA and Social Studies - Students read short biographies about contributions of Black people in America and complete a short research project. Living History Museum.
- Social Studies -
 - a. Plan to complete the SSCD/DOE model lesson "What is History and Why Learn It?" U1, L1
 - b. Plan to complete the SSCD/DOE model lesson "Using Timelines to Analyze Change Over Time" U1, L7
- Art - Students will learn about the history of Alma Thomas. We will read Ablaze with Color: a Story of Alma Thomas. After this, students will create an Alma Thomas inspired project after looking at Alma Thomas Paintings. The project will be inspired by her paintings and it will be made out of cut up paper.

Requirement H: Black figures in national history and in Delaware history.

- Social Studies -

- a. Plan to complete the SSCD/DOE model lesson "What is History and Why Learn It?" U1, L7
- b. Plan to complete the SSCD/DOE model lesson "Why and Where Rosa Parks" U1, L11

5th Grade

The MOT Charter School included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

The above requirements have been or will be implemented in fifth grade through the following resources, lessons, and/or activities:

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

- Music -
 - a. Students learn about folk songs from Africa. Students sing and dance to the folk songs they are studying. The students learn about the meanings of the songs after they are translated.
 - b. Students learn about the different instruments used in African drumming. Students then use djembes to play along with different folk songs.

Requirement B: The significance of enslavement in the development of the American economy.

- ELA - Plan to read Chains by Laurie Halse Anderson. Will complete writing prompts and

reflections. Students will also have literature circle discussions.

- Social Studies - Plan to examine the role of slavery during the American Revolution and formation of the United States.

Requirement C: The relationship between white supremacy, racism, and American slavery.

- ELA -
 - a. Plan to read Chains by Laurie Halse Anderson. Will complete writing prompts and reflections. Students will also have literature circle discussions.
 - b. Plan to host a book club for Forge by Laurie Halse Anderson after the Chains unit in Language Arts Class. ****Optional for interested students****

Requirement D: The central role racism played in the Civil War.

- Social Studies - Plan to implement a unit on the Civil War, including causes, effects, and events that directly affected African Americans.

Requirement F: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- Math - Plan to educate/inform students about John Urschel; Mathematician/NFL Football player/American Author, and his success.
- Social/Emotional Learning - Plan to read various picture books, novels, and stories that focus on the struggle of African Americans, including Different, Last Stop on Market Street, Those Shoes, The Day You Begin, The Year We Learned to Fly, etc.
- Art - Students will learn about the history of Alma Thomas. We will read Ablaze with Color: a Story of Alma Thomas. After this, students will create an Alma Thomas inspired project after looking at Alma Thomas Paintings. The project will be inspired by her paintings and it will be made out of cut up paper.

Requirement 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.

- Social/Emotional Learning - Plan to read various picture books, novels, and stories that focus on the struggle of African Americans, including Different, Last Stop on Market Street, Those Shoes, The Day You Begin, The Year We Learned to Fly, etc.

Requirement H: Black figures in national history and in Delaware history.

- Science - Plan to examine notable African American scientists, and if possible, observe/recreate their contributions.
- ELA - Plan to read a short biographical article about Rosa Parks. Students will reflect on how Black Americans were affected by segregation and the role that Rosa Parks played in helping to influence laws that would eventually end it.

6th Grade

The MOT Charter School included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

The above requirements have been or will be implemented in sixth grade through the following resources, lessons, and/or activities:

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

- Social Studies - Plan to teach the SSCD/DOE model lesson: "Conflict in Sub-Saharan Africa"

Requirement C: The relationship between white supremacy, racism, and American slavery.

- ELA - Read Fever by Laurie Halse Anderson. Will complete writing prompts and reflections as well as have classroom discussions.

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

- ELA - Read Fever by Laurie Halse Anderson. Will complete writing prompts and reflections as well as have classroom discussions.

Requirement F: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- ELA - Plan to implement the "Unsung Heroes Project" where students research the influence of Black people to American life & history.
- Art - Students will learn about the history of Alma Thomas by a PowerPoint created by the teacher and a video on Alma Thomas and her life. Teacher reads to students a part of the book We Are Artists, a book all about famous women artists. After this, students will create projects inspired by Alma Thomas and her paintings.

- Music - Students complete a Music Through the Decades project, focusing on black musicians from the following decades: 60's-present day. Students discuss how each artists' music reflects what was happening in America during that time frame, how those things affected black life, and if messages in each artists' music still rings true today.

Requirement 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.

- ELA -
 - a. Read Fever by Laurie Halse Anderson. Will complete writing prompts and reflections as well as have classroom discussions.
 - b. Pre-Reading Activity for Fever 1793 - "Philadelphia - The Great Experiment" - ABC News <https://youtu.be/P7L5ollfYcl>

Requirement H: Black figures in national history and in Delaware history.

- ELA - Students develop a slideshow and give an oral presentation on famous Black Americans.

7th Grade

The MOT Charter School included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

The above requirements have been or will be implemented in seventh grade through the following resources, lessons, and/or activities:

Requirement B: The significance of enslavement in the development of the American economy.

- Social Studies - Through the SSCD/DOE model lesson, students will learn the following: unemployment rates by race and ethnicity, equitable public policy, causes of unemployment. Why do different groups experience different levels of unemployment and what additional questions does the unemployment data raise?

Requirement C: The relationship between white supremacy, racism, and American slavery.

- Social Studies - The Path to the Civil Rights Movement - Beginnings of Slavery in the U.S.; Slavery in the colonies; Effects of the American Revolution and the Constitution; Election of 1860 and the Civil War; End of the Civil War and the 13th Amendment; 14th and 15th Amendments.

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

- Social Studies - Restrictions on Minorities; Voting Restrictions (Literacy Test, Poll Tax); Jim Crow Laws (where, when, why).

Requirement F: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- ELA - Literature circle books (e.g. Kwame Alexander, Jason Reynolds) read in ELA.
- Social Studies -
 - a. Raphael W. Bostic - First African American and openly gay person to be president of a Federal Reserve bank. We look at research for Dr. Bostic's dissertation which found that lenders were influenced by the borrower's skin color.
 - b. Dr. Sadie T. M. Alexander - First African American woman to earn a Ph.D. from the University of Pennsylvania and second African American woman in the United States with a Ph.D.
- Business Education - Watched video on Coltrane Curtis who founded a marketing and branding agency and promotes diversity in his teams.
- STEM - Students research black engineers and their contributions.
- Art - Students will learn about the history of Alma Thomas by a PowerPoint created by the teacher and a video on Alma Thomas and her life. Teacher reads to students a part of the book We Are Artists, a book all about famous women artists. After this, students will create projects inspired by Alma Thomas and her paintings.
- Music - Students complete a Music Through the Decades project, focusing on black musicians from the following decades: 60's-present day. Students discuss how each artists' music reflects what was happening in America during that time frame, how those things affected black life, and if messages in each artists' music still rings true today.

Requirement 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.

- Social Studies -
 - a. Restrictions on Minorities; Voting Restrictions (Literacy Test, Poll Tax); Jim Crow Laws (where, when, why).

- b. Civil Rights Movement figures and impacts (Ruby Bridges, Martin Luther King Jr.).

Requirement H: Black figures in national history and in Delaware history.

- Social Studies -
 - a. Civil Rights Movement figures and impacts (Ruby Bridges, Martin Luther King Jr.).
 - b. Dr. Sadie T. M. Alexander - First African American woman to earn a Ph.D. from the University of Pennsylvania and second African American woman in the United States with a Ph.D.

8th Grade

The MOT Charter School included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

The above requirements have been or will be implemented in eighth grade through the following resources, lessons, and/or activities:

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

- STEM - Explore early scientific contributions made by black people.

Requirement B: The significance of enslavement in the development of the American economy.

- Social Studies -
 - a. Changes in American Slavery in the early republic including in the creation of the US Constitution - How the Constitution protected the institution and allowed enslavers to aggressively defend its expansion, but also created a central government strong enough to eliminate it.
 - b. Primary Source Analyzing - Thomas Pickney (SC delegate) and Oliver Ellsworth (CT delegate) statements made during the convention with regard to slavery (source is James Madison's notes).

Requirement D: The central role racism played in the Civil War.

- Social Studies -
 - a. - Expansion of American Slavery in Antebellum America.
 - Growing political conflict over slavery leading to secession.
 - Slavery as the central cause of the Civil War.
 - Resistance of slavery nationally and within DE (analyze runaway ads from DE)
 - b. Speaker Presentation - Speaker (Kathy Trusty) on African Americans in the Civil War including Delaware's role.

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

- Social Studies -
 - a. Changes that resulted in the early emergence of sectionalism and the role of African Americans in these changes.
 - b. Appoquinimink Meeting House field trip and presentation - Delaware's role in the Underground Railroad and slave refuge.

Requirement F: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- STEM - Students research black engineers and their contributions.
- Art - Students will learn about the history of Alma Thomas by a PowerPoint created by the teacher and a video on Alma Thomas and her life. Teacher reads to students a part of the book We Are Artists, a book all about famous women artists. After this, students will create projects inspired by Alma Thomas and her paintings.
- Music - Students complete a Music Through the Decades project, focusing on black musicians from the following decades: 60's-present day. Students discuss how each artists' music reflects what was happening in America during that time frame, how those things affected black life, and if messages in each artists' music still rings true today.
- Science - Students view the short BrainPop video on Professor Wangari Maathai who founded The Green Belt Movement (GBM) in 1977 under the auspices of the National Council of Women of Kenya (NCWK) to respond to the needs of rural Kenyan women who reported that their streams were drying up, their food supply was less secure, and they had to walk further and further to get firewood for fuel and fencing. GBM encouraged the women to work together to grow seedlings and plant trees to bind the soil, store rainwater, provide food and firewood, and receive a small monetary token for their work.
- Social Studies - Inventions and early industrial advances brought about by the African American community (Andrew J. Beard, Henry Blair, Solomon Brown, Hugh M. Browne,

George Washington Carver, Shelby Davidson, Lewis Latimer, Sarah Breedlove Walker, etc.).

Requirement 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.

- Social Studies -
 - Growth of reform movements such as Abolition.
 - Emancipation Proclamation and its effects.
 - Changes that resulted from the passage of the 13th, 14th and 15th amendments.
 - Emergence of Jim Crow and its effects.

Requirement H: Black figures in national history and in Delaware history.

- Social Studies -
 - a. Resistance of slavery nationally and within DE (analyze runaway ads from DE).
 - b. Speaker Presentation - Speaker (Kathy Trusty) on African Americans in the Civil War including Delaware's role.
 - c. Appoquinimink Meeting House field trip and presentation - Delaware's role in the Underground Railroad and slave refuge.

9th Grade

The MOT Charter School included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

The above requirements have been or will be implemented in ninth grade through the following resources, lessons, and/or activities:

Requirement B: The significance of enslavement in the development of the American economy.

- Theater 1 - Theatre students discuss and compare/contrast the democracy of Ancient Greece to that of early America, especially topics of slavery in both forms of democracy.

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

- Civics - Students will do research and analyze sources on various Supreme Court cases such as *Plessy v Ferguson* and *Brown v Board of Education*.

Requirement F: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- Science -Students watch videos discussing science that show representation from all backgrounds (e.g. Neil Degrasse Tyson).
- Theater 1 -
 - a. Students watch and discuss the Whitney Houston produced and led production of *Cinderella*. Students discuss the changes in traditional casting, costuming, etc.
 - b. Students view various productions of Shakespeare's "*Midsummer Night's Dream*," especially the filmed version by Julie Taymor, featuring notable Black performances, and discuss the nature of that versus how Black people were seen and written in Shakespeare's plays, including *Othello*.
- Engineering 1 - Students do research and presentations on the history of technology that include African American inventors of technology.
- Civics - Students will do research and presentations regarding African American politicians in Congress. Students will also investigate and present the contributions of various Civil Rights figures as they fought for political equality.
- Dance - Students learn dance moves and choreography from the 90's and the influence of black culture.

Requirement 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.

- English -
 - a. Students will read "*Everyday Use*" by Alice Walker and complete an analysis of the story. Students may use evidence from "*Everyday Use*" in a larger cumulative essay.
 - b. Students will read "*Still I Rise*" by Maya Angelou and complete an analysis of the story. Students may compare the theme of the poem with modern examples.

10th Grade

The MOT Charter School included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

The above requirements have been or will be implemented in tenth grade through the following resources, lessons, and/or activities:

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

- English - Students have the option to read "Things Fall Apart" by Chinua Achebe and analyze themes surrounding pre-colonial life in Nigeria.

Requirement F: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- Biology - Students watch videos discussing science that show representation from all backgrounds (E.g. Neil Degrasse Tyson).
- Theater 2 - Theatre students watch various productions of Shakespeare's "Twelfth Night," including versions performed by National Theatre featuring Black actors; Intro to Black playwrights and Black themes.
- AP Computer Science Principles - Students watch videos discussing computer science that show representation from all backgrounds (Code.org).

Requirement 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.

- Economics and Personal Finance - Students will be able to explain through an essay how housing discrimination has directly impacted the Black community through intentional discrimination.

11th Grade

The MOT Charter School included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

The above requirements have been or will be implemented in eleventh grade through the following resources, lessons, and/or activities:

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

- Honors US History - Students create a timeline of white supremacist ideas using primary source documents. The timeline is introduced with information about scientific and cultural accomplishments from Africa prior to the Trans-Atlantic Slave Trade.

Requirement B: The significance of enslavement in the development of the American economy.

- Honors US History - Students engage in a classwide Jigsaw of multiple readings giving different perspectives on the role of slavery in the development of the American economy. Students then write a one-page response to the essential question: To what degree was American capitalism built on slavery? Using multiple sources of evidence gathered from the lesson.
- AP US History -
 - a. Students engage in a QFT assignment analyzing a graph of the growth of slavery in America's early economic development. They create a list of questions about the graph and research answers to their own questions.
 - b. Students read several textbook chapters discussing slavery in early America and then take a quiz on the topic.
- Theater 3 - Treatment of Tituba in Arthur Miller's "The Crucible."

Requirement C: The relationship between white supremacy, racism, and American slavery.

- Honors US History - Students create a timeline of white supremacist ideas using primary source documents. The timeline begins with Africa prior to the Trans-Atlantic slave trade up until Reconstruction.
- AP US History - Students read several textbook chapters discussing slavery in early America

and then take a quiz on the topic.

Requirement D: The central role racism played in the Civil War.

- Honors US History - Students create a timeline of white supremacist ideas using primary source documents. The timeline begins with Africa prior to the Trans-Atlantic slave trade up until Reconstruction.
- AP US History -
 - a. Students read a textbook chapter discussing the role of slavery in causing the Civil War. They then take a quiz on the topic.
 - b. Students engage in a lesson analyzing numerous primary source documents about the causes of the Civil War.

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

- Honors US History -
 - a. Students take notes on a documentary about the Murder of Emmett Till. The next class this immediately ties into a Socratic seminar about the philosophies of MLK (liberal integrationism) vs. Malcolm X (black nationalism) as responses to white supremacy.
 - b. Students research, create, and present Google slides presentations about the Civil Rights Movement, key groups in the movement, and the degree to which its goals have been met.
 - c. Students analyze racial dot maps and compare them to HOLC maps to analyze the degree to which redlining contributed to modern racial segregation in American cities.
 - d. Students engage in a DBQ about Michelle Alexander's *New Jim Crow*.
- AP US History -
 - a. Students read several textbook chapters discussing Jim Crow throughout American history and then take quizzes on the subject.
 - b. Students analyze a primary source discussing the causes of Chicago's 1919 riot. Northern residential segregation is identified as a major underlying cause.
- Theater 3 - Play studios include "A Raisin in the Sun," "Joe Turner's Come and Gone," "Fences," and more. Discussion regarding the African-American experience as depicted in plays written by BIPOC authors.

Requirement F: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- Science - Students are introduced to 3 Black chemists: Alice Ball Day - contribution to treatment for leprosy. Marie Daly, first Black woman to get Ph.D. in Chemistry. Samuel Massie - Manhattan Project.
- Honors US History - Students produce a final unit podcast on a topic of their choice, including contributions of Black people to American life.
- English -
 - a. Students engage with poetry from the Harlem Renaissance. Specific writers include Langston Hughes, Claude McKay and W.E.B. DuBois. Students will discuss and analyze tone, mood, and theme. Students will engage in conversation about the impact of the

Harlem Renaissance on American literature.

- b. Students will read *A Raisin in the Sun* and engage in characterization activities, provide commentary on themes presented in the text, and identify and explain symbols.
- AP US History - Students read textbook chapters throughout the course discussing Black individuals and civic organizations important in American culture and politics. They take quizzes based on these textbook chapters.
- Theater 3 - Students research and present on BIPOC playwrights including August Wilson, Lorraine Hansberry, Dominique Morisseau, Lynn Nottage, and more.
- Visual Art - Students research a Black artist throughout history for a 'copy a master' drawing/painting. They follow with an art critique of the artist's work.

Requirement 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.

- Honors US History -
 - a. Students research, create, and present Google slides presentations about the Civil Rights Movement, key groups in the movement, and the degree to which its goals have been met.
 - b. Students engage in a DBQ about Michelle Alexander's *New Jim Crow*, followed up with a video-discussion on the politics of mass incarceration and the crime wave of the late 20th century.
- Theater 3 - Done through a study of plays and playwrights depicting the shared experience of Black people in America.

Requirement H: Black figures in national history and in Delaware history.

- Honors US History -
 - a. Students engage in a Socratic Seminar comparing/contrasting the ideas of Malcolm X with Martin Luther King.
 - b. Students research and present about a chosen civil rights group, including the Black Panther Party, SCLC, or Poor People's Campaign. This includes analysis of primary source documents from individuals within the group (Stokely Carmichael/Kwame Ture, Angela Davis, Martin Luther King, Ralph Abernathy).
 - c. Students produce a final unit podcast on a topic of their choice, including Delaware Black American History.

****Theater 3** allows for a variety of personal research, using plays by authors such as August Wilson, Danai Gurira, Lorraine Hansberry, Lynn Nottage, Adrienne Kennedy, Ntozake Shange, George C. Wolfe, and more. These plays cover a range of topics, from socioeconomic struggles to southern Black poverty to feminism, and more. These are all Black authors, reflecting on the Black experience, and applies to many of the standards above.

12th Grade

The MOT Charter School included (or will include) the following requirements in their 12th Grade

curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

The above requirements have been or will be implemented in twelfth grade through the following resources, lessons, and/or activities:

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

- AP World History - Students read primary sources from Moroccan explorer Ibn Battuta and analyze each source based on Historical Situation, Point of View, and Intended Audience.
- Honors World History - Students have the opportunity to read and analyze native African religious stories, such as Unkulunkulu from the Amazulu of South Africa and Anansi from Akan folklore.
- AP and Honors World History - Students read Chapter 14 in *Ways of the World*, which covers the Transatlantic Slave Trade, including a special excerpt on Ayuba Suleiman Diallo.

Requirement B: The significance of enslavement in the development of the American economy.

- Theater 4 - Resources include CBS: Sunday Morning episode on Black Face and use in theater, as well as PBS Musical Theatre history resources, and student research on Vaudeville and class/race inclusion in Early American Theatre.

Requirement C: The relationship between white supremacy, racism, and American slavery.

- Theater 4 - A study of the musical Showboat and its depiction of racial topics including slavery, miscegenation, and more.

- Honors World Literature - Students read *Homegoing*, a novel detailing the effects of slavery on different generations of a family in America and Africa and will analyze the text and create personal family narratives.

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

- Honors World Literature - Students read *Homegoing*, a novel detailing the effects of slavery on different generations of a family in America and Africa and will analyze the text and create personal family narratives.

Requirement F: The contributions of Black people to American life, history, literature, economy, politics, and culture.

- Physics - Students watch videos discussing science that show representation from all backgrounds.
- Theater 4 - Study of major performers and shows in American musical theater, from Bojangles Robinson and Moms Mabley to Tina Turner and MJ musicals.

Requirement 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.

- Theater 4 - Casting and "color blind" vs "color conscious" choices; Looking at the Black voices in Broadway productions, improvements to this since COVID, etc. Black people in Vaudeville - specifically Bert Williams and Leonard Reed - and treatment in casts regarding fair treatment
- Honors World Literature - Students read *Homegoing*, a novel detailing the effects of slavery on different generations of a family in America and Africa and will analyze the text and create personal family narratives.

Requirement H: Black figures in national history and in Delaware history.

- Theater 4 - Broadway - changes over time and reflection of "American" culture on Broadway. Focus to include Bert Williams, Paul Robeson, Andre DeShields, Stephanie Mills, Debbie Allen, musicals like Shuffle Along, Blackbirds of 1928, Showboat, Porgy and Bess, Hamilton, and more.

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 title and date of in-service training sessions provided to meet this requirement.

In-service training related to the implementation of HB 198 at MOT Charter School:

- August 2022 - PD on the implementation of HB 198 during BOY staff workshops
- September 2022 - PLC meetings for the implementation of HB 198

- May 2023 - Plan to review the implementation of HB 198 for the 2022-2023 SY and make additions and/or revisions to the grade-level black history curriculum for next year

Newark Charter School

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Lisa Ueltzhoffer
Position: Chief Academic Officer
Email: lisa.uelzhoffer@ncs.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Newark Charter School's Mission is to promote high levels of student effort, achievement and decorum for children in grades K-12 in the Greater Newark community by providing continuous,

engaging and rigorous academic challenges grounded in a sequential core of common knowledge, delivered in a community of students, educators and involved parents who value scholarship and appropriate behavior.

We have remained committed to this mission and have over a twenty year legacy of “Excellence in Academics and Decorum”. Our guiding vision and philosophy is that all children can learn when they are challenged, supported, respected and motivated. We are committed to offering an educational alternative within the public school system for families and students seeking a strong academic program that invites family involvement in children’s education.

Furthermore, Newark Charter School desires to create and sustain an environment that prepares our students for citizenship in an increasingly global society, living and learning among peers whose perspectives and experiences differ from their own. We embrace differences and commonalities across race, nationality, gender, religion, physical appearance, learning ability, and socio-economic backgrounds. We value every student and consider their contribution significant.

Newark Charter School is committed to ensuring our students have a culturally responsive educational experience and is committed to the spirit and the regulations of HB 198. Please see a compilation of the diversity, equity and inclusion focused: initiatives, professional learning and stakeholder groups at NCS from January 2020 through the 22-23SY.

[HB 198 Annual Report Consolidated to share - Nov. 2022](#)

K-12 Grade-level Implementation

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 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.

Kindergarten

The Newark Charter School included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

Newark Charter School’s efforts to align curriculum with the requirements of HB 198 began in the fall of 2021 via the NCS K-12 Academic Council. The Academic Council membership consists of K-12 teachers and administrators. This leadership team supported all K-12 instructional staff to participate in creating a K-12 Curriculum Crosswalk to reflect on our current curriculum to identify multicultural and diverse topics taught across all K-12 content areas and grade levels. In the spring of 2022, the Academic Council reflected on this work to identify “Celebrations”, “Missed Opportunities” and “Resources Needed” connecting directly to the requirements of HB 198. In the fall of 2022, all K-12 social studies teachers worked collaboratively to connect the social studies standards, the HB 198 requirements, topics taught and materials used. The process of these efforts and the products created are outlined in [Grade Level Implementation for HB 198 - 2022](#).

To simplify, work products found in the plan can be referenced below:

- [K-12 Curriculum Crosswalk](#)
- [K-12 Curriculum Crosswalk Reflections - Holistic and HB 198](#)
- [HB198 SS Implementation Tool](#)

1st Grade

The Newark Charter School included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Newark Charter School’s efforts to align curriculum with the requirements of HB 198 began in the fall of 2021 via the NCS K-12 Academic Council. The Academic Council membership consists of K-12 teachers and administrators. This leadership team supported all K-12 instructional staff to participate in creating a K-12 Curriculum Crosswalk to reflect on our current curriculum to identify multicultural and diverse topics taught across all K-12 content areas and grade levels. In the spring of 2022, the Academic Council reflected on this work to identify “Celebrations”, “Missed Opportunities” and “Resources Needed” connecting directly to the requirements of HB 198. In the fall of 2022, all K-12 social studies teachers worked collaboratively to connect the social studies standards, the HB 198 requirements, topics taught and materials used. The process of these efforts and the products created are outlined in [Grade Level Implementation for HB 198 - 2022](#).

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2nd Grade

The Newark Charter School included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

Newark Charter School’s efforts to align curriculum with the requirements of HB 198 began in the fall of 2021 via the NCS K-12 Academic Council. The Academic Council membership consists of K-12

teachers and administrators. This leadership team supported all K-12 instructional staff to participate in creating a K-12 Curriculum Crosswalk to reflect on our current curriculum to identify multicultural and diverse topics taught across all K-12 content areas and grade levels. In the spring of 2022, the Academic Council reflected on this work to identify “Celebrations”, “Missed Opportunities” and “Resources Needed” connecting directly to the requirements of HB 198. In the fall of 2022, all K-12 social studies teachers worked collaboratively to connect the social studies standards, the HB 198 requirements, topics taught and materials used. The process of these efforts and the products created are outlined in [Grade Level Implementation for HB 198 - 2022](#).

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- [HB198 SS Implementation Tool](#)

3rd Grade

The Newark Charter School included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

Newark Charter School’s efforts to align curriculum with the requirements of HB 198 began in the fall of 2021 via the NCS K-12 Academic Council. The Academic Council membership consists of K-12 teachers and administrators. This leadership team supported all K-12 instructional staff to participate in creating a K-12 Curriculum Crosswalk to reflect on our current curriculum to identify multicultural and diverse topics taught across all K-12 content areas and grade levels. In the spring of 2022, the Academic Council reflected on this work to identify “Celebrations”, “Missed Opportunities” and “Resources Needed” connecting directly to the requirements of HB 198. In the fall of 2022, all K-12 social studies teachers worked collaboratively to connect the social studies standards, the HB 198 requirements, topics taught and materials used. The process of these efforts and the products created are outlined in [Grade Level Implementation for HB 198 - 2022](#).

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- [HB198 SS Implementation Tool](#)

4th Grade

The Newark Charter School included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

Newark Charter School's efforts to align curriculum with the requirements of HB 198 began in the fall of 2021 via the NCS K-12 Academic Council. The Academic Council membership consists of K-12 teachers and administrators. This leadership team supported all K-12 instructional staff to participate in creating a K-12 Curriculum Crosswalk to reflect on our current curriculum to identify multicultural and diverse topics taught across all K-12 content areas and grade levels. In the spring of 2022, the Academic Council reflected on this work to identify "Celebrations", "Missed Opportunities" and "Resources Needed" connecting directly to the requirements of HB 198. In the fall of 2022, all K-12 social studies teachers worked collaboratively to connect the social studies standards, the HB 198 requirements, topics taught and materials used. The process of these efforts and the products created are outlined in [Grade Level Implementation for HB 198 - 2022](#).

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- [HB198 SS Implementation Tool](#)

5th Grade

The Newark Charter School included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

Newark Charter School’s efforts to align curriculum with the requirements of HB 198 began in the fall of 2021 via the NCS K-12 Academic Council. The Academic Council membership consists of K-12 teachers and administrators. This leadership team supported all K-12 instructional staff to participate in creating a K-12 Curriculum Crosswalk to reflect on our current curriculum to identify multicultural and diverse topics taught across all K-12 content areas and grade levels. In the spring of 2022, the Academic Council reflected on this work to identify “Celebrations”, “Missed Opportunities” and “Resources Needed” connecting directly to the requirements of HB 198. In the fall of 2022, all K-12 social studies teachers worked collaboratively to connect the social studies standards, the HB 198 requirements, topics taught and materials used. The process of these efforts and the products created are outlined in [Grade Level Implementation for HB 198 - 2022](#).

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- [HB198 SS Implementation Tool](#)

6th Grade

The Newark Charter School included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

Newark Charter School's efforts to align curriculum with the requirements of HB 198 began in the fall of 2021 via the NCS K-12 Academic Council. The Academic Council membership consists of K-12 teachers and administrators. This leadership team supported all K-12 instructional staff to participate in creating a K-12 Curriculum Crosswalk to reflect on our current curriculum to identify multicultural and diverse topics taught across all K-12 content areas and grade levels. In the spring of 2022, the Academic Council reflected on this work to identify "Celebrations", "Missed Opportunities" and "Resources Needed" connecting directly to the requirements of HB 198. In the fall of 2022, all K-12 social studies teachers worked collaboratively to connect the social studies standards, the HB 198 requirements, topics taught and materials used. The process of these efforts and the products created are outlined in [Grade Level Implementation for HB 198 - 2022](#).

To simplify, work products found in the plan can be referenced below:

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- [K-12 Curriculum Crosswalk Reflections - Holistic and HB 198](#)
- [HB198 SS Implementation Tool](#)

7th Grade

The Newark Charter School included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- 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.
- Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

Newark Charter School’s efforts to align curriculum with the requirements of HB 198 began in the fall of 2021 via the NCS K-12 Academic Council. The Academic Council membership consists of K-12 teachers and administrators. This leadership team supported all K-12 instructional staff to participate in creating a K-12 Curriculum Crosswalk to reflect on our current curriculum to identify multicultural and diverse topics taught across all K-12 content areas and grade levels. In the spring of 2022, the Academic Council reflected on this work to identify “Celebrations”, “Missed Opportunities” and “Resources Needed” connecting directly to the requirements of HB 198. In the fall of 2022, all K-12 social studies teachers worked collaboratively to connect the social studies standards, the HB 198 requirements, topics taught and materials used. The process of these efforts and the products created are outlined in [Grade Level Implementation for HB 198 - 2022](#).

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- [K-12 Curriculum Crosswalk Reflections - Holistic and HB 198](#)
- [HB198 SS Implementation Tool](#)

8th Grade

The Newark Charter School included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

Newark Charter School's efforts to align curriculum with the requirements of HB 198 began in the fall of 2021 via the NCS K-12 Academic Council. The Academic Council membership consists of K-12 teachers and administrators. This leadership team supported all K-12 instructional staff to participate in creating a K-12 Curriculum Crosswalk to reflect on our current curriculum to identify multicultural and diverse topics taught across all K-12 content areas and grade levels. In the spring of 2022, the Academic Council reflected on this work to identify "Celebrations", "Missed Opportunities" and "Resources Needed" connecting directly to the requirements of HB 198. In the fall of 2022, all K-12 social studies teachers worked collaboratively to connect the social studies standards, the HB 198 requirements, topics taught and materials used. The process of these efforts and the products created are outlined in [Grade Level Implementation for HB 198 - 2022](#).

To simplify, work products found in the plan can be referenced below:

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- [K-12 Curriculum Crosswalk Reflections - Holistic and HB 198](#)
- [HB198 SS Implementation Tool](#)

9th Grade

The Newark Charter School included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Newark Charter School's efforts to align curriculum with the requirements of HB 198 began in the fall of 2021 via the NCS K-12 Academic Council. The Academic Council membership consists of K-12 teachers and administrators. This leadership team supported all K-12 instructional staff to participate in creating a K-12 Curriculum Crosswalk to reflect on our current curriculum to identify multicultural and diverse topics taught across all K-12 content areas and grade levels. In the spring of 2022, the Academic Council reflected on this work to identify "Celebrations", "Missed Opportunities" and "Resources Needed" connecting directly to the requirements of HB 198. In the fall of 2022, all K-12 social studies teachers worked collaboratively to connect the social studies standards, the HB 198 requirements, topics taught and materials used. The process of these efforts and the products created are outlined in [Grade Level Implementation for HB 198 - 2022](#).

To simplify, work products found in the plan can be referenced below:

- [K-12 Curriculum Crosswalk](#)
- [K-12 Curriculum Crosswalk Reflections - Holistic and HB 198](#)
- [HB198 SS Implementation Tool](#)

10th Grade

The Newark Charter School included (or will include) the following requirements in their 10th Grade

curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Newark Charter School’s efforts to align curriculum with the requirements of HB 198 began in the fall of 2021 via the NCS K-12 Academic Council. The Academic Council membership consists of K-12 teachers and administrators. This leadership team supported all K-12 instructional staff to participate in creating a K-12 Curriculum Crosswalk to reflect on our current curriculum to identify multicultural and diverse topics taught across all K-12 content areas and grade levels. In the spring of 2022, the Academic Council reflected on this work to identify “Celebrations”, “Missed Opportunities” and “Resources Needed” connecting directly to the requirements of HB 198. In the fall of 2022, all K-12 social studies teachers worked collaboratively to connect the social studies standards, the HB 198 requirements, topics taught and materials used. The process of these efforts and the products created are outlined in [Grade Level Implementation for HB 198 - 2022](#).

To simplify, work products found in the plan can be referenced below:

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- [K-12 Curriculum Crosswalk Reflections - Holistic and HB 198](#)
- [HB198 SS Implementation Tool](#)

11th Grade

The Newark Charter School included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Newark Charter School’s efforts to align curriculum with the requirements of HB 198 began in the fall of 2021 via the NCS K-12 Academic Council. The Academic Council membership consists of K-12 teachers and administrators. This leadership team supported all K-12 instructional staff to participate in creating a K-12 Curriculum Crosswalk to reflect on our current curriculum to identify multicultural and diverse topics taught across all K-12 content areas and grade levels. In the spring of 2022, the Academic Council reflected on this work to identify “Celebrations”, “Missed Opportunities” and “Resources Needed” connecting directly to the requirements of HB 198. In the fall of 2022, all K-12 social studies teachers worked collaboratively to connect the social studies standards, the HB 198 requirements, topics taught and materials used. The process of these efforts and the products created are outlined in [Grade Level Implementation for HB 198 - 2022](#).

To simplify, work products found in the plan can be referenced below:

- [K-12 Curriculum Crosswalk](#)
- [K-12 Curriculum Crosswalk Reflections - Holistic and HB 198](#)
- [HB198 SS Implementation Tool](#)

12th Grade

The Newark Charter School included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you

identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Newark Charter School’s efforts to align curriculum with the requirements of HB 198 began in the fall of 2021 via the NCS K-12 Academic Council. The Academic Council membership consists of K-12 teachers and administrators. This leadership team supported all K-12 instructional staff to participate in creating a K-12 Curriculum Crosswalk to reflect on our current curriculum to identify multicultural and diverse topics taught across all K-12 content areas and grade levels. In the spring of 2022, the Academic Council reflected on this work to identify “Celebrations”, “Missed Opportunities” and “Resources Needed” connecting directly to the requirements of HB 198. In the fall of 2022, all K-12 social studies teachers worked collaboratively to connect the social studies standards, the HB 198 requirements, topics taught and materials used. The process of these efforts and the products created are outlined in [Grade Level Implementation for HB 198 - 2022](#).

To simplify, work products found in the plan can be referenced below:

- [K-12 Curriculum Crosswalk](#)
- [K-12 Curriculum Crosswalk Reflections - Holistic and HB 198](#)
- [HB198 SS Implementation Tool](#)

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 title and date of in-service training sessions provided to meet this requirement.

Newark Charter Professional learning is outline in the document included: [HB 198 Annual Report Overview - Nov. 2022](#)

Odyssey Charter School

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Juliana Sheehan
Position: Curriculum, Instruction, and Assessment Coordinator
Email: juliana.sheehan@odyssey.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Listed below is how Odyssey Charter School is meeting the instructional framework requirements established by House Bill 198.

- a. Students have access to high quality instructional materials from Amplify CKLA, StudySync, Newslea, Delaware Department of Education, and College Board that provide students the true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. Materials in the report have been vetted by EdReports and/or Lexile levels to make sure that grade-level materials are presented in an age appropriate manner.
- c. Odyssey Charter School has taken appropriate steps to be trauma-responsive and to recognize the impact of racial and historical trauma on students. At the district level, the leadership team, including the Deans, Student Advisors, Counselors, Special Education Teachers, and Paraprofessionals are receiving [CPI Training](#). In addition, all K-12 faculty and staff are receiving restorative and trauma informed practice training through [The Los Angeles Institute of Restorative Practice](#). All teachers received handbooks to use while completing community circles.
- d. The school grounds itself in the values of Filotimo to 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. Filotimo, a word with no English translation, ties in the notions of duty, honor, courage, personal sacrifice, higher calling, taking pride in your work, passion, generosity, a desire to do the right thing, equity, equality, ability to rise above pettiness and trivialities, human kindness and empathy, humility and pride at the same time, love for family and country, advocacy for those less fortunate, and so much more. It means leading with the heart and placing one's humanity first. It permeates in everything we do as a school. It is our driver for success.
- e. Teachers are able to incorporate contemporary events into discussions of Black History and the tools of resistance by having access to high quality instructional materials, such as Newsela. To help diversify perspectives, students are assigned different subgroups and/or lenses to truly develop a robust understanding of topics and events.
- f. Odyssey Charter School's Mission Statement directly states that it prepares students for a lifelong enthusiasm for learning, develops a keen awareness of world citizenship and culture, and establishes critical thinking and problem solving proficiency through the added learning of the Modern Greek Language And Mathematics focus. Grounded in our immersion school's mission statement, we help develop students' respect for cultural and racial diversity. We also have an inclusive calendar that recognizes holidays of all cultures with supportive displays throughout our schools. Our school board has a Diversity, Equity, and Inclusion committee that aims to advocate, foster, and support diversity, equity, and inclusion at Odyssey. To encourage opportunities for students, staff, and faculty to grow in their own understanding of diversity, and to promote equality of opportunity for all. As a school, we celebrate the rich identities and multiple perspectives within our community. We aim to foster open communication, open-mindedness, inclusiveness, and compassion among all stakeholders. We work to ensure that the school's policies and practices embody these values and affirm them as a shared responsibility.
- g. To help students understand the ramifications of prejudice, racism, and stereotyping, counselors have an inclusive DEI library available for anyone to access. In addition, counselors spearhead an anti-bullying unit that is supported across the campus. Additional students are supported by peer groups that work on inclusivity and social skills. All students can

participate in clubs that are inclusive of Unity Club, GSA Club and Filotimo Club.

- h. Teachers will provide students opportunities to discuss and uplift the Black experience. They will participate in Socratic Seminar in English Language Arts and Social Studies classes. Students also have the opportunity to take various field trips, such as visiting different museums and touring HBCU colleges.
- i. Teachers are able to provide students with a foundation for examining the history of discrimination in this State. Odyssey Charter School is the only school in the state of Delaware that is piloting AP African American Studies that gives students a deep understanding of the history of discrimination, specifically in Delaware. Our U.S. History courses also cover this topic, as explained in the implementation report.
- j. To explore the mechanisms of transitional and restorative justice, the school has incorporated a plethora of strategies. The first involves community circles and utilizing affective language, which all staff have been trained on from Los Angeles Institute of Restorative Practices. Administration utilizes restorative conferences as an alternative to suspensions and completes monthly discipline meetings to review data and determine ways to improve. At the start of the school year, all classes collaboratively developed community charters to ground their classroom community in for the year.

Odyssey Charter School is meeting the demands of House Bill 198 by providing culturally responsive instruction through the use of high quality instructional materials in our English Language Arts, Math, Science, Social Studies, and Visual and Performing Arts classrooms.

Amplify CKLA

During the 2021-2022 school year, Odyssey Charter School's K-5 Curriculum and Grade-Level Leaders conducted an intensive curriculum exploration which included school visitations across the the state of Delaware, viewing various curriculums in action. This was followed with teachers' exploration of selected units, and we are now piloting a curriculum based on the science of reading - CKLA Amplify.

Texts in the CKLA Amplify curriculum cover a wide range of topics, themes, and genres, with differentiated supports that ensure all students can work through each reading and lesson. Students are given the opportunity to view the world through a diverse perspective, while fostering a lifelong love of learning and reading.

StudySync

Odyssey Charter School purchased McGraw Hill's *StudySync* for core ELA instruction in grades 6-12 during the 2021-2022 school year. This curriculum provides all students the opportunity to explore and learn from a robust library of diverse authors and genres in both a print and digital platform.

Teachers have the flexibility to pair high-interest Blasts and videos with related readings in their units. A simple quick search in the StudySync library, filtered for African American Literature, will bring up a total of 147 texts and state whether it is a stand alone text or assigned to a specific grade(s) and/or unit(s). Each text is also tagged with the Lexile level, grade level(s) recommendation, and additional teacher resources.

“StudySync prides itself on being a forward-thinking educational resource that teaches students how to think critically, speak, listen, and collaborate on issues of importance to them and their world” (*StudySync - Blog*). As a leader (in the education world), StudySync addresses inequity and racial inequality. One of their approaches is inclusion, elevating Black voices, and amplifying authors of color in their texts and media productions. This [article](#) explains how StudySync is committed to change through education.

AP African American Studies

Odyssey Charter School is currently making history by piloting a new course called AP African American Studies. Taught by Melissa Tracy, Odyssey is now recognized as one of sixty schools across the country, and the only school in Delaware to pilot this robust and important course on the African American experience and history. Ms. Tracy holds a Masters Degree in African American Studies, and has extensively studied the experiences of enslaved peoples and the impact of our shared history on modern times. AP African American Studies supports the implementation of curriculum that is culturally inclusive of race and ethnicity, class, gender, sexuality, religion, and varied ability. Melissa is deeply committed to furthering her understanding and mastery of best practices to support our diverse and vibrant student community.

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora, before a robust and deep study of the African-American experience within the United States.

Newsela

Odyssey Charter School purchased Newsela as one of our instructional learning platforms for grades K-12. Through the use of Newsela, our teachers are able to deliver authentic content and engaging lessons that are inspired by culturally responsive pedagogy. Newsela provides differentiated resources for ELA, Social Studies, Science, Math, and the Arts that naturally fits into the flow of instruction. It is important to OCS that we provide our teachers with high quality instructional materials that not only reflect students’ interests and experiences, but also help them understand the world around them. Students will be able to tackle complex topics, explore new concepts, and begin to rethink history.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Odyssey Charter School included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

Kindergarten - ELA

Curriculum: Benchmark Literacy

Unit 3: Government and Citizenship

Standard(s): RL.K.1

Description: Students listen to the story *Barack Obama: A Kid's Book* about becoming the first Black President of the United States. The lesson will include the significance of our first Black President and his lifetime achievements.

Unit 4: Perspectives in Literature: Writers Tell Many Stories

Standard(s): RL.K.7

Description: Students will listen to the story *Life Doesn't Frighten Me* by Maya Angelou. The students will learn about Maya Angelou and her contributions to society. They will also read her poem that discusses the courage within us and the power of faith in ourselves.

Unit 5: Technology and Society: Technology at Home and School

Standard(s): W.K.2

Description: Students will learn about Garrett Morgan, the man who invented the three position traffic light. They will listen to *Saving the Day: Garrett Morgan's Life-Changing Invention of the Traffic*

Signal. Students will write about how the traffic light keeps their community safe.

Kindergarten - ELA

Curriculum: Amplify CKLA

Knowledge Unit 2: The Five Senses - Lesson 7: Ray Charles

Standard(s): W.K.2, S.L.K.2, S.L.K.5

Description: Students will review the facts about the five senses and will identify the meaning of biographies. Students will describe the experiences and challenges of someone who is blind. With assistance, students will sequence facts and events to retell the story of Ray Charles's life.

Knowledge Unit 4: Plants - Lesson 11: George Washington Carver

Standard(s): RL.K.1, RL.K.3

Description: The students will learn about George Washington Carver and the impact of his work. The lesson will start with students reading a story called *The Little Plant Doctor: The Story About George Washington Carver* where they will identify the main topic and retell key details from the story. Students will then create a book to describe character traits of George Washington Carver.

Amplify Trade Books

Unit 2 - The Five Senses

Squeak, Rumble, Whomp! Whomp! Whomp!: A Sonic Adventure by Wynton Marsalis

"In this book, readers explore the sounds emitted from everyday life in New Orleans. The main character makes his way around town in this fun rhyming story that features the use of onomatopoeia. Use this delightful text to show how the sense of sound can create a symphony right in our own neighborhoods" (*Amplify CKLA - GK-5 Tradebook List*).

Unit 3 - Stories

Mirandy and Brother Wind by Patricia McKissack

"In this Caldecott Honor and Coretta Scott King Award-winning tale, a young girl named Mirandy wants to win a dance competition with the hopes of catching the wind as her partner. Mirandy spends hours attempting to catch the wind and ignores her friend Ezel, who wants to be her partner. Some of the characters in this story speak to each other informally, just as all cultures have unique vernaculars and ways of communicating" (*Amplify CKLA - GK-5 Tradebook List*).

Unit 3 - Stories

Brothers of the Knight by Debbie Allen

"This contemporary retelling of The Twelve Dancing Princesses will inspire the inner dancer in all of us. The firm, yet loving father of twelve boys, Reverend Knight is trying to uncover the truth behind why each and every morning all of his son's sneakers turn up overly worn and dirty. Reverend Knight hopes his newly-employed nanny, Sunday, is able to solve this mystery of the stinky and soiled shoes. Students will revel in the elaborate illustrations of Harlem, New York and the detailed facial expressions from this zany cast of characters" (*Amplify CKLA - GK-5 Tradebook List*).

Unit 4 - Plants (cross-curricular lesson with science)

In the Garden with Dr. Carver by Susan Grigsby

"This text introduces students to one of the most notable American scientists and inventors of modern time, Dr. George Washington Carver. In Alabama during the early 1900s, Dr. Carver visits a small town on a wagon he calls his "moveable school" stocked with seeds, plants, and tools. The story

is told from the perspective of a young girl, Sally, who shares how Dr. Carver came to her school one day to share his knowledge of plants and demonstrates how to care for the plants and the soil” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 4 - Plants (cross-curricular lesson with science)

Green Green: A Community Gardening Story by Marie Lamba and Baldev Lamba

“Students will enjoy the use of rhyme in this powerful story of an urban community coming together to plant something beautiful. Readers will find inspiration as they watch community members of all ages come together to clear a neglected plot of earth and transform it into something wonderful for all to enjoy” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 12 - Presidents and American Symbols (cross-curricular lesson with social studies)

If You’re Going to a March by Martha Freeman

“Students will love this fantastic guide with practical child-friendly advice and information about what to expect when attending a protest march. This delicate text also shares the reasoning for protest marches and how to bring kindness and love to the march” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 12 - Presidents and American Symbols (cross-curricular lesson with social studies)

Parker Looks Up: An Extraordinary Moment by Parker Curry

“This story tells the true story of a young girl, Parker, who visits the National Portrait Gallery in Washington D.C. Parker is awestruck and inspired by the portrait she sees of former First Lady Michelle Obama. This is a riveting story with vivid illustrations and a powerful message” (*Amplify CKLA - GK-5 Tradebook List*).

Kindergarten - Math

Curriculum: EngageNY/Eureka

Unit: Module 1 - Numbers to 10 (Lessons 6-7)

Standard(s): K.MD.B.3

Description: Talk about John Standard who found a way to improve the design of refrigerators, a non-electrical and unpowered design. Then, we are going to do a math activity, which is part of the Eureka math module one curriculum, where students need to sort the different products of a refrigerator.

Unit: Module 4 - Number Pairs, Addition and Subtraction to 10

Standard(s): K.CC.B., K.OA.A.1, K.OA.A.2 (Lesson 13-15)

Description: Students will read a biography of Martin Luther King Jr. and learn about the dynamic of his family. They will also talk about how many the different family members he had and work on addition word problems (i.e. MLK Jr. had two sons and two daughters. How many kids did he have?).

Two books that will be used: *I am Martin Luther King Jr.* by Brad Meltzer and *My Daddy, Dr. Martin Luther King Jr.* by Martin Luther King III.

Kindergarten - Science

Curriculum: Carolina Biological (DOE Science Coalition)

Unit: Forces and Interactions: Pushes and Pulls

Standard(s): K-PS2-1

Description: Students will plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. They will learn specifically about Lonnie Johnson, the inventor of the [Super Soaker](#). Students will determine how

much force is needed to push the water out of the super soaker. They will see how far the water will go depending how much force they apply.

Unit: Interdependent Relations in Ecosystems: Animals, Plants, and Their Environment

Standard(s): K-LS1-1

Description: This is a cross-curricular lesson with Amplify CKLA Unit 4: Plants - Lesson 11: George Washington Carver. Students will learn about George Washington Carver in ELA and watch the video about the [Life Cycle of a Plant](#) in science. Students will complete the life cycle of a plant worksheet.

Kindergarten - Social Studies

Unit: Holidays Around the World

Standard(s): K-3a - Students will develop an understanding of the similarities between families now and in the past, including:

- Daily life today and in other times
- Cultural origins of customs and beliefs around the world

Description: Students will learn how different holidays are celebrated in different cultures around the world

- Students will complete work in their Holidays Around the World Packet, specifically learning about Kwanzaa traditions.
- Teachers will also read aloud a variety of texts that align with the different holidays, including Kwanzaa. One example is [Kevin's Kwanzaa](#) by Lisa Bullard.

Unit: Me on a Map

Standard(s): K-3a - Students will understand the nature and uses of maps, globes, and other geographics.

Description: Students will learn about Gladys West, the creator of GPS and how this helps people use maps. Students will work on their *Me on a Map Packet* to show their understanding of where they live and belong in the world.

Unit: Citizenship

Standard: K-3a Students will develop an understanding of the similarities between families now and in the past, including:

- Daily life today and in other times
- Cultural origins of customs and beliefs around the world

Description: Students will learn about President Barack Obama becoming the first Black President. They will also learn about Martin Luther King Jr. and how he fought for citizenship for all.

- Teach about President Barack Obama as the first African American President
- Teach about Martin Luther King; how he fought for citizenship for all.

Kindergarten - Art

Anchor Standard 2: Organize and develop art ideas and work

Anchor Standard 3: Refine and complete artistic work

Standard(s): VA:Cr2.1.Ka, VA:Cr2.3.Ka, VA:Cr3.1.Ka

Description: Kindergarten students will learn about Alma Woodsey Thomas, who was a Black artist and teacher who is now recognized as a major American painter of the 20th century. Students will begin by listening to an audio of the book [Ablaze with Color: A Story of Painter Alma Thomas](#). During

the story, students will discuss the experimentation of design and color that Alma uses to create her own style and how the environment around her influenced her artwork. Students will see some of [Alma's notable work](#), some are displayed at the [Natural Museum of Women in the Arts](#), and will focus on her work *Resurrection*, which was hung in the White House during President Obama's term. With this inspiration, students will be able to create and articulate the process of making their own "circles and stripes, dashes and dabs" to build skills and approaches to art-making that represent natural and constructed environments around them.

Kindergarten - Music

Anchor Standard 7: Perceive and analyze artistic work

Standard(s): MU:Re7.1.K

Description: Each month the students will learn about a Black composer and/or singer whose birthday falls within that month. Listed below are the examples.

- August/September - Michael Jackson and Beyonce
- October - Harry Belafonte (specifically his Caribbean music)
- November - Scott Joplin (specifically ragtime music)
- December - Louis Armstrong
- January - Etta James (specifically how she bridged the gap between rhythm and blues and rock and roll)
- February - variety of Black musicians such as Whitney Houston, B.B. King, Will Smith, and Marian Anderson
- March - variety of Black Women musicians in honor of Women in History Month, such as Queen Latifah and Aretha Franklin.
- April - Billie Holiday and Ella Fitzgerald
- May/June - Stevie Wonder and Dizzy Gillespie

Students will listen to various pieces of music by these artists, learn fun facts about each one, and discuss their contributions to music and their overall achievements. They will also be introduced to a variety of genres of music for which these composers had a lasting impact. Songs will vary by grade level.

1st Grade

The Odyssey Charter School included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

First Grade - ELA

Curriculum: Benchmark Literacy

Unit 2: Visualize/Analyze Character

Standard(s): SL.1.1b, RL.1.1, W.1.2

Description: Students will listen to the story, *A Weed Is a Flower* by Alikei Brandenberg, and watch a [BrainPop Jr Video](#) to build background knowledge on George Washington Carver. Students will then draw and write how they think George Washington Carver changed the world.

First Grade - ELA

Curriculum: Amplify CKLA

Knowledge Unit 6: Astronomy - Lesson 6: History of Space Exploration and Astronauts

Standard(s): SL.1.2, RI.1.2, L.1.5, W.1.1, SL.1.1, RI.1.3

Description: Students will learn about Mae Jemison (NASA Astronaut) who was the first black woman to travel into space. Students will begin by reading two stories: [Mae Jemison](#) and [Mae Among the Stars](#). Then they will answer [comprehension questions](#), complete a [story map](#), create a [main character portrait](#), and [make connections](#) from the story to themselves. Addition resources include:

- Watch [“Who is Mae Jemison? Facts for Kids”](#) for additional background knowledge.
- [Mae Jemison Mini-Book](#): students can read the mini-book together as a whole group, then in pairs, then independently.
- Watch [Mae Jemison Brainpop Jr Video](#): students can write down three facts they learned about the astronaut.

Knowledge Unit 6: Astronomy - Lesson 7: Exploration of the Moon

Description: Students will learn about Guion Bluford, the first Black man to fly into space. The lesson begins with students watching a quick video titled [Black Heros of Space](#). This video provides students with background knowledge about the bright and brave astronauts, mathematicians, scientists/engineers who have traveled to or helped us learn more about space. Students will also watch another video titled [First Black Man in Space](#). This video takes a look at Guion Bluford's amazing journey through NASA and into space. Students will use this information to describe the experiences of the first astronauts in space and write an opinion statement about landing on the moon.

Knowledge Unit 7: The History of the Earth - Lesson 7: Fossils

Standard(s): SL.1.1, RI.1.3, L.1.5c, W.1.2

Description: Students will learn about Louis Purnell, the first Black Paleontologist, and his contributions and achievements to science. Then students will watch a video, [Dig into Paleontology](#), where they will learn what it means to be a paleontologist, like Louis Purnell. Then students will watch [I Want to be a Paleontologist](#), where it will help children imagine what it would be like to dig, find, and assemble a whole Tyrannosaurus Rex.

Amplify Trade Books

Unit 2 - The Human Body

The Doctor with an Eye For Eyes: The Story of Dr. Patricia Bath by Julia Finley Mosca

“Students will appreciate the rhyming text and vivid illustrations in this biography. This charming story

of persistence chronicles the life of Patricia Bath from her youth, when she faced racism and adversity, to the success she had as a pioneering inventor and eye surgeon in her adult life. The author's note shares valuable information about Dr. Bath and her work as an ophthalmologist and laser scientist" (*Amplify CKLA - GK-5 Tradebook List*).

Unit 6 - Astronomy

Starstruck: The Cosmic Journey of Neil DeGrasse Tyson by Kathleen Krull and Paul Brewer

"Readers will enjoy this inspirational biographical picture book about American astrophysicist Neil deGrasse Tyson. The author describes Tyson's life, including the trip to the planetarium that galvanized his passion for outer space. The back matter provides a glossary and multimedia resources for additional information" (*Amplify CKLA - GK-5 Tradebook List*).

Unit 6 - Astronomy

Mae Among the Stars by Roda Ahmed

"This selection is inspired by the true story of Dr. Mae Jemison, the first African American woman in space. The text describes her excitement for space exploration and her parents' encouragement dating back to her earliest childhood years. The author provides a note that details additional biographical information about Dr. Jemison's life, including the number of languages she speaks and her work as a medical officer for the Peace Corps" (*Amplify CKLA - GK-5 Tradebook List*).

Unit 10 - A New Nation (American Independence)

A Spy Called James by Anne Rockwell

"This is the compelling true story of James Lafayette, an enslaved man who helped win the Revolutionary War against the British. Lafayette, acting as a double agent, spied on British troops for the Americans and acquired some valuable information that ultimately led to their defeat. The author's note provides additional background information on the contributions and life of this unsung hero in American history" (*Amplify CKLA - GK-5 Tradebook List*).

First Grade - Math

Curriculum: EngageNY/Eureka

Unit: Module 3 - Data Interpretation (Lessons 10-13)

Standard(s): 1.OA.1

Description: Students will watch a brief video on [President Barack Obama](#) to learn about his history as the first African American President. This video specifically discusses the history he made during his election and what made it historical. Then students will look at these [slides](#) and count how many states voted for Obama versus how many states voted for his opponent. Students will discuss the results and interrupt how to take that data and fill it into a graph form. Then we will fill in the graph on the following slides in the presentation. After the graph is completed, a whole group discussion will take place on what information the completed graph provides.

Unit: Module 5 - Telling Time and Clocks (Lessons 11-13)

Standard(s): 1.MD.3

Description: Students will watch a [video](#) about Benjamin Banneker that discusses the history of his life and his early invention of the clock. We learn his ideas behind the clock and how he carved wood and used items in his surroundings to build a clock to keep track of time and how to tell time. Students will receive a booklet: [Benjamin Banneker Mini Book](#) that they will read together as a whole group, then in pairs, and then independently. A whole group discussion will take place on how

Benjamin Banneker's contributions shaped the math world with clocks and telling time. The lesson will then transition into teaching students on how to tell time and how to read/use a clock.

First Grade Science

Curriculum: Carolina Biological (DOE Science Coalition)

Unit: Solids and Liquids

Standard(s): 1-PS4-1

Description: Students will learn about George Washington Carver and specifically his discovery of uses of the peanut. Students will watch a video [The Story of George Washington Carver](#) and they will learn about the peanut and other products such as shampoo, lotion and ink that were developed from the peanut. Students will make connections and discuss which of those products are solids and liquids.

Unit: External Animal Parts

Standard(s): 1-LS1-1

Description: Students will test different bird "beaks" to see which are best suited for different "foods." They will explore various pictures of pelicans and answer appropriate questions with the goal of seeing that the shape of the beak enables the pelicans to scoop up lots of ocean water in hopes of catching fish to eat. Then students will conduct an experiment to test different beak structures to see which shapes work better with specific foods. They will also use different objects to act as beaks and attempt to pick up different "foods" such as rice (seeds) and rubber bands (worms). As a result, they will realize that some beak shapes are better suited for picking up certain foods. The lesson will continue with students watching two videos: [Animal Adaptations](#) and [Adaptations at Animal Wonders-Field Trip](#), where they will learn about various other ways animals use their external parts to help them survive, grow, and meet their needs. Then they will watch [Bugs aren't brainless](#), [Great Minds: Charles Henry Turner](#) to learn about Charles Henry Turner, a pioneer in Zoology. Students will conduct research in class about Charles Henry Turner's contributions to science. The cumulative project will be students dressing up and hosting a "live museum" in the classroom to share what they learned about external animal parts and Charles Henry Turner.

First Grade Social Studies

Unit 2: Families Long Ago and Today

Standard(s): K-3a - Students will develop an understanding of the similarities between families now and in the past, including:

- Daily life today and in other times
- Cultural origins of customs and beliefs around the world

Description: Students will read several texts comparing families long ago and today. Specifically we will discuss segregation laws which prohibited certain people living and working together. Students will read the text as a class, *Separate is Never Equal* by Duncan Tonatiuh, *The Little Rock Nine Challenge Segregation (YouTube Video)*, *The Younger Marcher* by Cynthia Levinson and Vanessa Brantley-Newton, and complete a handout comparing civil rights to the 1950s and present day.

Unit 3: Holidays Around the World

Standard(s): K-3a - Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States, cultural origins of customs and beliefs around the world.

Description: While students are learning about different holidays and cultures around the world,

students will engage in discussion about different holiday customs and traditions and how they are related to their culture and where they live. Students will also use songs and physical activity to experience the different holiday customs.

Unit: Black History Month

Standard(s): K-3a - Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents

Description: Students will learn about and identify various leaders in Black History, such as Jackie Robinson, Ruby Bridges, Louis Armstrong, etc. Students will read different texts, answer comprehension questions, and complete group activities based on each Black History leader.

First Grade Art

Anchor Standard 1: Generate and conceptualize artistic ideas and work

Standard(s): VA:Cr1.1.1a, VA:Cr1.2.1a

Description: Students will be introduced to [Faith Ringgold](#) and focus in on her later works with story quilts. [Guiding questions](#) relating to quilts will be asked so students all have the same prerequisite knowledge. Students will listen to Ringgold read her book [Tar Beach](#) and learn about the process of making the work of art, [Tar Beach Quilt](#). From there, students will collaboratively create their own story quilt square with a variety of materials that can be pieced together to create a first grade quilt.

First Grade Music

Anchor Standard 7: Perceive and analyze artistic work

Standard(s): MU:Re7.1.1

Description: Each month the students will learn about a Black composer and/or singer whose birthday falls within that month. Listed below are the examples.

- August/September - Michael Jackson and Beyonce
- October - Harry Belafonte (specifically his Caribbean music)
- November - Scott Joplin (specifically ragtime music)
- December - Louis Armstrong
- January - Etta James (specifically how she bridged the gap between rhythm and blues and rock and roll)
- February - variety of Black musicians such as Whitney Houston, B.B. King, Will Smith, and Marian Anderson
- March - variety of Black Women musicians in honor of Women in History Month, such as Queen Latifah and Aretha Franklin.
- April - Billie Holiday and Ella Fitzgerald
- May/June - Stevie Wonder and Dizzy Gillespie

Students will listen to various pieces of music by these artists, learn fun facts about each one, and discuss their contributions to music and their overall achievements. They will also be introduced to a variety of genres of music for which these composers had a lasting impact. Songs will vary by grade level.

2nd Grade

The Odyssey Charter School included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

Second Grade - ELA

Curriculum: Benchmark Literacy

Unit 1: Main Idea

Standard(s): RL.2.1, RL.2.2, RI.2.1, RI.2.2, SL.2.1

Description: Students will have four different books read aloud to them throughout the unit that focus on identifying the main idea of the text. The first book is *Danitra Brown, Class Clown* where students will discuss the similarities and differences with students in the book and students in the class. Students will also determine the main idea of the text. The second book is *Duke Ellington: The Piano Prince and His Orchestra* where students will discuss Duke Ellington's accomplishments and contributions to society. The third book is *Happy Birthday, Martin Luther King* where students will discuss his accomplishments and contributions to society as well. The fourth book is *The Other Side*. Students will analyze why girls were not allowed across the fence, what made them sit on the fence together, and how kids can help make changes in society.

Unit 2: Visualize/Analyze Character

Standard(s): RL.2.1, RL.2.2, RL.2.3

Description: Students will read a story called *Sulwe* by Lupita Nyong'o. It is a story about a young girl who learns to love herself just the way she is. This [book](#) deals with the concept of racism in a way that young children can understand. Students will ask and answer questions about a text, retell stories and express understanding of the central message, and describe characters, settings, event sequence, and challenges using key details.

Unit 3: Determine Text Importance/Identify Sequence of Events

Standard(s): RL.2.1, RL.2.2, RL.2.3

Description: Students will have two books read aloud to them throughout the unit where students will determine important events and sequence them correctly. The stories are *Minty: A Story of Young Harriet Tubman* and *Bill Pickett: Rodeo-Ridin' Cowboy*, where students will discuss both Black figures' accomplishments and contributions to society. Students will also analyze the poster provided by Benchmark Literacy titled *The Bus Ride to Change*. Students will read this independently and answer comprehension questions.

Unit 4 - Summarize & Synthesize/ Analyze Story Elements

Standard(s): RI.2.8

Description: Students will read *Black White, Just Right* by Marguerite Davol. The main character in the story has a Black mother and a white father which makes their daughter "just right." Students will discuss how we can celebrate our differences, what racism means, and how to be anti-racist.

Unit 5 - Make Connections/Make Inferences

Standard(s): RL.2.6, RI.2.4

Description: Students will read two different stories and participate in a Reader's Theater play, where all students get a part to read. The first story is *My Painted House, My Friendly Chicken, and Me* by Maya Angelou where students will make connections with the reader as the main character learns about a new culture from a new friend. The second story is *Living in an Urban Community* by Kristin Sterling. Students will make connections and inferences as they learn about culture in an urban community. For Reader's Theater, students will participate in *John Henry*. As students read, they will discuss what is happening in the play and how John responds. While this is a tall tale, students can still discuss the impact this story has had on society.

Unit 6 - Fix-Up Monitoring/Summarize Information

Standards: RL.2.1, RL.2.6, RL.2.7, RI.2.1, RF.2.4

Description: Students will look at the poster titled Neighborhoods provided by Benchmark Literacy and summarize what they see. Students will discuss the similarities and differences in neighborhoods, share what type of neighborhood they live in, and how all different races and cultures can be found in all.

Unit 10 - Make Inferences/Draw Conclusions

Standard(s): RL.2.1, RL.2.2, RI.2.3

Description: Students will read *Honest Abe* by Edith Kurnhardt and discuss the relationship between racism and American slavery.

Second Grade - ELA

Curriculum: Amplify CKLA

Knowledge Unit 1: Fairy Tales/Tall Tales - Lesson 7: John Henry's Story

Standard(s): RL.2.1, RL.2.2, RI.2.2, RI.2.1, RI.2.2, SL.2.1

Description: Students will read the tall tale about John Henry, which is included among four tall tales from American history and oral tradition. He was a steel working man who was famous for his strength and determination. Students will also listen to the many ballads that have been written

about John Henry while learning the importance ballads have played in oral history. while also learning that ballad is a poem or song that tells a story.

Knowledge Unit 5: War of 1812 - Lessons 1-8

Standard(s): RL.2.1, RL.2.2, RI.2.1, RI.2.2, SL.2.1

Description: “This domain will introduce students to an important period in the history of the United States—the time during the War of 1812. The War of 1812 is, perhaps, best remembered as the war that gave birth to “The Star-Spangled Banner.” Students will also learn why the War of 1812 is often called America’s second war for independence. Students will learn how the United States was affected by the Napoleonic Wars between France and Great Britain. They will learn about James and Dolley Madison, and their direct connection to the War of 1812. Students will learn about Great Britain’s three-part plan to win back the United States. This includes attacks on Washington, D.C., and Baltimore, and the attack on New Orleans in an attempt to gain control of the Mississippi River. This domain will build the foundation for learning about westward expansion, the U.S. Civil War, and immigration later in Grade 2, as well as for learning about other periods of American history in future grades” (*Amplify CKLA, Teacher Guide - Grade 2*). Students will also learn about how [Black soldiers](#) fought on both sides and what their role was during this time. For example, British troops offered freedom to enslaved people who agreed to fight for the British cause.

Knowledge Unit 6: Cycles in Nature

Standard(s): RL.2.1, RL.2.2, RI.2.1, RI.2.2, SL.2.1

Description: Students will learn about the many natural cycles that make life on Earth possible. Students will learn about the achievements and contributions of [Black scientists](#) in the natural world.

Knowledge Unit 7: Westward Expansion

Standard(s): RL.2.1, RL.2.2, RI.2.1, RI.2.2, SL.2.1

Description: Students will summarize and include the experience of freed Black people who settled in new lands where slavery would not be legal. They will also summarize the experience of the freed Black people who moved west and have been called “exodusters” as a group.

Knowledge Unit 8: Insects

Standard(s): RL.2.1, RL.2.2, RI.2.1, RI.2.2, SL.2.1

Description: Students will learn about the contributions of [Black entomologists](#) in history, such as Charles Turner, Margaret Collins, and Sophie Lutterlough.

Knowledge Unit 9: Civil War - Lessons 1-12

Standard(s): CC2RL1, CC2RL2, CC2RI1, CC2RI2, . CC2SL1

Description: “Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They will learn about this war and how the end of the war also meant the end of slavery. “Enslaved Africans” is the term used to describe Africans and the descendants of those Africans taken from Africa against their will and forced into slavery in the United States through the conclusion of the Civil War. The communities of people enslaved in the South established a new culture that combined the homeland of their ancestors and the Americas. Although slave trade was abolished in the United States in January 1808, and at the time of the Civil War very few enslaved Africans had actually been born in Africa, the term “enslaved Africans” is used in place of “slaves” to honor the history of the enslaved people. Students will also learn about some women and men who were significant during this time, including Harriet Tubman, Abraham Lincoln,

Clara Barton, Robert E. Lee, and Ulysses S. Grant” (*Amplify CKLA, Teacher Guide - Grade 2*).

- Lessons 1-2: Harriet Tubman
 - What was the significance of Harriet Tubman’s heroism to enslaved people?
- Lesson 3: Controversy over Slavery
 - How was slavery a central factor in the Civil War?
- Lessons 4-12: War, Advocates, and Emancipation proclamation
 - What figures advocated for emancipation and supported freedom for enslaved people during and after the Civil War?

Amplify Trade Books

Unit 1 - Fairy Tales and Tall Tales

Thunder Rose by Jerdine Nolen

“This Coretta Scott King Illustrator Honor book follows Thunder Rose, an independent, compassionate, and powerful little girl of the Old West. This delightful tall tale describes Thunder Rose’s magical powers from when she was just a baby to how she used them as she grew up. The courageous Thunder Rose uses her ability to wield thunder and lightning in a variety of situations, but always for the good of her community” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 2 - The Ancient Greek Civilization

Wilma Unlimited: How Wilma Rudolph Became the World’s Fastest Woman by Kathleen Krull

“Readers can extend their understanding of the Olympics by reading this inspirational story about Olympic runner Wilma Rudolph. At a young age, Rudolph contracts polio and is told that she will never walk again. Rudolph persevered through incredibly difficult circumstances to become the first female athlete to win three gold medals in a single Olympiad” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 5 - The War of 1812

Sing a Song: How “Lift Every Voice and Sing” Inspired Generations by Kelly Starling Lyons

“Readers can extend their domain knowledge of the National Anthem by reading this selection that celebrates the Black National Anthem, “Lift Every Voice and Sing.” This story shares the history of this important anthem through the lens of a fictional family and the song’s inspirational impact across multiple generations since the early 1900s” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 7 - Westward Expansion

Fearless Mary: Mary Fields, American Stagecoach Driver by Tami Charles

“Students will be inspired by this story that shares the life of Mary Fields, a formerly enslaved woman who became the first female African American stagecoach driver in the late 1800s. While in her sixties, Fields was able to rise above adversity and surpass the male-dominated competition for this dangerous occupation” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 8 - Insects

Buzzing with Questions: The Inquisitive Mind of Charles Henry Turner by Janice N. Harrington

“This biographical picture book introduces readers to Charles Henry Turner, an American entomologist. Despite prejudice and racial barriers, Turner was able to overcome adversity and conduct in-depth studies on insect behavior. This selection highlights Turner’s inquisitive nature as well as his accomplishments and experiments relating to insects” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 9 - The US Civil War

Love Twelve Miles Long by Glenda Armand

“Based on the childhood of Frederick Douglass, this book shares a story of a mother’s love and sacrifice as Douglass’s enslaved mother makes a twelve-mile journey to visit him on another plantation. Douglass’s mother shares what motivates her at each mile that brings her closer to her beloved son. The afterword provides additional biographical information about Frederick Douglass” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 9 - The US Civil War

Hope’s Gift by Kelly Starling Lyons

“In this historical fiction picture book, readers meet a young girl, Hope, who tearfully says goodbye to her father as he joins the Union army during the Civil War. Hope’s father leaves her with a conch shell as a memento and reminder of freedom. Despite being confined by slavery and horrible working conditions, Hope and her family never lose hope that her father will return and they will be reunited” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 9 - The US Civil War

Aunt Harriet’s Underground Railroad in the Sky by Faith Ringgold

“Fictional character Cassie Louise Lightfoot, introduced in the book *Tar Beach*, narrates this story about how she and her brother Be Be flew among the stars and found an old train in the sky. The conductor is Harriet Tubman, and the train is a metaphor for the Underground Railroad. During the course of the story, “Aunt Harriet” explains the history of the Underground Railroad and what enslaved people had to do to reach freedom. By weaving train imagery with actual facts, the author helps students better conceptualize the Underground Railroad” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 10 - The Human Body

Patricia’s Vision: The Doctor Who Saved Sight by Michelle Lord

“This biographical picture book shares the important life and career of Dr. Patricia Bath, an African-American ophthalmologist and inventor. Dr. Bath overcame extreme adversity with her tenacious spirit and unwavering determination to become a pioneering eye surgeon. The back matter includes additional information about Dr. Bath, including a timeline, a biographical note, and reading resources” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 12 - Fighting for a Cause

The Power of Her Pen: The Story of Groundbreaking Journalist Ethel L. Payne by Lesa Cline-Ransome

“This biographical picture book introduces younger readers to the life and work of influential journalist Ethel L. Payne. Readers will discover how Payne used her voice as a newspaper reporter to advocate for equality and justice during the Civil Rights movement” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 12 - Fighting for a Cause

The Undeclared by Kwame Alexander

“This text is a poem dedicated to the true stories of African Americans who have survived through discrimination and enslavement. The poetic text celebrates their accomplishments and resilience, while the illustrations capture the various figures’ emotions. An author’s note describes the poem’s origins and additional information about the people and events featured in this selection” (*Amplify*

CKLA - GK-5 Tradebook List).

Second Grade - Math

Curriculum: Engage NY/Eureka

Unit: Module 8 - Time, Shapes, and Fractions as Equal Parts of Shapes (Lessons 1-5)

Standard(s): 2GA1 - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Description: Students will demonstrate their recognition of shapes (such as triangles, squares, trapezoids, and rectangles) by using these shapes to create freedom quilt squares. Students will engage in a mini-lesson to learn about the meaning behind each square and why the quilts were necessary.

Unit - Module 1 - Sums and Differences to 100 (Lessons 1-4)

Standard(s): 2.OA.B2 - Fluently add and subtract within 20 using mental math strategies.

Description: Students will play the game Achi and read along with a [story](#) detailing where the design on gold in Ghana comes from. This story and game incorporates African history prior to the Diaspora and links it to addition within twenty using the symbol as a tic-tac-toe board with numbers.

Second Grade - Science

Curriculum: Engineering is Elementary (DOE Science Coalition)

Unit: Designing Bridges; Balance, Forces, and Civil Engineering,

Standard(s): K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3

Description: Students will read a variety of stories where they will identify different technologies, recognize the role of civil engineers in designing structures, identify the steps of the engineering design process, explain how technology affects the world, and learn about engineers of different races, ethnicities, and genders. Students will then plan and construct their own bridge while learning about the science of balance and forces used to design and improve bridges. At the end of the unit, students will have a guest speaker come into the class and speak about their job as an engineer. The stories that students will include, *Javier Builds a Bridge*, *Madam CJ Walker*, *George Washington Carver*, *Rosie Revere Engineer*, and *Benjamin Banneker*. Students will answer comprehension questions and discuss the successes and achievements of notable Black engineers in history.

Second Grade - Social Studies

Standard(s): K-3a Civics

Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.

Description: Students will study the importance of respect for people, opinion, and property. A key component of the lessons relate to respecting others who are different from you (based on color, race, culture or appearance). Students study the Golden Rule to treat others the way you want to be treated. The following [lessons](#) support the discussions. Teachers will also read aloud two stories for the students to support these concepts: *The Other Side* by Jacqueline Woodson (cross-curricular lesson from Unit 1 - Benchmark Literacy) and *I Am Enough* by Grace Byers.

Standard(s): K-3a History

Students will use artifacts and documents to gather information about the past.

Description: Over the course of the year, students will...

- Observe artifacts obtained from Winterthur Museum from the past to determine how these items were used and compare/identify what related items are used in the present.
- Additional artifact items or images will be added to show and discuss items invented by Black inventors (clothes wringer, ironing board, and dough roller).
- Observe artwork (documents) created/inspired by Black artists
- Read and observe books by Black authors
- Analyze photos as [primary source documents](#) from Black History and identify what the photos tell them about the experiences of African Americans in history.

Second Grade - Art

Anchor Standard 2: Organize and develop artistic ideas and work

Standard; VA:Cr2.3.2a

Description: Students will learn about the service and artwork of Tyree Guyton, a Detroit based artist who strived to beautify his community. The story, [Magic Trash](#), will introduce the topic and students will explore his famous work, [The Heidelberg Project](#). As a class, students will discuss the choices Guyton made in creating this project and the objects he used to repurpose them to support the community he grew up in. Students will then pick themes of their own houses to create. Using a collage technique, students will be able to create their own homes similar to those in the Heidelberg Project.

Second Grade - Music

Anchor Standard 7: Perceive and analyze artistic work

Standard(s): MU:Re7.1.2

Description: Each month the students will learn about a Black composer and/or singer whose birthday falls within that month. Listed below are the examples.

- August/September - Michael Jackson and Beyonce
- October - Harry Belafonte (specifically his Caribbean music)
- November - Scott Joplin (specifically ragtime music)
- December - Louis Armstrong
- January - Etta James (specifically how she bridged the gap between rhythm and blues and rock and roll)
- February - variety of Black musicians such as Whitney Houston, B.B. King, Will Smith, and Marian Anderson
- March - variety of Black Women musicians in honor of Women in History Month, such as Queen Latifah and Aretha Franklin.
- April - Billie Holiday and Ella Fitzgerald
- May/June - Stevie Wonder and Dizzy Gillespie

Students will listen to various pieces of music by these artists, learn fun facts about each one, and discuss their contributions to music and their overall achievements. They will also be introduced to a variety of genres of music for which these composers had a lasting impact. Songs will vary by grade level.

3rd Grade

The Odyssey Charter School included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

Third Grade - ELA

Curriculum: Amplify CKLA

Unit 2: Animal Classification

Standard(s): RI.3.1, SL.3.1

Description: Students will learn and discuss Roger Arliner Young, who was an American scientist of Zoology and her contributions to the science world. She is also known as the first Black woman to receive a doctorate degree in Zoology.

Unit 3: The Human Body: Systems and Senses - Lessons 2-9

Standard(s): RI.3.1, RI.3.2, SL.3.2, W.3.2

Description: Students will research and summarize their findings on Alexa Canady, a doctor and surgeon. She was the first female Black neurosurgeon in the United States, and also the first Black female to be certified by the American Board of Neurological Surgery.

Unit 4: The Ancient Roman Civilization

Standard(s): RI.3.1, RI.3.2, SL.3.2, W.3.2

Description: Students will research and summarize their findings on Black architect, William Sidney Pittman. They will learn about his family, education in Philadelphia, and how he overcame many challenges to become a pioneer in the architectural world.

Unit 5: Light and Sound - Lesson 12 and 13

Standard(s): RI.3.1, RI.3.2, SL.3.2, W.3.2

Description: “The nonfiction Reader for Unit 5, *Adventures in Light and Sound*, consists of selections describing the science behind light and sound. Students will read about light sources, shadows, mirrors, reflection, refraction, lenses, and color. They will also study the characteristics of sound, as well as the human voice. Later chapters include information about light and photography as well as biographies of two famous inventors who worked with light and sound: Alexander Graham Bell and Thomas Edison.” (*Amplify CKLA - Teacher Guide Grade 3*). Students will also learn about and discuss Lewis Latimer who worked closely alongside these inventors and made significant contributions to the development of the lightbulb and the telephone.

Unit 6: The Viking Age

Standard(s): RL.3.1, RL.3.2, RL.3.3, SL.3.1, SL.3.2, W.3.1

Description: Students will be studying Norse Mythology during this unit. As an extension lesson, students will be able to learn about [African Mythology](#) where they can compare and contrast the two of them.

Unit 7: Astronomy: Our Solar System and Beyond

Standard(s): RI.3.1, RI.3.2, W.3.1, SL.3.1

Description: Students will read and analyze “What’s in Our Universe?” (their nonfiction reader) that includes a selection about Mae Jemison, the first Black woman to travel into space when she served as a mission specialist aboard the Space Shuttle Endeavour. Students will also learn more about other Black astronomers/astronauts, such as Neil deGrasse Tyson, Benjamin Banneker, Beth Brown, Barbara Williams, Jedidah Isler, or Reva Williams.

Unit 8: Native Americans: Regions and Cultures

Standard(s): RI.3.1, RI.3.2, W.3.1, SL.3.1

Description: Students will learn how Native Americans spread through the continents and adapted their lives as they moved. Students will also research how both African Americans and Native Americans were both enslaved and sometimes intermarried. Some Native Americans had African American slaves. Teachers will discuss how the location of the Native American settlements impacted their lives. This connection will be made on how African American slaves’ lives were also impacted by the location they were taken to.

Amplify Trade Books

Unit 2 - Animal Classifications

The Vast Wonder of the World: Biologist Ernest Everett by Mélina Mangal

“This picture book biography details the life and accomplishments of biologist Ernest Everett Just. Readers will be inspired by Just’s perseverance and the way that his careful observations led him to new discoveries. The book celebrates his groundbreaking work in marine biology” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 3 - The Human Body

Dancing in the Wings by Debbie Allen

“This book is loosely based on choreographer Debbie Allen’s experiences as a dancer. Sassy is much taller than the other girls in her ballerina class, and she worries that her large body and big mouth will keep her from her dreams. Readers, especially those who feel their bodies look different, will be inspired by this tale” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 5 - Light and Sound

Trombone Shorty by Troy Andrews

"This award-winning autobiographical picture book tells the story of a boy growing up in New Orleans, surrounded by family, food, and music. Readers will be amazed at how this prodigy overcame obstacles to fulfill his dreams, and the text's rich exploration of sound will enhance their domain knowledge" (*Amplify CKLA - GK-5 Tradebook List*).

Unit 7 - Astronomy

Counting on Katherine: How Katherine Johnson Saved Apollo 13 by Helaine Becker

"This outstanding book tells the life of Katherine Johnson, an African American mathematical genius who worked for NASA during the Space Race and whose expertise supported many missions. Students will be inspired by her passion, dedication, and accomplishments in a field that was not always accommodating for women or people of color" (*Amplify CKLA - GK-5 Tradebook List*).

Unit 10 - Colonial America

Sweet Clara and the Freedom Quilt by Deborah Hopkinson

"This work of historical fiction tells how a young girl plays an important role in the Underground Railroad. Clara, a courageous seamstress, finds a way to use scraps of cloth and bits of information to create an unobtrusive but critically important map. This text enables students to draw comparisons between life settlers experienced in colonial towns and life experienced by those enslaved on plantations" (*Amplify CKLA - GK-5 Tradebook List*).

Third Grade - ELA

Curriculum: Benchmark Literacy

Unit 1: Ask Questions/Identify Main Idea and Supporting Details

Standard(s): RL.3.1, W.3.10, SL.3.1.d

Description: Students will read *Harriet Tubman and the Underground Railroad* for Reader's Theater. Students will focus on different reading strategies, such as asking questions about the text. They will also identify the stated main idea and supporting details. As a connecting text, teachers will read aloud *Vision of Beauty: The Story of Sarah Breedlove Walker*, the story of an African American entrepreneur, philanthropist, and political/social activist.

Unit 2: Visualize/Analyze Character

Standard(s): RL.3.3, SL.3.1.b, SL.3.1.d

Description: Teachers will read aloud with the class, *Mr. Williams* by Karen Barbour. The story is about the childhood of Mr. Williams. When he was a boy growing up in Arcadia, Louisiana, Calvin Coolidge was president, Martin Luther King Jr. had just been born, and children worked hard in the fields for most of the year. Students will focus on different reading strategies, such as visualizing while reading the text. They will also analyze characters.

Unit 4: Summarize and Synthesize/Analyze Story Elements

Standard(s): RL.3.1, RL.3.2, RL.3.7, W.3.10, SL.3.1d

Description: Teachers will read aloud with the class, *Goin' Someplace Special* by Patricia McKissack. This is a story about a young African American girl named Tricia Ann who goes to the public library by herself during the time of the Jim Crow laws. Students will focus on summarizing the text and determining text importance.

Unit 5: Make Connections/Make Inferences

Standard(s): RI.3.7, W.3.10, SL.3.1d

Description: Teachers will read aloud *Salt in His Shoes: Michael Jordan in Pursuit of a Dream* by Deloris Jordan, Michael Jordan's mother. This is a story that teaches students that hard work and determination are much more important in becoming a champion. Students will focus on varying reading strategies such as making connections, summarizing, and synthesizing.

Unit 6: Fix-Up Monitoring/Distinguish and Evaluate Fact and Opinion

Standard(s): RI.3.1, RI.3.7, W.3.10, SL.3.1d

Description: Teachers will read aloud *Follow the Drinking Gourd* by Jeanette Winter. This story is based on the traditional American folk song "Follow the Drinking Gourd", where it recounts the daring adventures of a young girl and her family as they escape slavery in the Deep South. Students will make connections with the text, and distinguish the difference between fact and opinion.

Unit 7: Make Inferences/Make Predictions

Standard(s): RL.3.3, SL.3.1.b, SL.3.1.d

Description: Teachers will read aloud *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson. "The story is about Clara, a slave and seamstress on Home Plantation, who dreams of freedom—not just for herself, but for her family and friends. When she overhears a conversation about the Underground Railroad, she has a flash of inspiration. Using scraps of cloth from her work in the Big House and scraps of information gathered from other slaves, she fashions a map that the master would never even recognize" (*Benchmark Literacy - Teacher Guide Unit 7*). Students will make inferences as they are reading.

Unit 9: Make Connections/Identify Cause and Effect

Standard(s): RL.3.1, RL.3.2, RL.3.3, RL.3.10, RF.3.4b, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2

Description: Teachers will read aloud three read texts during unit nine:

- *I, Too, Am America* by Langston Hughes
- *Baseball's Best: Five True Stories* by Andre Gutelle
- *If I Only Had A Horn: Young Louis Armstrong* by Roxane Orgill

While students are reading, they will make connections with the characters in the book, determine text importance, and identify cause and effect.

Third Grade - Math

Curriculum: EngageNY/Eureka

Unit: Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10

Standard(s): 3.OA.1-8

Description: In this unit, students will represent and solve problems involving multiplication and division. As an extension activity, students will learn about Katherine Johnson, an influential female Black mathematician that helped launch the first and subsequent space flights.

Unit: Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10

Standard(s): 3.OA.3-8

Description: Students will learn about Jesse Ernest Wilkins, who was a world-class American mathematician, mechanical engineer, and nuclear scientist..Wilkins worked as a contributor to the

Manhattan Project during World War II. He wrote almost 100 scientific papers (over 55 in mathematics). He was the second African American elected to the National Academy of Engineering (1965). In 1970, Wilkins served Howard University as its distinguished professor of Applied Mathematical Physics and founded the university's new PhD program in mathematics.

Unit: Module 4: Multiplication and Area

Standard(s): 3.MD.5-7

Description: Students will research the architectural contributions of famous African Americans using UDLib databases.

Unit: Module 5: Fractions as numbers on the number line.

Standard(s): 3.NF.3

Description: Students will complete math problems while learning about a Black historical leader. As students type their answers into the spaces, an image will appear in the space to the right. When all answers are correct and complete, the answer to the mystery will be revealed! For example, explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.

Unit: Module 6: Collecting and displaying data.

Standard(s): 3.MD.3

Description: Students will roll a box (a tissue box works best) and will record their rolls onto their corresponding recording sheets. There are sheets for bar graphs, picture graphs, and line plots. Included are also question sheets with questions such as which had the most, what had the least, and how many more. The activities include 12 famous Black Americans that students will be rolling and graphing. Examples include Martin Luther King Jr., Sarah E. Goode, Marcus Garvey, Harriet Tubman, Jesse Owens, Rosa Parks, Thurgood Marshall, Booker T. Washington, Ruby Bridges, Sojourner Truth, Frederick Douglas, and Jackie Robinson.

Unit: Module 7: Geometry and Measurement word problems.

Standard(s): 3.MD.6, 3.G.1

Description: Students will look at mystery pictures for Black History Month that are made by coloring in the correct squares on the grid using the colors and coordinates given. Each picture is a full page puzzle.

Third Grade - Science

Curriculum: Amplify Science

Unit: Balancing Forces

Standard(s): 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4, 3-5-ETS1-1, 3-5ETS1-2, PS2.A, PS2.B, ETS1.A, ETS1.B

Description: Students will work in groups to learn about the top five most influential African American engineers that have contributed to the modern development of train travel. Students will use databases provided by UDLib to gather their information.

Unit: Inheritance and Traits

Standard(s): 3-LS1-1, 3-LS2-1, 3-LS3-1, 3-LS3-2, LS1.B, LS3.A, LS3.B, LS2.D

Description: Using databases provided by UDLib, students will research influential Black biologists to research and present to the class.

Unit: Environments and Survival

Standard(s): 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3 LS4.B, LS4.C, LS4.D, LS2.C, LS4.A, ETS1.A, ETS1.B, ETS1.C

Description: Students will read about [Margaret Collins](#), the entomologist and zoologist. Known as the "Termite Lady" for her extensive research on termites, she co-discovered the *Neotermes luykxi* species of termites.

Unit: Weather and Climate

Standard(s): 3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3, 3-LS4-3 ESS2.D, ESS3.B, ETS1.A, ETS1.B, ETS1.C, LS4.C

Description: Students will read about [Emmett Chappelle](#) who used bioluminescence as a way to quantify the presence of bacteria in water and showed how fluorescence can be used to monitor plant health. At NASA, he researched an ATP-fluorescence assay as a way to detect life on other planets.

Third Grade - Social Studies

Unit: Communities

Standard(s):K-3a: Students will understand that American citizens have distinct rights, responsibilities, and privileges. G

Description: Students will learn about influential Black leaders in Wilmington, Delaware and the surrounding area. Examples are listed below.

- Tony Allen, who as chair of the Wilmington HOPE Commission, oversaw an increase of resources for troubled Southbridge: a family crisis therapist at its elementary school, a juvenile probation officer for Southbridge only and an outreach worker.
- Sylvia Banks of Wilmington, Harold Stafford of Camden and Bernice Edwards of Milton direct the African American Empowerment Fund of Delaware through Delaware Community Foundation.
- Bernice Edwards the Director of First State Community Action Agency.
- Monty Hayman and Kia Evans were graduates of the first Leadership Delaware class, an intense, yearlong program to groom leaders in business, philanthropy, and politics.
- Raye Jones Avery founded Christina Cultural Arts Center and the charter school Kuumba Academy in Wilmington partly to stress the cultural contributions of African Americans.

Unit: Continents and Oceans

Standard(s): Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.

Description: Students will learn about James Beckwourth was born a slave in 1798, but he quickly made his name as a Black explorer early in his life. He played an important role in exploring the West of the United States. He's the only Black person who documented and recorded his journey.

Unit: Cultures

Standard(s): K-3a: Students will develop an understanding of the similarities between families now and in the past, including:

- Daily life today and in other times
- Cultural origins of customs and beliefs around the world

Description: Students will learn how African Americans have adapted traditional cultural practices and incorporated them into their lives and celebrations.

Unit: Economics

Standard K-3a: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.

Description: Students will learn about impactful Black economists and their contributions to modern day economics. Some examples that will be discussed are listed below:

- Glenn Cartman Loury is an American economist, academic, and author. At the age of 33, he became the first African American professor of economics at Harvard University to gain tenure.
- Abram Lincoln Harris, Jr. who is considered by many as the first African American to achieve prominence in the field of economics, Harris was also known for his heavy influence on black radical and neo-conservative thought in the United States.
- Olugbenga "Gbenga" Ajilore who is an American economist who is a senior advisor in the Office of the Under Secretary for Rural Development at the United States Department of Agriculture.

Unit: Regions

Standard: K-3a: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.

Description: Students will learn about [The Great Migration](#) (1910-1970). They will look at where African Americans were located in America and then where they migrated to. Students will dive into the reasons for migration and what events took place during this time period.

Third Grade - Art

Anchor Standard 6: Convey meaning through the presentation of artistic work

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): VA:Pr6.1.3a, VA:Re.7.1.3a, VA:Re.7.2.3a, VA:Cn.11.1.3a

Description: Students will complete an "Art Detective" activity where students will view Panel #12 of the Migration Series by Jacob Lawrence (1917-2000). Students will view the panel without any explanation of what the painting is, answer questions about what they see, what they think is happening in the painting, and how the painting was created. After collecting their answers, we will discuss the life and work of Jacob Lawrence focusing on his 60 panel series about the migration of African Americans from the rural south to the northeast after the start of World War I, as seen [here](#).

Third Grade - Music

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, historical context to deepen understanding

Standard(s): MU:Pr4.1.3, MU:Re7.1.3, MU:Cn11.0.3

Description: Students will analyze how pop music has shaped our society by reading about and listening to influential Black artists. Students will be assigned an [article](#) (or two) to read and highlight essential questions in *green*. After reading, they will listen to a song in this [Spotify playlist](#) that

corresponds to their article artist. Finally, students will respond to the following in a writing prompt:

- How does this pop artist influence change in society? Use evidence from both the article and song to support your reasoning.
- How does music influence change?

Third grade will focus specifically on Alicia Keys - "Girl on Fire."

4th Grade

The Odyssey Charter School included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

Fourth Grade - ELA

Curriculum: Amplify CKLA

Unit 1: Personal Narratives - Lesson 3

Standard(s): RI.4.1

Description: Students will read an excerpt from Condoleezza Rice's memoir, *Extraordinary, Ordinary People: A Memoir of Family*. Students will work with partners to complete their graphic organizer and identify causes and effects. Students will note how the main events and how the characters change are good clues to finding cause and effect.

Unit 3: Poetry - Lesson 2

Standard(s): RL.4.1, L.4.3

Description: “Harryette Mullen’s “Ask Aden” and Norman Ault’s “Wishes” both present accessible content (a curiosity about the natural world and a desire to be king) and structure (questions/questions and answers). By pairing the poems, students learn how a basic form, such as the question poem, can gain structural complexity through the inclusion of answers. Mullen’s poem, from the collection *Sleeping with the Dictionary*, expresses both her love of language and her attention to words and their order. It also captures the curiosity natural to so many children. Ault’s poem uses meter and rhyme to shape a melodious description of human wishes and desire” (*Amplify Teacher Guide - Grade 4*).

Unit 3: Poetry - Lesson 3

Standard(s): RL.4.3, RL.4.6, W.4.8

Description: “Students will recognize that the speaker in Nikki Giovanni’s “My First Memory (of Librarians)” is remembering a time when she was approximately their age. However, the library she describes differs dramatically from many twenty-first-century libraries, giving students the opportunity to practice reading a text carefully for detail and evidence. Giovanni’s poem offers students what might be their first encounter with free verse, showing them that poetry need not be bound by formal constraints. Students will be drawn to the narrative qualities and to the rich visual details Giovanni offers in the piece” (*Amplify Teacher Guide - Grade 4*).

Unit 3: Poetry - Lessons 4 and 5

Standard(s): L.4.5, RI.4.1, RL.4.2, W.4.5, W.4.8

Description: “Langston Hughes’s “Harlem,” a classic poem, uses a series of similes to consider the cost of deferring one’s dreams. Through colorful language such as fester and stink, Hughes implies the answer to his series of questions. Students may use these diction clues to infer the poem’s meaning: that one should not defer one’s dreams” (*Amplify Teacher Guide - Grade 4*).

Unit 7: American Revolution

Standard(s): RI.4.1, RI.4.3, RI.4.4, SL.4.1, SL.4.6, L.4.1, RI.4.3, RI.4.6

Description: Students will learn about and discuss important Black figures in the American Revolution, such as Saul Matthews, Peter Salem, Elizabeth Freeman, and Phyllis Wheatley.

Extension Unit: Research Project

Standard(s): W.4.2

Students will also research and celebrate famous Black Americans during February (Black History Month). Teachers will use the database Pebble Next as their database.

Amplify Trade Books

Unit 3 - Poetry

“That Is My Dream!: A picture book of Langston Hughes’s “Dream Variation” by Langston Hughes and Daniel Miyares (Illustrator) Evocative watercolor paintings bring to life the words of “Dream Variation” by Harlem Renaissance poet Langston Hughes. Teachers might consider this text as a way of exploring implicitly and explicitly stated meaning in poetry. Multiple readings of this book can help deepen and expand young readers’ understanding of Hughes’s feelings about racial prejudice and his hope for the future” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 3 - Poetry

I Am Every Good Thing by Derrick Barnes

“This empowering ode to self, written from the perspective of an African American boy, presents readers with a powerfully optimistic message about valuing one’s unique and sometimes conflicting qualities. Extensive figurative language and lively illustrations help teachers and readers explore the various implicit and explicit meanings of poetry” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 4 - Eureka! Student Inventor

A Weed Is a Flower: The Life of George Washington Carver by Aliko George Washington

“Carver’s life reminds readers of the power of the human mind to solve our problems. Buoyed by a strong work ethic, Carver’s creative mind eventually led him to further our understanding of plant science and to improve agricultural practices. Carver, ever mindful of his own roots and the plight of African Americans who worked the land, dedicated his life to helping the lives of his people” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 4 - Eureka! Student Inventor

Whoosh!: Lonnie Johnson’s Super-Soaking Stream of Inventions by Chris Barton

“Lonnie Johnson’s early fascination with engineering and rockets led him to college and eventually to working for NASA. But what may surprise and delight readers is that while pursuing his scientific career, Johnson accidentally invented a super-soaking water toy. Readers of this lighthearted storybook will come away with the message that some of our greatest successes can be found in unexpected moments of invention” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 7 - American Revolution

Phillis Sings Out Freedom: The Story of George Washington and Phillis Wheatley by Ann Malaspina

“Phillis Wheatley became a well-known poet despite her enslavement and the prejudices she faced. This is the story of Wheatley’s writing talent and how the poem she wrote to George Washington began a mutually supportive correspondence. Readers will learn details of the revolution and the struggles both Wheatley and Washington faced. A primary source letter that was written to explain Wheatley’s abilities as a poet may require teachers to help students interpret the harsh language that was used at the time” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 7 - American Revolution

Mumbet’s Declaration of Independence by Gretchen Woelfle

“This is the story of Mumbet, also known as Elizabeth Freeman, and her successful battle against the legality of slavery in Massachusetts in the late 1700s. This book’s brightly colored illustrations help convey the positive message of how one person’s challenge brought about a sweeping change” (*Amplify CKLA - GK-5 Tradebook List*).

Fourth Grade - Math

Curriculum: Engage NY/Eureka

Unit: Module 4 - Angle Measure and Plane Figures

Standard(s): 4.MD.5, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2, 4.G.3

Description: Students will read aloud *Hidden Figures* as a class to support the knowledge of Black women’s contributions in space technology (angles and measurements). This is a cross curricular lesson with science.

Unit: Module 5 - Fraction Equivalence, Ordering and Operations

Standard(s): 4.OA.5, 4.NF.3, 4.NF.4, 4.MD.4

Description: Students will analyze classroom, school, state and national information on Black students enrolled in schools from one time period to another, in reference to Brown vs. Board of Education.

Fourth Grade - Science

Curriculum: Amplify Science

Unit 2 - Energy Conversions

Standard(s): PS3.B-E3, CEDS-E1, SYS-E1

Students will learn about influential Black engineers and their impact on our lives today. Students will read aloud *Hidden Figures* as a class. This is a cross curricular lesson with Math.

Unit 3 - Vision and Light

Standard(s): 4.LS1.1, 4.LS1.A

Description: Students will learn about Black environmental activists, such as Wangari Maathai, and how they contributed to society and made history.

Fourth Grade - Social Studies

Curriculum: DDOE Model Lessons

[Unit 1](#): Introduction to History - [Lesson 11](#)

Standard(s): History 2a, 3a

Description: Students will analyze first and secondhand accounts of Rosa Parks.

[Unit 2](#) - The World Before Columbus - [Lesson 1](#)

Standard(s): History 2b

Description: Students will discuss stereotypes and misconceptions about Africans. They will learn about the misconceptions and stereotypes that have led to racism around the world.

[Unit 4](#) - Enslavement

Standard(s): History 1a, 2a, 2b, 3a, 4

Description: Students will study a whole unit on Enslavement, that includes the start of slavery in the United States, including the reasons for bringing slaves to the United States.

[Unit 5](#) - English Colonies - [Lesson 6](#)

Standard(s): History 1a, 2a, 2b, 3a, 4

Description: Students will learn about the importance of 1619.

[Unit 5](#) - English Colonies - [Lesson 7](#)

Standard(s): History 2a, 3a

Description: Students will learn about Elizabeth Key Grinstead and how she paved the way

[Unit 5](#) - English Colonies - [Lesson 12](#)

Standard(s): History 2a, 3a

Description: Students will learn about Onesimus and his contribution to helping those with smallpox.

Fourth Grade - Art

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): VA:Re.7.2.4a, VA:Cn.11.1.4a

Description: Students will complete an “Art Detective” activity where students will view “[Quebec, 1970](#)” by Delaware artist Edward Loper Sr. (1960-2011). Students will view the artwork without any explanation of what the artwork is, answer questions about what they see, what they think is happening in the painting, and how the painting was created. After collecting their answers, we will discuss the life and work of Edward Loper Sr. and how his traveling abroad and paintings of Quebec served as a way of escaping the racism he experienced living his life in Delaware.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art

Standard(s): VA:Cn.10.1.4a

Description: Fourth grade classes will do a project called “Line & Design” based on the work of [Joseph Amedokpo](#) from Togo, West Africa. As we look at samples of his work leading into this project we’ll discuss his work and its focus on African culture, traditions and folk tales.

Fourth Grade - Music

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, historical context to deepen understanding

Standard(s): MU:Pr4.1.4, MU:Re7.1.4, MU:Cn11.0.4

Description: Students will analyze how pop music has shaped our society by reading about and listening to influential Black artists. Students will be assigned an [article](#) (or two) to read and highlight essential questions in *green*. After reading, they will listen to a song in this [Spotify playlist](#) that corresponds to their article artist. Finally, students will respond to the following in a writing prompt:

- How does this pop artist influence change in society? Use evidence from both the article and song to support your reasoning.
- How does music influence change?

Fourth grade will focus specifically on Will Smith’s - “The Fresh Prince of Bel Air.”

5th Grade

The Odyssey Charter School included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

Fifth Grade - ELA

Curriculum: Amplify CKLA

Unit 1: Personal Narratives - Lesson 9: Tone

Standard(s): W.5.4, RI.5.6, SL.5.5

Description: Students will learn about the author's perspective, tone, and inference as they explore memoirs of Rosa Parks and Bertie Bowman, as well as the treatment of Blacks during the Civil Rights Movement.

Unit 3: Poetry - Lesson 10: Strange Patterns

Standard(s): RL.5.1, RL.5.2, RL.5.6, RL.5.9

Description: "Carrie Allen McCray's "Strange Patterns" comments on early twentieth-century race relations in the United States. Rather than offering a polemic argument, McCray presents two scenes from her childhood, employing parallel structure to show the similarities and differences between scenes. Her poem's nuance reminds students that not everything must be stated explicitly—one important task poets face is knowing when to trust readers to make inferences from the provided material" (*Amplify CKLA - Teacher Guide Grade 5*).

Novel Study (Honors Program)

Standard(s): RL.5.2, RL.5.3, RL.5.4, RL.5.6, W.5.1, W.5.4, SL.5.1

Roll of Thunder, Hear My Cry by Mildred D. Taylor

Description: *Roll of Thunder, Hear My Cry* is a historical fiction novel written by a Black author about the struggles of Black families in the South post-construction period and in the Jim Crow Era. This is told from the perspective of a 9-year-old Black child and explores how she is shaped by the events and struggles of the time period. The content is traumatic and sparks discussion for how things were, how far our country has come, and how far we still have to go regarding Civil Rights and equal treatment for all citizens under the law. This is a cross-curricular unit of study that ties into Social Studies - the Bill of Rights and Due Process.

Amplify Trade Books

Unit 1 - Personal Narratives

Long Shot: Never Too Small to Dream Big by Chris Paul

"NBA star Chris Paul's picture book autobiography will appeal to basketball fans and anyone who enjoys a story about succeeding in life despite being told they're inadequate. A wide range of readers will find Paul's story and the lively illustrations an accessible and fun read" (*Amplify CKLA - GK-5*)

Tradebook List).

Unit 3 - Poetry

Hip Hop Speaks to Children: A Celebration of Poetry with a Beat by Nikki Giovanni

“Poetry comes alive with rhyme and rhythm in this collection of poems with a beat. In this edition, which includes an audio CD, readers can read and hear fifty poems and songs by artists and speakers, poets, and performers. The author’s introduction to “Stories in Rhythm” outlines the evolution of rhythmic storytelling, from opera to spirituals to hip hop, and sets the stage for a very exciting and relatable introduction into poetry for elementary students” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 3 - Poetry

Out of Wonder: Poems Celebrating Poets by Kwame Alexander

“Kwame Alexander and two other authors pay homage to twenty poets who inspired their passion for the genre. Each poem reverently borrows a trademark stylistic element of the celebrated poet and is accompanied by energetic mixed-media artwork. The poems can be used to introduce readers to a wide variety of poets, both past and present. An “About the Poets Being Celebrated” section gives additional details of the lives and work of each poet” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 3 - Poetry

We are Shining by Gwendolyn Brooks

“Gwendolyn Brooks’s hopeful and moving poem appears to float among this book’s vibrant images. Published to coincide with Brooks’s one hundredth birthday, this book could be used to introduce Brooks and encourage students to read her other poems. This poem’s uplifting celebration of worldwide diversity can be fodder for positive classroom discussions” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 5 - The Renaissance

The Book Itch: Freedom, Truth & Harlem’s Greatest Bookstore by Vaunda Micheaux Nelson

“How does the celebration of the human spirit known as the Harlem Renaissance compare and contrast with the Renaissance in Europe? *The Book Itch*, the story of Harlem’s African National Memorial Bookstore, can provide readers the opportunity to explore such questions. Readers will be drawn into this book by the narration of a young Lewis Michaux Jr., whose father founded the bookstore during the Harlem Renaissance, and his personal memories of the visits of various African American luminaries” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 6 - The Reformation

Words Set Me Free by Lesa Cline-Ransome

“This text helps students understand ways in which words and language have changed the world beyond Reformation Europe. As the foremost African American abolitionist, Frederick Douglass waged a war of words against slavery. The first-person storytelling of this text brings readers along on Douglass’s tumultuous life journey and how he used words to change minds and right wrongs. This text can help students draw parallels between Douglass’s use of the spoken and printed word to topple slavery and how, during the Reformation, words were also critical in challenging and changing Europe’s social structure” (*Amplify CKLA - GK-5 Tradebook List*).

Unit 7 - A Midsummer’s Night Dream

Ira’s Shakespeare Dream by Glenda Armand

“As a free black man growing up in early nineteenth century America, Ira Aldridge was told that all roles in Shakespeare’s plays were strictly reserved for white actors. This true story relays how Aldridge faced down such obstacles, went on to practice his craft at New York’s African Grove Theatre, and eventually made his way to London, where he portrayed several lead Shakespearean characters. Readers will learn how Aldridge’s love of Shakespeare propelled his acting career and sustained him during his ongoing battle against racism in the theater” (*Amplify CKLA - GK-5 Tradebook List*).

Fifth Grade - Math

Course: Math

Curriculum: EngageNY/Eureka

Unit: Module 6 Topic D - Problem Solving in the Coordinate Plane (Lessons 18-20)

Standard(s): 5.OA.B.3, 5.G.A.2

Description: Students will be read “Counting on Katherine” as a warm-up activity to their introductory lesson on graphing points on a coordinate plane. After the read aloud, we will discuss Katherine Johnson’s use of graphing that helped her contribute to the launch of the first rocket ship to outer space.

Course: Honors Math

Curriculum: Carnegie Learning

Unit: Module 2 - Topic 1: Ratios (Lesson 5 - Graphs and Ratios)

Standard(s): 5.OA.B.3, 5.G.A.2

Description: Students will be read “Counting on Katherine” as a warm-up activity to their introductory lesson on graphing points on a coordinate plane. The honors class will be introduced to graphing at this time as well as graphing ratios. After the read aloud, we will discuss Katherine Johnson’s use of graphing that helped her contribute to the launch of the first rocket ship to outer space.

Fifth Grade - Science

Curriculum: Teachers’ Curriculum Institute (DOE Science Coalition)

Unit: Matter

Standard(s): 3-5-ETS1-1, 3-5-ETS1-2, 5-PS1-1

Description: Students will read different picture books that highlight Black scientists and their contributions to society. Students will be listening to, “Notable Notebooks,” which highlights different scientists and their notebooks. Throughout the Matter unit, students are required to make written observations and draw models of those experiments. We will read this book in the beginning of the year before having students set up their notebooks to model extraordinary examples. Charles Henry Turner, an entomologist, is one of the scientists highlighted in the book. Students will also read *Whoosh*, highlighting Lonnie Johnson’s super soaker. This explains the engineering process and how engineers develop new technologies. This book will be used to introduce the scientific and engineering process. Students will answer comprehension questions about the book and reflect on the contributions of the scientists.

Fifth Grade - Social Studies

Unit: Box Brown

Standard(s): Geography 3a

Description: This unit describes the history of a slave whose name was Henry Brown. Brown escaped

from slavery in 1849 after being held in bondage for over 33 years. The unit reviews history of slave states, including Delaware until 1865 and defines and identifies geographically slave states and free states. It explores the ways that slaves attempted to escape, including the Underground Railroad. It also identifies the treatment of slaves in captivity and how slave owners would hire people to return escapees to captivity.

Unit: Civil Rights (cross-curricular lesson with ELA)

Standard(s): Geography 3a

Description: The students will learn that “the Civil Rights Movement was a decades-long struggle for social justice that began in the late 1950s. African Americans fought for basic rights long denied to them and inspired other marginalized groups to fight for their own rights. Some historians argue that the Civil Rights Movement “officially” began on December 1, 1955 when an African American woman named Rosa Parks was arrested for refusing to move to the back of the bus in Montgomery, Alabama” (*Newsela - The Civil Rights Movement Instructional Set*). Students will read a variety of [Newsela Articles](#) about the Civil Rights Movement in America. By the end of the lesson(s), students will be able to answer and discuss the following question: what were the key events of the Civil Rights Movement nationally and in Tennessee?

Fifth Grade - Art

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): VA:Re.7.2.5a, VA:Cn.11.1.5a

Description: Students will complete an “Art Detective” activity where students will view, “[Anaya with Oranges, 2017](#),” by contemporary fabric artist Bisa Butler from New Jersey. Students will view the artwork without any explanation of what the artwork is, answer questions about what they see, what they think is happening in the painting, and how the painting was created. Afterwards we will discuss the life and work of Bisa Butler and how she is giving a voice to the African American experience not only during World War II, but also today with racial tensions and unrest.

Fifth Grade - Music

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, historical context to deepen understanding

Standard(s): MU:Pr4.1.5, MU:Re7.1.5, MU:Cn11.0.5

Description: Students will analyze how pop music has shaped our society by reading about and listening to influential Black artists. Students will be assigned an [article](#) (or two) to read and highlight essential questions in *green*. After reading, they will listen to a song in this [Spotify playlist](#) that corresponds to their article artist. Finally, students will respond to the following in a writing prompt:

- How does this pop artist influence change in society? Use evidence from both the article and song to support your reasoning.
- How does music influence change?

Fifth grade will focus specifically on Beyonce - “Halo” and “Run the World (Girls).”

6th Grade

The Odyssey Charter School included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

6th Grade ELA

Curriculum: StudySync

Unit 1: Testing Our Limits

Standard(s): RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.6

Description: Students will read "[The Mighty Miss Malone](#)" - a story about twelve-year-old Deza Malone who is new in Flint from Gary, Indiana, where she was at the top of her class. When Deza begins again at a new school, her teachers, unlike her beloved former teacher Mrs. Needham, treat her unfairly because of her race.

Novel Studies

Standard(s): RL.6.1, RL.6.3, RL.6.6, RL.6.10

Description: Students will have the option of reading a minimum of one of the following books during the first marking period. Students will be required to read a certain amount of chapters each week and discuss them in their literary circle groups.

- [Maniac Magee](#) - "The town of Two Mills is neatly divided into two segregated halves: white people live in the West End and black people live in the East End. When [Maniac Magee](#) (a white kid from elsewhere) arrives in town, running from a life as an orphan, he doesn't know

this. In fact, he doesn't seem to be aware of racial differences at all. Racial prejudice is incomprehensible to him because he is just an orphan looking for a sense of belonging, and he sees everyone he meets as potential friends and family, regardless of race. By telling the story of Two Mills through Maniac's innocent perspective, Spinelli suggests that racism, which is founded on ignorance and lack of empathy, ultimately doesn't make sense and can only be defeated by people who are willing to cross invisible boundaries in order to make friends" (*LitCharts.com*).

- [The Parker Inheritance](#) - "In *The Parker Inheritance*, the two main kids are smart, savvy, and plucky as they puzzle out a mystery and bring to light a racist incident that reverberated through their town more than half a century ago. Author Varian Johnson does not shy away from difficult issues, and his take on race is nuanced. In the earlier history, some light-skinned blacks opt to pass as white, the African American characters are aware of relative skin shade, and though some fight for school integration, others have strong affection for their all-black schools and communities" (*Commonsensemedia.org*)
- [One Crazy Summer](#) - "The story is set in 1968 Oakland, California, and as such, civil action and unrest are part of the story, but are subtle and informational rather than direct and preachy" (*Commonsensemedia.org*).
- [Chains](#) - "Before CHAINS begins, two young Black enslaved women -- Isabel and her younger sister, Ruth -- were promised they would be freed upon their mistress's death. Instead, their late mistress's nephew sells them to the Locktons, a wealthy Loyalist and his mean-spirited wife. At the Locktons' home in New York, the girls work hard and are cruelly mistreated, while the British and Americans fight over the city" (*Commonsensemedia.org*).

Unit 2: You and Me

Standard(s): RL.6.4, RL.6.9, RL.6.10

Description: Students will complete a study of [Nikki Giovanni](#) and several of her [poems celebrating libraries](#). Students will also complete multiple lessons on the Harlem Renaissance.

- [Introduction to Countee Cullen and the Harlem Renaissance](#)
- [On the Shoulders of Giants video](#)

Novel Studies

Standard(s): RL.6.1, RL.6.3, RL.6.6, RL.6.10

Description: Students will have the option of reading a minimum of one of the following books during the second marking period. Students will be required to read a certain amount of chapters each week and discuss them in their literary circle groups.

- [Finding Langston](#) - "Set in the mid-1940s, Cline-Ransome takes the reader into the heart of the Second Great Migration and details some of the conditions that African Americans faced in the South and the North in this post-war period. The book doesn't shy away from the topics of segregation and discrimination as Langston encounters it in the libraries in the South, in the passenger cars on the railway to the North, and in the neighborhoods of Chicago " (*socialjusticebooks.org*).
- [Revolution](#) - "This book is set in 1964 in the town of Greenwood, Mississippi. Having grown up in this town all her life, twelve-year-old Sunny is rather sheltered, knowing relatively little of the racial strife brewing around the country. Therefore, when she hears that invaders are coming to Greenwood, she is shocked and assumes that they are malevolent. Sunny doesn't

realize that these people have actually come to her town on a mission to fight for the rights of black people” (*supersummary.com*).

Unit 3: Into the Dark

Standard(s): RL.6.4, RL.6.9, RL.6.10

Description: Students will study different poems written by Black authors. One [author](#) that they will focus on is [Langston Hughes](#) - “Mother to Son” and “Harlem Night Song.”

Novel Studies

Standard(s): RL.6.1, RL.6.3, RL.6.6, RL.6.10

Description: Students will have the option of reading a minimum of one of the following books during the third marking period. Students will be required to read a certain amount of chapters each week and discuss them in their literary circle groups.

- [Marley Dias Gets It Done, And So Can You!](#) - “In MARLEY DIAS GETS IT DONE: AND SO CAN YOU!, we get lots of tips and advice from the now-teen girl behind the viral #1000blackgirlbooks movement. Marley talks about how the idea came to her, and encourages kids to find something they're passionate about, or something they'd like to change, and take action to make positive changes happen” (*commonsensemedia.org*).
- [Reaching for the Moon: The Autobiography of NASA Mathematician Katherine Johnson](#) - “At a wedding in 1952, Johnson heard about NACA, a secret government project looking for African American women who were mathematicians. At NACA, Johnson ran up against racism and sexism (no surprise to her), but it wasn't long before white engineers were asking to work with the African American woman with amazing math skills” (*commonsensemedia.org*).
- [Becoming Muhammad Ali](#) - “Growing up in a middle class household in the segregated South, young Cassius is confused and disturbed by the racism all around him. As a part of a strong family with an inspiring patriarch -- his grandfather, Herman --Cassius learns the value of hard work, humility, and discipline. However, he struggles to read and has trouble keeping up in school due to his undiagnosed dyslexia. He decides he wants to do something exciting with his life, almost accidentally falling into boxing when he stumbles into a local gym and begins training. Once he sees a path forward through sports, he becomes determined to be the best, working relentlessly and learning from mentors and elder statesmen in the sport” (*commonsensemedia.org*).
- [Becoming Kareem: Growing Up On and Off the Court](#) - “Set against the backdrop of a racially divided and tumultuous America of the 1950s and '60s, Becoming Kareem follows the young Lew Alcindor through his awkward teen years, his intellectual awakening in high school and at college at UCLA, up to his early professional basketball career, describing his development not only as a player but also as a scholar, a writer, and an activist” (*commonsensemedia.org*).
- [This Promise of Change: One Girl's Fight for School Equality](#) - “THIS PROMISE OF CHANGE begins in the fall of 1955, as Jo Ann Allen is attending high school 20 miles from her hometown of Clinton, Tennessee. The high school in Clinton is whites only, and the local residents have no intention of changing that policy. But the Supreme Court ruling in *Brown v. Board of Education* has made separate schools for black and white students unconstitutional, and a judge orders that Clinton High School become integrated when the school year begins in 1956. Jo Ann, one of the 12 African American teens who will be attending the school, is hopeful. “Blacks and whites in Clinton mostly get along well enough, I think. We are civilized

to one another. It's not like Biloxi, down in Mississippi, where we hear that Negroes have to step off the sidewalk when the white people walk by. Imagine that”(commonsensemedia.org).

Novel Studies

Standard(s): RL.6.1, RL.6.3, RL.6.6, RL.6.10

Description: Students will have the option to read the book listed below during the fourth marking period. Students will be required to read a certain amount of chapters each week and discuss them in their literary circle groups.

- [Tristan Strong Punches a Hole in the Sky](#) - Tristan finds himself in the middle of a battle that has left black American gods John Henry and Brer Rabbit exhausted. In order to get back home, Tristan and these new allies will need to entice the god Anansi, the Weaver, to come out of hiding and seal the hole in the sky. But bartering with the trickster Anansi always comes at a price. Can Tristan save this world before he loses more of the things he loves?” (GoodReads.com).

6th Grade Math

Curriculum: Carnegie Learning

Unit: Module 5 - Topic 1: The Statistical Process

Standard(s): 6.SP.5.c

Description: In 6th Grade, students will be calculating the averages for Basketball players statistics. They will find raw data, average, and percentages of African American basketball players in the NBA or WNBA.

6th Grade Science

Curriculum: Teachers’ Curriculum Institute (DOE Science Coalition)

Unit 2: Planet Earth

Standard(s): MS-ESS2-2

Description: Students will learn about Gladys West, a Black mathematician who used mathematical and computer calculations to help create the military forerunner of the widely used GPS now used in our everyday lives. Students will look at GPS maps from varying times of the same location to try to determine what happened at the location between the two dates, i.e. landslide, hurricane, or another natural disaster. Students will also read this [article](#) and answer the comprehension questions.

Unit 3: Space

Standard(s): MS-ESS1-2

Description: Students will [read](#) about Katherine Johnson, Dorothy Vaughn, and Mary Jackson and how their successes and achievements contributed to the world of science. Students will end the unit by watching clips from the movie, Hidden Figures, while answering [comprehension questions](#).

6th Grade Social Studies

Unit 1: Mental Mapping

Geography Anchor Standard 1a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.

Description: Students will identify what the key human and physical characteristics are in each of the World’s sub-regions, specifically North Africa & Sub-Saharan. Students will be able to identify

prominent physical features, patterns of climate and vegetation, major human settlements and key trade connections between Africa and other regions of the world.

Unit 2: Cultural Diffusion

Geography Standard 3a: Students should analyze patterns of cultural activity associated with different world regions in order to explain the reasons for the cultural development of a place.

Description: Students will identify and analyze what makes a place culturally unique, and what causes cultures to spread, change, and modify. They will look specifically at cultural diffusion and concepts of place. Examples are listed below:

- European Colonization, migration, technological change, globalization.
- Types of regions (formal, functional, perceptual) and their uses.
- Challenges to drawing regional boundaries, impacts of boundaries, e.g. how they can create conflict or cooperation amongst different populations.

Unit 3: North America, Central America, South America

Geography Standard Four 6-8b: Students will explain how conflict and cooperation among people contribute to the division of the Earth's surface into distinctive cultural and political territories.

Description: Students will look at African contexts to study geography, migration, interactions between humans and their environments, the circulation of ideas and culture, and political geography and modern countries' borders. They will also create a group project that explains the African trade along the Silk Road (Cultural Diffusion). Students will also identify and analyze the origins of the transatlantic trade of enslaved people (the Middle Passage).

Unit 5: Africa

Geography Standard 3b and 4a: Students will evaluate a location's site and situation in order to identify and explain the distinctive human (cultural) and physical characteristics, patterns of trade, and interactions that make a place unique. Students will understand the processes affecting the location of economic activities in different world regions.

Description: Students will look at the diversified production systems in South Africa and the countries of North Africa, focusing specifically on subsistence farming, available natural resources, and 20th century economic growth.

All 6th Grade Social Studies teachers have access to the Delaware Department of Education Schoology Group: Grade 6 World Geography Model Lessons. In this course, teachers can find lessons aligned to the Delaware Social Studies Standards and that support the implementation of HB198.

6th Grade Art

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): VA:Cr.1.1.6a, VA:Re.7.1.6a, VA:Re8.1.6a, VA:Cn11.1.6a

Description: Middle School Art (Grades 6-8) is designed as a course with a focus on contemporary art and is enriched by offering students another lens through which to view the hardships of, contributions from, and uplift of Black people. The curriculum is a progression and lessons,

discussions, themes and projects may cycle between 6th, 7th and 8th grades. Students will cycle through the following activities:

- Activity 1: Students will look at contemporary Black artists inspired by Classic African Art and African Diaspora, specifically Nick Cave - *Sound Suits*.
- Activity 2: Students will examine [contemporary Black artists' interpretations](#) of slavery, white supremacy and racism in the civil war, specifically Kara Walker - *Sugar Sphinx* and *Silhouettes*.
- Activity 3: Students will study contemporary Black artists by changing standards or who, when, and how art is contributing to national history, specifically Portraiture by [Amy Sherald](#) and [Kahinde Wiley](#).
- Activity 4: Students will examine works by contemporary artists created as works of protest, uplift and history making for and by Black people, focusing specifically on [Faith Ringgold](#), [Romare Bearden](#), [Kerry James Marshall](#).

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): VA:Cn11.1.6a

Lesson: [Hairstyles as Art](#)

Description: Art and literature have always been important tools for humans to reflect and critique the world around us. Often, it is through creating art that we begin to understand ourselves, and through examining art that we begin to understand each other. Black artists and writers throughout American history have offered meaningful insight into the experience of being Black in America, searing critiques of a white supremacist society, and powerful images of pride and resilience, all while pushing the bounds of form and style. In these lessons, you will explore some of the ways Black art and literature has left its imprint on American society. In this lesson, students will think about all the ways that personal style can be a form of art and communication. They will read an article about the history of Black hairstyles, as well as an article on the fight to end discrimination on the basis of non-Eurocentric hair. After analyzing the readings, they will create a digital poster highlighting a Black individual who they believe makes strong artistic or political statements with their style. (*Newsela - Black History: Being Seen— Black Artists and Writers*)

6th Grade Drama

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 9: Apply criteria to evaluate artistic work.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): TH:Cr1.1.6, TH: Pr4.1.6, TH.Re7.1.6, TH.Re.9.1.6, TH:Cn.10.1.6, TH:Cn.11.1.6

Description: Students will be doing script reading by the Black playwright, [Idris Goodwin](#). Students will then use those scripts as jumping off points to create their own scripts in class.

6th Grade Music/Band

Unit: History of Jazz

Anchor Standard 4: Select, analyze and interpret artistic work for presentation

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to

deepen understanding

Standard(s): MU:Pr4.2.6.c, MU: Re7.1.6.a, MU:Re7.2.6.b, MU:Pr4.2.6c

Description: Students will study the History of Jazz. This unit is tied closely with Black musicians of the early 1900s. In addition to learning about specific pieces of music, we talk about some of the struggles that the performers faced due to the time period. The main figures we listen to and analyze are Duke Ellington (Grade 6), Ella Fitzgerald (Grade 6), Charlie Parker (Grade 7), Billie Holiday (Grade 7), and Louis Armstrong (Grade 8), as well as other modern day performers.

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 8: Interpret intent and meaning in artistic work

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): MU:Re7.2.6.b, MU:Re8.1.6.a, MU:Pr4.2.6c

Description: Students will highlight details about the relationship between [Black art/culture](#) and racism or oppression. After reading an article about the Harlem Renaissance, students will answer the following question at the end of the lesson: in what ways can art and culture act as a resistance to oppression?

7th Grade

The Odyssey Charter School included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

7th Grade ELA

Curriculum: StudySync

Unit 1 - Conflicts and Clashes

Standard(s): RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, W.7.1, W.7.2, W.7.3

Description: "In her acclaimed debut novel, Black author Sharon G. Flake tells the story of thirteen-year-old Maleeka Madison. Maleeka, uncomfortable with her own appearance, ensures constant bullying and teasing at school. In this excerpt, her teacher, Miss Saunders, shares her own story of self-love and self-discovery. During the lesson, students will be able to analyze how the author develops and contrasts the points of view of the narrator and different characters in the story *In the Skin I'm In*. After engaging in a close reading and discussion, students will be able to explain how the author develops and contrasts the points of view of the narrator and different characters in a short, written response" (*StudySync - Grade 7 Unit 1 Instructional Path*).

Unit 1 - Conflicts and Clashes

Standard(s): RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.9, W.7.1, W.7.2, W.7.3, W.7.9

Description: Students will read Langston Hughes's "Thank You, M'am." After engaging in a close reading and discussion of the text, students will be able to analyze the theme in order to compare and contrast the theme with that of other similar texts in a short, written response.

Unit 2 - Highs and Lows

Standard(s): RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, W.7.2

Description: Students will read a short story about "American gymnast Simone Biles who overcame a difficult childhood to become the most decorated athlete in the history of her sport. In this profile, author Alex Shultz explores the pressures of great expectations, and the many sacrifices Biles has made on the road to glory" (*StudySync - Grade 7 Unit 2 Instructional Path*). Students will be able to identify and restate the text's key ideas and details in the text *No Dream Too High: Simone Biles*. They will also be able to determine two or more central ideas in a text and analyze their development over the course of the text.

Unit 3 - Chasing the Impossible

Standard(s): RI.7.1, RI.7.2, RI.7.3, RI.7.4, W.7.2

Description: In the autobiography excerpt, *We Beat the Street*, [Dr. George Jenkins](#) describes how his third-grade teacher, Miss Johnson, helps him realize for the first time that going to college is a real possibility. Students will be able to establish a purpose for reading in order to improve reading comprehension, identify and restate the text's key ideas and details, and analyze the author's use of connotations and denotations (*StudySync - Grade 7 Unit 3 Instructional Path*).

Unit 3 - Chasing the Impossible

Standard(s): RI.7.1, RI.7.2, RI.7.3, RI.7.4, W.7.2

Description: Students will read *Harriet Tubman: Conductor of the Underground Railroad* and *The People Could Fly: American Black Folktales*. Students will be able to compare and contrast a fictional portrayal of a time and place and a historical account of the same period as a means of understanding how authors of fiction use or alter history. They will also be able to analyze in a short written response how an author uses and adapts historical events in a fictional text by comparing a folktale to a historical account (*StudySync - Grade 7 Unit 3 Instructional Path*). Students will complete bell ringers each Friday throughout the year that are focused on Black History. Texts will include biographies,

speeches, quotes, poems, and a literacy test for voters, Videos are used to support students with background knowledge. This series of activities allows students to write about and discuss significant figures in Black history. Students reflect on the contributions of activists, authors, politicians, judges, and athletes. Students compare the injustices in America's past to the injustices that continue in America today.

7th Grade Math

Curriculum: Carnegie Learning

Unit: Module 1- Topic 4: Proportional Relationships (Lesson 5 - Scale and Scale Drawings)

Standard(s): 7.G.1

Description: Students will relate the scale and scale drawings to creating murals on a large scale. Students will look at [14 Black Muralists](#) from Los Angeles, California and the work that they have created. Students will watch this [video](#) clip (1:55 - 3:51), on the Grid System method showing students how an artist uses math to scale up their sketches to make murals.

Unit: Module 2 - Topic 1: Adding and Subtracting Rational Numbers (Lesson 1 - Math Football -Using Models to

Understand Integer Addition)

Standard(s): 7.NS.1

Description: Students will watch this [video](#) on how Prof. John Urschel, a former NFL player now Mathematics professor, could pursue two passions: football and mathematics. Then students will complete a math football game that is used to model the sum of a positive and negative integer. Students use number cubes to generate the integers. They will then use that information and write integer number sentences.

7th Grade Science

Curriculum: Curriculum: Teachers' Curriculum Institute (DOE Science Coalition)

Unit 1: Matter

Standard(s): MS-PS1-4

Description: Students will learn about [Jessica Esquivel](#), a Black particle physicist, and her contributions and achievements in the world of science.

Unit 2: Cells/Genetics

Standard(s): MS-LS3-1

Description: Students will be learning how different diseases are passed down from generation to generation and how some diseases affect some races and not others ([article](#)). Students will learn how Sickle cell is a codominant trait and how that affects how the trait is passed from one generation to the next. The lesson will entail an [article](#) about Henrietta Lack, whose cells were taken without her permission for cancer research. Students will discuss the following questions in small groups and as a class:

- What are your thoughts on the story of Henrietta Lacks?
- What stood out to you from the article?
- Why is this important to the study of cells and cell reproduction?

Students will also complete the Punnett Square [worksheet](#) to see how different traits are passed down from each generation.

7th Grade Social Studies

Unit: Expansion of Freedom

Standard(s): Civics 2A, 2B, 3A

Description: Students will examine the causes of Segregation and how the lack of representation of African Americans in the creation of the structure of government led to white supremacy and minority rights being infringed upon.

Unit: Expansion of Freedom

Standard(s): Civics 2A, 3B, 3A

Description: Students will examine how Jim Crow's Laws impacted African American civil and property rights.

- Plessy vs. Ferguson
- Brown vs Board of Education
- Civil Rights Movement
- Civil Rights Act 1964
- Voting Rights Act 1965

Unit: Expansion of Freedom Unit

Standard(s): Civics 1A, 1B, 2A, 3A, 4A,

Description: Students will examine the contributions of African Americans during the Civil Rights Movement and the American Political system - some examples are Martin Luther King Jr., Rosa Parks, Thurgood Marshall, and Lisa Blunt Rochester. Students will complete an individual research project focused on the contributions of African Americans to the United States.

Unit: Economics

Standard(s): Economics 3A

Description: Students will identify and analyze prominent Black business people and entrepreneurs and their contributions to society.

Unit: Expansion of Freedom

Standard(s): Civics 2A and 3A, Economics 3A

Description: Students will examine the impacts of segregation and racism on African American property rights. They will also look at the impact redlining had on African American property rights.

All 7th Grade Social Studies teachers have access to the Delaware Department of Education Schoology Group: Grade 7 Civics and Economics Model Lessons. In this course, teachers can find lessons aligned to the Delaware Social Studies Standards and that support the implementation of HB198.

7th Grade Art

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): VA:Cr.1.1.7a, VA:Re.7.1.7a, VA:Re8.1.7a, VA:Cn11.1.7a

Description: Middle School Art (Grades 6-8) is designed as a course with a focus on contemporary art

and is enriched by offering students another lens through which to view the hardships of, contributions from, and uplift of Black people. The curriculum is a progression and lessons, discussions, themes and projects may cycle between 6th, 7th and 8th grades. Students will cycle through the following activities:

- Activity 1: Students will look at contemporary Black artists inspired by Classic African Art and African Diaspora, specifically Nick Cave - *Sound Suits*.
- Activity 2: Students will examine [contemporary Black artists' interpretations](#) of slavery, white supremacy and racism in the civil war, specifically Kara Walker - *Sugar Sphinx* and *Silhouettes*.
- Activity 3: Students will study contemporary Black artists by changing standards or who, when, and how art is contributing to national history, specifically Portraiture by [Amy Sherald](#) and [Kahinde Wiley](#).
- Activity 4: Students will examine works by contemporary artists created as works of protest, uplift and history making for and by Black people, focusing specifically on [Faith Ringgold](#), [Romare Bearden](#), [Kerry James Marshall](#).

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): VA:Cn11.1.7a

Lesson: [Studying Black Art and Literature](#)

Description: Art and literature have always been important tools for humans to reflect and critique the world around us. Often, it is through creating art that we begin to understand ourselves, and through examining art that we begin to understand each other. Black artists and writers throughout American history have offered meaningful insight into the experience of being Black in America, searing critiques of a white supremacist society, and powerful images of pride and resilience, all while pushing the bounds of form and style. In these lessons, you will explore some of the ways Black art and literature has left its imprint on American society. In this lesson, students will think critically about the exposure they have gotten to Black writers and artists through their education or in the outside world. They'll read articles about efforts to diversify publishing and school courses, and research one artist or writer that you would like to add to your own school's curriculum. (*Newsela - Black History: Being Seen— Black Artists and Writers*)

7th Grade Drama

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 9: Apply criteria to evaluate artistic work.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): TH:Cr1.1.7, TH: Pr4.1.7, TH.Re7.1.7, TH.Re.9.1.7, TH:Cn.10.1.7, TH:Cn.11.1.7

Description: Students will be doing script reading by the Black playwright, [Devin Porter](#). Students will then use those scripts as jumping off points to create their own scripts in class.

7th Grade Music/Band

Unit: History of Jazz

Anchor Standard 4: Select, analyze and interpret artistic work for presentation

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): MU:Pr4.2.7.c, MU: Re7.1.7.a, MU:Re7.2.7.b, MU:Pr4.2.7c

Description: Students will study the History of Jazz. This unit is tied closely with Black musicians of the early 1900s. In addition to learning about specific pieces of music, we talk about some of the struggles that the performers faced due to the time period. The main figures we listen to and analyze are Duke Ellington (Grade 6), Ella Fitzgerald (Grade 6), Charlie Parker (Grade 7), Billie Holiday (Grade 7), and Louis Armstrong (Grade 8), as well as other modern day performers.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): MU:Pr4.2.6c, MU:Re.7.2.6

Description: "The 1950s was a turning point in U.S. history. It was during that decade that the civil rights movement really began to gain momentum. After centuries of relatively slow progress toward change and equality, the 1950s saw an increase in legal and legislative victories for civil rights advocates. This momentum and those victories paved the way for even more successful campaigns in the 1960s, which would forever change American life and culture, not only for Black people, but for all Americans" (*Newsela - Early Fights for Equality 1950-1960*). In this [lesson](#), students will describe the role and impact of freedom songs. Students should reflect and answer the following questions as well.

- What were freedom songs during the civil rights movement?
- What are examples of present-day freedom songs?
- What methods did Black Americans employ in their fight for equality and justice?

This will be a cross-curricular lesson with 7th grade social studies.

8th Grade

The Odyssey Charter School included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

8th Grade ELA

Curriculum: StudySync

Unit 2: Past and Present

Standard(s): RL.8.5, RL.8.4, L.8.5.A, RL.8.2, RL.8.10

Description: Students will read the poem “Theories of Time and Space”, written by Natasha Trethewey, whose parents’ interracial relationship was illegal when they met in Mississippi. We will discuss how race relations may have played a role in her life growing up and her writing when she was older. We will take a look at some of her other works, which deal with content such as the impact of the KKK on her life, as well as Southern influences during the Civil War. Students will also read a poem called “Slam, Dunk, & Hook.” This is a poem “by Pulitzer Prize-winning poet Yusef Komunyakaa (b. 1947). It is included in Komunyakaa’s *Magic Bus*, a 1992 collection of poems that draws on his experiences growing up as an African American in the 1950s in Bogalusa, a small city in northeastern Louisiana. While “Slam, Dunk, & Hook” primarily describes the feelings of playing basketball as a youth, the racial tensions that defined the 1950s Deep South seem to exist just outside the edges of both the poem and the “roundhouse” where the boys play” (*StudySync - Grade 8 Unit 2 Instructional Path*). While students are studying the poem, they will focus on the following literary skills: Imagery, allusion, poetic elements and structure.

Unit 3: No Risk, No Reward

Standard(s): RI.8.4, L.8.4.a, L.8.4.a, RI.8.4, SL.8.6, RI.8.3, L.8.5.A

Description: Students will study three works of literature in Unit Three. Students will read the poem “Learning to Read” and *Narrative of the Life of Frederick Douglass, An American Slave*, Langston Hughes’s classic poem “Mother to Son.” These three authors invite students to compare and contrast the risks taken by African Americans.

In the poem, a mother relates advice on life through the extended metaphor of a staircase. After reading “Mother to Son,” students will demonstrate their understanding of metaphor by writing a short, personal response.

In the second poem, “Learning to Read,” poet Frances Ellen Watkins Harper uses biblical allusions and details of life after the Civil War to recount the joys and complications of education. Along with “Mother to Son” and *Narrative of the Life of Frederick Douglass, An American Slave* students will continue to explore the African American experience through this text. After reading “Learning to Read,” students will participate in a collaborative conversation in response to a prompt and write a reflection on participation in the discussion.

The third piece of literature is the memoir *Narrative of the Life of Frederick Douglass, An American Slave*, where Douglass recounts how it was he came to learn to read and write, the risks involved, and the powerful impact this learning had on his life.”

Together, “Mother to Son,” “Learning to Read,” and “*Narrative of the Life of Frederick Douglass, An American Slave* offer students an opportunity to compare and contrast accounts of risks taken by African Americans, shared in poetry and in memoir, spanning two centuries. After an initial reading and discussion of the excerpt, students will be able to identify and restate the text’s key ideas and details. After rereading and discussing a model of close reading, students will be able to analyze how an author makes connections between individuals, events, and ideas through various informational text elements. After rereading and discussing a model of close reading, students will be able to determine the meaning of figures of speech in a text.

(StudySync - Grade 8 Unit 3 Instructional Path)

Unit 4: Hear Me Out

Standard(s): RL.8.10, RL.8.3, RL.8.2, RI.8.10, RI.8.8, SL.8.3, L.8.5.C

Description: Unit 4 takes students into the background of Civil Rights activist James Weldon Johnson and his leadership with the NAACP. In reading the *Gettysburg Address*, we will also discuss the important contributions of Black Americans to the war. Students will complete a lesson on Newsela as a connection to the Gettysburg Address in StudySync. They will read the Gettysburg Address on Newsela. Then they will watch the video in Newsela; The Gettysburg Address: The two-minute speech that saved America [2:14]. As students are watching, they will respond to the quiz questions and take notes on the impact of the speech. Then they will preview the [article titles](#) and select another article of their choice.

Students will discuss the following questions in small groups or as a class:

- Who was the intended audience for Lincoln’s speech?
- What is the significance of "Four score and seven years ago"?
- What is "the new birth of freedom" Lincoln calls for, and how does it differ from the nation's original birth?
- How does Lincoln shift from the founding of the United States to the future of the United States?
- Why does Lincoln argue in the Gettysburg Address that the Civil War is worth fighting, in spite of the lives lost?
- Lincoln said, “The world will little note, nor long remember what we say here...” This speech is remembered as one of the greatest speeches of American history. Why do you think Lincoln’s words have endured?

(Newsela - This Week in History: Lincoln Delivers Gettysburg Address (November 19, 1863))

Unit 6: Beyond Reality

Standard(s): RL.8.2, RL.8.5, RL.8.6, RL.8.10

Description: Unit 6 takes students to Africa with Raouf Mama’s African Tales and a discussion about African American oral traditions. We end the year by reading *Children of Blood and Bone* by Tomi Adeyemi, which is a magical story that is allegory for the modern-day black experience and will encourage dialogue about the brutality and violence against Black people that has occurred for

decades.

Throughout the year in 8th Grade ELA, students will be presented with a Black figure who has shaped the country in some way. These include authors featured in our anthology, articles for students to read, and questions for students to complete once they have finished reading. These figures are people who students have not previously heard of, from many different time periods. These include people in science, literary, and mathematical roles.

8th Grade Math

Curriculum: Carnegie Learning

Unit: Module 1 - Geometric Transformation

Standard(s): 8.G.1, 8.G.2, .8.G.3

Description: Under the topic of Matrix theory, explaining in brief how matrix multiplication relates to geometric transformations, students will watch this [video](#) on how Prof. John Urschel, a former NFL player now Mathematics professor, could pursue two passions: football and mathematics.

Unit: Module 2 - Developing Function Foundations

Standard(s): 8.EE.5, 8.EE.6, 8.G.1za, 8.G.1.c

Description: Under the topic of Space Science, the class will be describing and observing (through technology) the acceleration and velocity of a rocket launch with respect to time. This wonderful [video](#) is a tribute to the life of Katherine Johnson and her contributions to NASA.

Unit: Module 3 - Topic 2: Systems of Linear Equations

Standard(s): 8.EE.8

Description: Students will study some examples of systems of equations as they would relate to the functions of the parts of a mechanical clock. This [video](#) will be shown, a recited speech by Benjamin Banneker, famous astronomer and mathematician who recreated a mechanical clock, regarding Slavery and Freedom in the United States.

Unit: Module 4 - Topic 1: Real Number System

Standard(s): 8.NS.1, 8.NS.2, 8.EE.2

Description: The class will watch this [video](#), a talk by Dr. Ricco Wright on his personal journey and on Philosophy of Mathematics. This will tie into our investigation into real numbers and countability from a philosophical perspective as well as an investigation into real numbers and countability from a philosophical perspective.

Unit: Module 5 - Topic 1: Scientific Notation

Standard(s): 8.EE.1, 8.EE.3, 8.EE.4

Description: The class will watch this [video](#), a talk from Mae Jemison and the reasons and passions that made her become an astronaut. Under the topic of Space Science, students will calculate volume inside a conical and cylindrical space capsule and calculate the escape velocity of an object using technology and real data.

8th Grade Science

Curriculum: Curriculum: Teachers' Curriculum Institute (DOE Science Coalition)

Unit 1: Waves

Standard(s): MS-PS4-3

Description: Students will learn about the way waves are used to transfer information. When

discussing wireless transfer of information, students learn about the difference between digital and analog signals. Students will learn about Jesse Russell's advancement of digital wave communication technology.

[Jesse Russell](#) was a “pioneer in the field of cellular and wireless communications. In 1988, he led the first team from Bell Laboratories to introduce digital cellular technology in the United States. This was 15 years after the first mobile phone call was made. But when that call was placed, it was over an analog system, and what Russell's team did was develop the technology that transformed communications. Using digital technology, it was dubbed “2G” for the “second generation” of mobile phone systems” (Connected Nation; [Black History Maker in Technology: Jesse Russell | Connected Nation](#)). Jesse Russell was already a leading expert in the digitization of cellular phone data storage; however, he played one of the most, if not the most, important role in digitizing cellular phone data transmission. We will discuss how this breakthrough changed the way phones were engineered and the differences between the phones that existed prior to this technology compared to after this technology. It is an excellent example of the reliability and efficacy of digital signals over analog signals for data transmission. Without this technology, we would not have the cell phones and communication technologies that are important to not just science, but life, the economy, and modern culture.

Unit 2: Weather and Climate

Standard(s): MS-ESS3-3, MS-ETS1-1

Description: Students will be introduced to the idea that people of color may be disproportionately affected by climate change and pollution. In class, students will investigate whether there is a disparity between the population's access to healthy living environments. This is referred to as environmental racism, described by Petnaik *et al.*:

“Environmental racism refers to the unequal access to a clean environment and basic environmental resources based on race. Communities of color are disproportionately victimized by environmental hazards and are far more likely to live in areas with heavy pollution. People of color are more likely to die of environmental causes, and [more than half of the people](#) who live close to hazardous waste are people of color” ([Racial Disparities and Climate Change](#)). Students will be introduced to the concept of environmental justice and the history of the environmental justice movement ([Environmental Justice & Environmental Racism](#)). Students perform a case study analysis on a specific example they believe to be environmental racism. They will articulate why they believe this is an example of environmental racism. Following their investigation, students will formulate a remediation strategy, focused on the principles of environmental justice, they believe best suits the case study they Identified. Finally, students will design and present a slide deck to the class describing their case study details and remediation strategy. Additional assessment details are currently being developed. Students will also be encouraged to use community members as resources for a final research project.

Unit 3: Ecosystems

Standard(s): MS-LS2-5

Description: Over the last 30 years, biologists have increasingly become interested in how the environmental changes due to urbanization leads to changes in species make-up of urban ecosystems. Between 1965 and 1989, only 123 papers were published with the words “urban ecosystem”; however, from 1989 to 2019 the rate of publication of papers focused on this topic has increased exponentially, with over 1,000 papers published in 2019 alone. As a result of these publications, a picture is emerging that understanding the species, populations, and communities within an urban

environment requires an understanding of the forces that structure and shape these environments. Schell *et al.* suggest that systematic inequalities within these urban ecosystems have significant impacts on biological progress and loss of biodiversity, and that these inequalities can lead to disparate ecological outcomes ([The ecological and evolutionary consequences of systemic racism in urban environments | Science](#)). Some scientists believe that to solve environmental degradation, we must focus on racial and environmental justice because issues of racism are undeniably linked to the structure and make-up of the urban ecosystem. In this lesson, students will learn about some of the systematic inequalities in urban environments. Then, we will examine how the health of an urban ecosystem, defined by sustained biodiversity and ecological progress, is affected through the lens of systemic inequalities. Finally, students will evaluate the validity of the idea that resolving these inequalities will remediate the degradation of certain urban ecosystems.

8th Grade Social Studies

Unit 3: Revolution and A New Nation

Standard(s): H1a, H2a, H2b, H3a

Description: Students will learn about the significance of enslavement in the development of the American economy, focusing on the Middle Passage. They will be introduced to the slave trade and how agriculture was a major source of the southern economy. Students will also identify and analyze the horrors of slaves, including abuse, being unpaid, unfair treatment, and being dehumanized by being sold and traded.

Unit 3: Revolution and A New Nation

Standard(s): H1a, H2a, H2b, H3a

Description: Students will learn about the relationship between white supremacy, racism, and American slavery. In Unit 3, they will focus on Colonial Slavery by focusing on the Nat Turner Rebellion, the Underground Railroad, and its fight against slavery and its practices.

Unit 4: Expansion, Sectionalism, and Reform

Standard(s): H1a, H2a, H2b, H3a

Description: Students will continue to learn about the relationship between white supremacy, racism, and American slavery. In Unit 4, they will focus on the Dred Scott Case and how the Supreme Court officially classified the enslaved population as property and not human. They will also learn about the Compromises of the West - specifically the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act that kept slavery alive and gave hope for it to potentially spread.

Unit 5: Civil War and Reconstruction

Standard(s): H1a, H2a, H2b, H3a

Description: Students will learn about the central role racism played in the Civil War. The following topics will be identified, analyzed, and discussed during unit five.

- African American Heroes - Massachusetts 54th Regiment
- Sharecropping - limited opportunity for former enslaved and minorities in the South post-Civil War
- Black Codes - how do the black codes violate the idea that “all men are created equal” and how this ultimately lead to the 14th amendment
- KKK - how various groups were created and how they targeted and intimidated minority groups in the South
- Jim Crow Laws - how segregation and various hate groups created unofficial laws to restrict

minorities group advancement

All 8th Grade Social Studies teachers have access to the Delaware Department of Education Schoology Group: Grade 8 US History Model Lessons. In this course, teachers can find lessons aligned to the Delaware Social Studies Standards and that support the implementation of HB198.

8th Grade Art

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): VA:Cr.1.1.8a, VA:Re.7.1.8a, VA:Re8.1.8a, VA:Cn11.1.8a

Description: Middle School Art (Grades 6-8) is designed as a course with a focus on contemporary art and is enriched by offering students another lens through which to view the hardships of, contributions from, and uplift of Black people. The curriculum is a progression and lessons, discussions, themes and projects may cycle between 6th, 7th and 8th grades.

Students will cycle through the following activities:

- Activity 1: Students will look at contemporary Black artists inspired by Classic African Art and African Diaspora, specifically Nick Cave - *Sound Suits*.
- Activity 2: Students will examine [contemporary Black artists' interpretations](#) of slavery, white supremacy and racism in the civil war, specifically Kara Walker - *Sugar Sphinx* and *Silhouettes*.
- Activity 3: Students will study contemporary Black artists by changing standards or who, when, and how art is contributing to national history, specifically Portraiture by [Amy Sherald](#) and [Kahinde Wiley](#).
- Activity 4: Students will examine works by contemporary artists created as works of protest, uplift and history making for and by Black people, focusing specifically on [Faith Ringgold](#), [Romare Bearden](#), [Kerry James Marshall](#).

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Standard(s): VA:Cn11.1.8a

Lesson: [Black Visual Art](#)

Description: Art and literature have always been important tools for humans to reflect and critique the world around us. Often, it is through creating art that we begin to understand ourselves, and through examining art that we begin to understand each other. Black artists and writers throughout American history have offered meaningful insight into the experience of being Black in America, searing critiques of a white supremacist society, and powerful images of pride and resilience, all while pushing the bounds of form and style. In these lessons, you will explore some of the ways Black art and literature has left its imprint on American society. This lesson provides an overview of many different Black Visual Artists, as well as a deep dive into two Black women comic artists from different eras.

Students will first analyze the significance of the comic artists' work. Then, they will be able to choose whether to create their own comic, or to dive deeper into the work of a different Black visual artist. (*Newsela - Black History: Being Seen— Black Artists and Writers*)

8th Grade Drama

Anchor Standard 2: Organize and develop artistic ideas and work.
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Anchor Standard 7: Perceive and analyze artistic work
Anchor Standard 9: Apply criteria to evaluate artistic work.
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Standard(s): TH:Cr1.1.8, TH: Pr4.1.8, TH.Re7.1.8, TH.Re.9.1.8, TH:Cn.10.1.8, TH:Cn.11.1.8
Description: Students will be doing script reading by the Black playwright, [Keyanna Alexander](#). Students will then use those scripts as jumping off points to create their own scripts in class.

8th Grade Music/Band

Unit: History of Jazz

Anchor Standard 4: Select, analyze and interpret artistic work for presentation
Anchor Standard 7: Perceive and analyze artistic work
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Standard(s): MU:Pr4.2.8.c, MU: Re7.1.8.a, MU:Re7.2.8.b, MU:Pr4.2.8c
Description: Students will study the History of Jazz. This unit is tied closely with Black musicians of the early 1900s. In addition to learning about specific pieces of music, we talk about some of the struggles that the performers faced due to the time period. The main figures we listen to and analyze are Duke Ellington (Grade 6), Ella Fitzgerald (Grade 6), Charlie Parker (Grade 7), Billie Holiday (Grade 7), and Louis Armstrong (Grade 8), as well as other modern day performers.

Unit: Music in the post-Reconstruction era

Anchor Standard 7: Perceive and analyze artistic work
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Standard(s): MU:Re7.2.8.b, MU:Pr4.2.8c
Description: “Although the post-Reconstruction era was a challenging time and full of upheaval, members of the Black community nonetheless found ways to come together and thrive. They formed new communities and institutions that supported and uplifted each other, many of which are still serving Americans today. All people can find inspiration in the ways that Black Americans resisted oppression while making significant and lasting cultural contributions to the nation” (*Newsela - Black Communities and Culture During Jim Crow*). Students will [read an article](#) about how Beyonce brought Black culture to the forefront of her music. Students will also learn about the importance of community and culture.

9th Grade

The Odyssey Charter School included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

9th Grade ELA

Course: English 9

Curriculum: StudySync

Standard(s): 9-10.RL.1, 9-10.RL.6, 9-10.RL.5, 9-10.RI.4, 9-10.RI.3, 9-10.RI.9, 9-10.W.1, 9-10.W.2, 9-10.W.3, 9-10.W.9, 9-10.SL.2, 9-10.SL.4, 9-10.L.2, 9-10.L.1

Description: Through the use of letters, speeches, memoirs, novels, and videos, students learn about racial issues in America in the 1900s. Students will learn about the 13th-15th Amendment as well as Black Codes created by southern states, later nicknamed Jim Crow Laws. Some influential figures of the Black community will be highlighted. Those figures include, but are not limited to: Rosa Parks, Claudette Colvin, Martin Luther King Jr., students part of the integration of public schools, and writers such as Langston Hughes and W.e.B. Du Bois. Social-economic struggles will be discussed in correlation with how schools were integrated and how southern states tried to keep businesses segregated. Concepts are covered in preparation for reading *To Kill a Mockingbird* and other pieces of literature.

Students will also learn about Bryan Stevenson, a prominent black lawyer from Delaware who started the Equal Justice Initiative, an organization that works to free wrongfully convicted people and to educate others about the injustices within our criminal justice system. Students will make connections between their reading of *To Kill a Mockingbird* and the work that Bryan Stevenson strives to do in the present day, and will discuss how much things may have changed or not changed since the 1950s.

Listed below are a variety of links to short stories, text excerpts, projects, lessons, and handouts that are used throughout the year.

- [Short Story Options](#)
- [Memoir - excerpt from "Long Shadow of Little Rock"](#)

- [Links for various videos related to Civil Rights Movement, Jim Crow Laws, To Kill a Mockingbird](#)
- [Activities related to the Montgomery Bus Boycott / Rosa Parks / Narrative Memoir project](#)
- ["Rap Lyrics on Trial" article - Rhetorical Appeals](#)
- [Speeches from MLK, Mandela, Kaepernick](#)
- [TKAM unit with historical background lessons](#)

9th Grade Math

Course: Algebra I

Curriculum: Carnegie Learning

Unit: Module 2 - Topic 2: Solving Linear Equations and Inequalities

Standard(s): N.Q.1, N.Q.3, A.CED.1, A.CED.3, A.CED.4, A.REI.1, A.REI.3

Description: Students will learn about the invention of Lonnie Johnson, the engineer who used his knowledge of engineering to create the first Super Soaker gun, the "Power Drencher". This technology involved compressed water in a container which you could then shoot for a distance. Students will be given information regarding the various compression strengths of various Super Soaker models, XP-75, XP-150, and XP-300 and how far they could shoot water. Students will need to come up with the linear relationships between the compression power of the various models and the distance they can shoot the water. Students will also be responsible for graphing the equations to compare them.

9th Grade Science

Course: Biology

Unit 1: Ecology

Standard(s): HS-LS2-2

Description: Students will look at the contributions of Black people to American life through the lens of science. Focusing on ecological relationships, students will utilize [National Geographic Layered Interactive Maps](#) to do a comparison of population growth in North America vs. Africa. Students will graph, compare and discuss population growth on both continents.

Unit 2: Genetics

Standard(s): HS-LS2-1

Description: Students will learn about DNA and protein synthesis, specifically focusing on sickle cell. Students will discuss the disease, the history of medicine, and the racial disparity. Students will then learn about Henrietta Lacks and participate in a socratic seminar debating usage of her cells and how they should be used going forward.

Unit 3 - Evolution

Standards(s): HS-LS4-1

Description: Students will learn about [human evolution](#) and how Africa is the birthplace of humanity.

9th Grade Social Studies

Course: Civics and Economics

Standard(s): Civics 1a, 2a, 2b, 3a, 4a, 4b; Economics 1a, 2a, 3a, 4a

Unit: Citizenship Unit:

Description: Students will look at the relationship between white supremacy, racism and American slavery.

Lesson 1 - Being an American

- Students will learn about the Africans who were brought unwillingly to North America.
- They will learn a practice began in 1619 with Jamestown Settlement

Lesson 2 - Becoming a Citizen - Supreme Court Cases Discussion

- Students will study the [Dred Scott v. Sandford](#), “which was one of the most important cases ever tried in the United States. The Supreme Court decided the case in 1857. It ruled that the Missouri Compromise of 1820, which banned slavery from any future state or territory north of Missouri, was void and that no Black people were entitled to citizenship. That decision hastened the Civil War”

Unit: American Colonies and Their Government

Description: Students will learn about the significance of enslavement in the development of the American economy.

Lesson 2 - Settlement, Culture, and Government of the Colonies

- Students will learn about how the Southern Colonies created a dependence on slavery and the effects as a result.

Lesson 3 - Declaration of Independence

- Students will continue to learn about the Dred Scott v. Sandford and how it tied into the Declaration of Independence and citizenship. Students will also watch this [interactive video](#). (*Link may not work if the viewer does not have an active account*).

Unit: Constitution

Description: Students will learn about the relationship between white supremacy, racism and American slavery and the significance of enslavement in the development of the American economy.

Lesson 2 - Creating a New Constitution - [Three-Fifths Compromise](#)

- Students will review the US Constitution, specifically looking at excerpts that address the issue of slavery, including the Three-Fifths Clause, stating enslaved people would be counted as three-fifths of a person for population and tax purposes.

Lesson 3 - Preamble - PBS Series Liberty

- Students will watch a segment on African American rights under the new Constitution; Historian Christopher L. Brown (developing) Elizabeth Freeman (Mum Bett) emancipation (developing).

Unit: Bill of Rights

Description: Students will learn about how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Lesson 3 - Civil War Amendments

- Although slavery was eliminated as result of the Civil War, unfair treatment of African Americans did not end
 - Students will analyze the 13th, 14th, and 15th Amendments and their effects on African Americans.

Lesson 4 - The Civil Rights Movement

- Discrimination/Segregation/Jim Crow Laws
- Brown v. Board of Education
- Montgomery Bus Boycott
- Civil Rights Act of 1964

- Voting Rights Act of 1965
- Affirmative Action

Unit: Voting and Elections

Description: Students will explore the action and impact of the following:

Lesson 1 - Who Can Vote?

Explore Action and impact of the following:

- Fifteenth Amendment
- Smith v. Allwright
- Civil Rights Act of 1957
- Civil Rights Act of 1960
- Twenty-fourth Amendment
- Voting Rights Act of 1965

Unit: Dealing with Community Issues

Description: Students will learn about education and social issues and the effects on the Black community.

Lesson 2 Education and Social Issues

- Geoffrey Canada - Educational Activist
 - School funding

Throughout the course, students will learn about various Black figures in national history and in Delaware history...

- Dr. Martin Luther King Jr. and his non-violent resistance to the struggle of civil rights
- President Barack Obama and his achievements and contributions while in office

9th Grade Art

Odyssey Charter School's Course, Ceramics, is an elective course that is offered to students in grades 9-12.

Course: Ceramics

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Standard(s): VA:Re8.1.1a, VA:Cn11.1.1a

Description: This course introduces students to the basic techniques of hand-building with clay. Historical references for the hand-building pottery techniques being taught include, but are not limited to, pinch, coil, slab, and unique combinations of techniques. When students move on to creating their unique pieces, they research pottery of many cultures and periods to help them to understand the ways that pottery can be formed and used beyond the obvious. Students will use the links below while they are researching:

- [African Ceramics](#)
- [Ancient African Pottery](#)
- [African Tribal Pottery Styles](#)
- [African History/Early African Pottery](#)

9th Grade Music

Odyssey Charter School's Course, Music Theory, is an elective course that is offered to students in grades 9-12.

Course: Music Theory

In the study of Music Theory, a primary part of our class involves listening to a variety of musical styles. According to NAFME's national standards and DE's state standards, the way that we connect and interpret these works can easily incorporate the cultural aspects of Black people. The study of both current and classic music produced by Black people before the African and Black Diaspora can come from the study of traditional African music. This can tie directly into how the different cultures were forced together through slavery and how that molded certain musical styles that we know today.

The contributions of Black people, specifically to culture and history, in our country cannot be disputed and the way that their music has influenced our country is another way to view the impact. This is currently being done by viewing current music genres and popular musicians today and then tracing their roots backwards to see where they came from. Many Black musicians today can have their roots brought back to early African music or gospel hymns from Black culture. Many of these musicians are also prominent figures in national history and the local historical figures have contributed to the Black American music culture as well.

Many of the topics discussed in Black music today can be tied into other topics if the teacher so chooses, but that is not strictly music based. For example, The relationship between white supremacy, racism, and American slavery can be found in the topics of many rap and R&B songs from black artists, but that may take non-musical discussion to get there which is not always in the standards.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Standard(s): MU:Pr4.3.C.IIa, MU:Pr5.1.C.IIb

Description: "The 1950s was a turning point in U.S. history. It was during that decade that the civil rights movement really began to gain momentum. After centuries of relatively slow progress toward change and equality, the 1950s saw an increase in legal and legislative victories for civil rights advocates. This momentum and those victories paved the way for even more successful campaigns in the 1960s, which would forever change American life and culture, not only for Black people, but for all Americans" (*Newsela - Early Fights for Equality 1950-1960*). In this [lesson](#), students will describe the role and impact of freedom songs. Students should reflect and answer the following questions as well.

- What were freedom songs during the civil rights movement?
- What are examples of present-day freedom songs?
- What methods did Black Americans employ in their fight for equality and justice?

10th Grade

The Odyssey Charter School included (or will include) the following requirements in their 10th Grade

curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

10th Grade ELA

Course: English 10

Curriculum: StudySync

Standard(s): 9-10.RL.1-10, 9-10.RI.1-10, 9-10.SL.1-6, 9-10.W.1-4

Description: During Unit 1 - The Power of Communication, students will read *A Letter From Birmingham Jail* by Martin Luther King Jr. in order to understand the struggle Black people endured in working to achieve fair treatment. They will also analyze rhetorical devices Martin Luther King Jr. uses in this text.

During Unit 2 - Moving Forward, students will read the novel *Night* by Eli Wiesel. They will learn about Nazi Propaganda, specifically the [1938 Olympics](#) where Jesse Owens won multiple gold medals. Students will discuss white supremacy in relation to Hitler/The Holocaust as well as in relation to how Jesse Owens was treated upon his return to the states after the Olympics. Jesse Owens was not necessarily celebrated as an athlete due to racism and the residual effects of slavery/reconstruction eras.

During the spring, students will study a variety of different Black poets in the poetry unit. Listed below are a few examples:

- *We Real Cool* by Gwendolyn Brooks
- *Harlem* by Langston Hughes
- *In Memoriam: Martin Luther King, Jr.* by June Jordan
- *After Images* by Audre Lorde

10th Grade Math

Course: Algebra 2

Curriculum: Carnegie Learning

Unit: Module 1 - Topic 1: Exploring and Analyzing Patterns (Lesson 3 - Comparing Multiple Representations of Functions)

Standard(s): A.SSE.1b,A.CED.1,F.IF.8,F.IF.9

Description: Students will access information about the population of African Americans throughout decades spanning back to 1790. They will use this information in the [table](#) and their knowledge of linear, quadratic, and exponential functions to discover which type of function is appropriate to use as a model to predict what the population will be like 100 years from now. They will then engage in the article, The Growing Diversity of Black America. In groups students will need to identify one driver of the population they think makes the most impact to the overall population. We will discuss their ideas in a class discussion.

10th Grade Science

Course: Chemistry

Unit: Mainstreams in Chemistry

Standard(s): HS-PS2-6

Description: Students will complete a research project using UDLib databases on Black contributions to chemistry from the past through the 20th century. They will have the following to choose from and are welcome to research other scientists not listed:

- Mary Daley
- James Harris
- Jeanette Brown
- Alma Hayden
- St. Elmo Brady
- Isaiah Warner
- Alice Baul
- Walter Hawkins
- Margert Tolbert
- Gloria Anderson
- Hosea Williams

Unit 9: Organic Chemistry

Standard(s): HS-PS1-5

Description: Students will learn about Percy Julian, a Black research chemist and pioneer in the chemical synthesis of medicinal drugs from plants. After learning about his contributions, students will participate in an [aspirin virtual lab](#).

10th Grade Social Studies

Course: World History

Standard(s): World History 1a, 2a, 2b, 3a

Unit 1: The Dark Ages

Description: Students will learn about the history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature. Students will look at the development of social, political, economic and cultural patterns in West and East Africa. They will also be able to describe how physical geography, trade and religion influenced the development of civilizations in West and East Africa.

Lesson 3: African Empires of the Middle Ages

- Development of Western Sudan/Trans-Saharan Trade
- The life and culture of the Kingdoms of Ghana, Mali, and Songhai
- The culture and development of the East African Trading Kingdoms such as Kilwa, Aksum, and Great Zimbabwe
- Timbuktu
- Mansa Musa

Unit 2: The Rise of the Modern World

Description: Students will learn about the significance of enslavement in the development of the American economy.

Lesson 6: Exploration

- Atlantic Slave Trade
 - Students will watch an interactive video titled “The Atlantic Slave Trade: What Too Few Textbooks Told You” - what forcibly brought 10 million Africans to America.
- South America VS. North America development of enslavement
- Living conditions of enslaved in the colonies/boats on the Middle Passage
 - Students will respond and discuss the following questions:
 - How did enslaved Africans resist the Middle Passage?
 - What were some of the consequences of the brutality of the Middle Passage?
- Effects of the slave trade on the development of African Diaspora
 - Students will reflect on the question: what was the lasting impact of the slave trade on the development of African Diaspora?

10th Grade Drama

Odyssey Charter School’s course, Acting I-III, is a differentiated elective course that is offered to students in grades 10-12.

Course: Acting I-III

Standard(s): TH:Re9.1.III.c, TH:Cn11.2.III.b

Description: Students will compare and contrast two plays written in the same time period - *A Raisin in the Sun* and *All My Sons*. They will use historical research in this process about the time period, playwrights, and production history. They will also compare and debate the connection between a drama/theater work and contemporary issues that may impact audiences.

This lesson is focused on comparing the work of a white male-identifying playwright and a Black female identifying playwright, both popular writers in the same era. The lesson also looks at the themes in the plays and gives space for students to compare them to important contemporary issues, which is a moment when students can bring up aspects of their community and lives that are not represented in the pieces or how what is presented relates to their community even if it does not explicitly represent their community and a chance for students to talk about how these issues relate to their communities even if they are different from those presented.

10th Grade Art

Odyssey Charter School’s Course, Visual Arts I, is an elective course that is offered to students in grades 9-12.

Course: Visual Arts I

Anchor Standards 1-11

Standard(s): VA:Re.7.1.1a, VA:Re.7.2.1a, VA:Re.7.1.1a, VA:Re.7.2.1a, VA:Re8.1.1a, VA:Re9.1.1a, VA:Cn10.1.1a, VA:Cn10.1.1a, VA:Cn11.1.1a

Description: Students will research Black artists to learn about expression, color theory and techniques when they begin Unit 6: Exploring Abstraction, Expressionism and Symbolism Through Ideas of Culture and Self. Students will use the link below while they are researching:

- [Norman Lewis](#)

Students will focus on creating two pieces of art, one using charcoal and the other one using pastels, with an emphasis on Expressionism and Symbolism. They will view a presentation and discuss how to create emphasis while referencing different examples of art from various cultures and time periods. Then they will create a drawing that expresses an idea of self.

11th Grade

The Odyssey Charter School included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

11th Grade ELA

Course: English 11

Curriculum: StudySync

Standard(s): 11-12.RL.1-10, 11-12.RI.1-10, 11-12.SL.1-1d, 11-12.W.1-4

Description: In Unit 1 - Breaking Away, students will study *The Crucible*. During this unit there is a discussion of the latter portion of Act I when Parris's slave Tituba is the first to "confess" to witchcraft to avoid hanging. Students learn how powerless she was and how most of the accused in the historical Salem Witch Trial were marginalized members of the Salem community. Students will participate in a class discussion identifying members of society that have been mistreated due to their beliefs or race.

In Unit 4 - Living the Dream, students study *A Raisin in the Sun*, discuss the American Dream and how throughout history not all aspects of the American Dream were easily attainable for all Americans. Students will also learn about segregation and housing in Chicago and other large cities. Then they will participate in a discussion about the playwright, Hansbury's father's lawsuit (and win) against the city of Chicago, regarding unfair housing practices and the subsequent experience of the family when they resided in a neighborhood that was considered a white neighborhood. *This is also a cross-curricular lesson with students participating in Acting I-III.*

In Unit 6 - With Malice Toward None, students will think about the theme of justice and the essential question as they focus on the literary period of postmodernism, analyzing *Invisible Man* by Ralph Ellison. In addition, nonfiction texts, such as "I've Been to the Mountaintop" by Rev. Dr. Martin Luther King Jr. and Abraham Lincoln's "Second Inaugural Address," will encourage students to think about real-life leaders as they read across genres. Students will also read *The Color of an Awkward Conversation*. In this nonfiction text, author Chimamanda Ngozi Adichie reflects on her experiences as a Nigerian woman in America in an effort to challenge the ways Americans think about race. *The Color of an Awkward Conversation* blends honesty and humor to persuade readers to reflect on their own behaviors with a critical eye. Students will think about how their own experiences have shaped their view and beliefs on equality.

Students will read an excerpt of Frederick Douglass's autobiography, *My Bondage and My Freedom* and discuss how learning to read and gaining an education (through his own efforts) were stepping stones to his success.

Students will study several Harlem Renaissance authors (poetry and excerpts of short fiction). These will include an excerpt from "Their Eyes Were Watching God" by Zora Neale Hurston, "I Too Sing America" by Langston Hughes, "From the Dark Tower" by Countee Cullen, and "Home" by Gwendolyn Brooks.

11th Grade Math

Course: Geometry

Curriculum: Carnegie Learning

Unit: Module 4 - Topic 1: Circles and Volumes (Lesson 4 - Building Volume and Surface Area Formulas for Pyramids, Cones, and Spheres)

Standard(s): G.GMD.1, G.GMD.3, G.MG.1, G.MG.2, G.MG.3

Description: Students will use this [lesson](#) to explore properties of Saturn's Moon, Titan. Students will use an equation and information regarding Titan's radius to find out the percentage of the moon's volume that is made up by atmospheric haze. Students will work through problems to identify the length of time for Mars Reconnaissance Orbiter to travel around Mars. Students will explore the idea of a transit, a reduction of solar energy, and identify how much fewer watts of energy reaches the top of Earth's atmosphere. We will then discuss two real-life African American women who worked for

NASA and what their contributions were: [Mary Jackson](#), [Katherine Johnson](#).

Course: Financial Algebra

Standard(s): FA-4.3

Description: Students will calculate the [living wage](#) for New Castle County in Delaware. They will translate these hourly wages to identify what a household of different makeup will need to make yearly to survive. Students will identify yearly amounts that single adults with no children, single adults with 1, 2, or 3 children, two adults where only one is working and has 1, 2, or 3 children, or two adults who are both working with 1, 2, or 3 children will need to make to survive. They will then choose a job to research on the [Bureau of Labor Statistics website](#) to see what types of jobs would help them survive in this economy. Students will then read about the racial wage gap disparities in the [article](#) and discuss the inequities around this topic.

11th Grade Science

Course: Environmental Science

Unit 4 - Biodiversity

Standard(s): HS-LS2-2

Description: Students will utilize [National Geographic Layered Interactive Maps](#) to do a comparison of species richness and species evenness in North America vs. Africa. Then they will graph both species richness and species evenness from both continents.

Unit 5 - Land and Water Use

Standard(s): HS-LS4-6

Description: George Washington Carver developed a crop rotation schedule to help increase the cotton crops. From years of growing cotton, the nutrients from the soil became depleted, resulting in low crops. Under Carver's theory, by growing legumes, nitrogen-fixing plants can help rebuild the soil. Students will discuss crop rotation and how George Washington Carver has contributed. Afterward, they will complete a [Nitrogen Use Lab](#).

Unit 6 - Energy Resources and Consumption

Standard(s): HS-ESS3-1

Description: Students will listen to Dr. John Francis's (Planet Walker) [Ted Talk](#) and then explore the area around Odyssey by taking a walk looking for ways to maintain and improve our environment.

Unit 9 - Global Change

Standard(s): HS-ESS3-4

Description: Students will watch a [video](#) featuring Van Jones that discusses Climate Justice. Students will answer and discuss the following questions:

- What are some ways we can address the climate crisis?
- How are you able to reduce your carbon footprint and make a healthier environment in your home and community?
- How can access be granted to all and not just those who can afford it?

11th Grade Social Studies

Course: U.S. History

Standard(s): US History 1a, 2a, 2b, 3a

Description: In Unit 1: [Founding Documents and Ideals](#) (mini-unit and review of 8th grade content),

students will examine the reasons as to why slavery was taken out as a grievance in the original Declaration of Independence. This will help students understand the significance of enslavement in the development of the American economy. This entire lesson is not taught, but we analyze key aspects as a class.

In Unit 2: The Civil War and Reconstruction, students will learn what factors and events led up to the Civil War, including the Abolitionist Movement, and the central role racism played in the Civil War.

- [Leading Up to the Civil War Slides](#)
- Students will build a strong understanding of the Abolition Movement leading up to the Civil War
 - [Part 1: The Abolitionist Movement](#)
 - [Part 2: The Abolitionist Movement](#)
 - [Part 3: The Abolitionist Movement](#)
- Students will learn about [John Brown](#), his relationship with Frederick Douglas, and why his opinion is important.
- Students will study the [Emancipation Proclamation](#) and answer the question - did Lincoln free the slaves or did the slaves free themselves?

In Units 2 through 7, students will learn about how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

- During [Unit 2](#), students will learn about how white supremacy, racism, and local/state/federal laws that prevented African Americans from achieving equal rights following the passage of the Reconstruction Amendments (13-15). This [link](#) includes 10 primary source documents that students analyze the question “Did Congress’ Reconstruction efforts to ensure equal rights for the freedmen fail?”
- Included in Unit 3: Development of an Industrialized Nation (1870-1900), students will analyze how the Jim Crow Laws were an extension of Black Codes in the South and their economic impact on the advancement of African American society.
- In Unit 4: Emergence of Modern America (1890-1930), students will learn about how troops were segregated in the military in World War I. They will also learn about the [Greenbook](#) and Sundown Towns. Students will have an interactive assignment where they will need to plan a trip across the country based on information provided to them.
- Students will learn about the [Great Depression](#) and World War II (1929-1945) in Unit 5. They will discuss how African Americans “Last to hire, first to fire” during the Great Depression so they were impacted much harder than whites. 25% of the American population was unemployed, but 50% of African Americans were. Students will learn about the New Deal Program and how it disproportionately didn’t support African Americans.
- During Unit 6 - Postwar United States (1945 - early 1970s) - students will learn about Brown vs. Board of Education. They will highlight the [lower court cases](#) coming from Delaware in the [lesson](#).
- Unit # 7 Contemporary United States (1968-1990s) will focus on the [Civil Rights movement](#).

In Units 4 through 7, students will learn about the contributions of Black people to American life, history, literature, economy, politics, and culture.

- In Unit 4 - Emergence of Modern America (1890-1930), students will learn about the Harlem Renaissance and research key people from this movement. They will also learn about The

Great Migration (1916) - the movement of African Americans out of the South to the North and West leading into the Great Migration and Black Cowboys.

- Students will learn about the Great Depression and World War II (1929-1945) in Unit 5. They will discuss Tuskegee Airmen and African Americans and their impact on World War II.
- During Unit 6 - Postwar United States (1945 - early 1970s), students will connect to the contribution of Black women to the space program then and now.
- In Unit 7 Contemporary United States (1968-1990s), students will select any part of Black Culture to highlight as a moment of [Black Joy](#).

In Units 4 through 7, students will learn about 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.

- In Unit 4 - [Emergence of Modern America](#) (1890-1930), students will learn about the emergence of the NAACP and the support it offered then and today for African Americans.
- Students will learn about the [Great Depression](#) and World War II (1929-1945) in Unit 5. African Americans “Last to hire, first to fire” during the Great Depression so they were hit harder than whites. 25% of the American population was unemployed, but 50% of African American were.
- In Unit 7 - Contemporary United States (1968-1990s), students will learn about the march on Washington for Jobs and Freedom (1963). They will also learn about reparations and will be able to describe the major approaches that exist among Blacks in terms of seeking redress for their past mistreatment.

In Units 2, 4, and 7, students will learn about Black figures in National History and Delaware history.

- Unit 2: The Civil War and Reconstruction (1850 – 1877)
 - John Brown
 - Frederick Douglass
 - David Walker
 - Maria Stewart
- Unit 4: [Emergence of Modern America](#) (1890-1930)
 - Booker T. Washington
 - WEB DuBois
 - Marcus Garvey
 - Ida B. Wells
 - Langston Hughes
 - Gladys Bentley
 - Zora Neal Hurston
 - Duke Ellington
 - Bessie Smith
- Unit # 7 [Contemporary United States](#) (1968-1990s)
 - Bayard Rustin
 - Martin Luther King Jr.
 - James Baldwin
 - Marsha P. Johnson

11th Grade Art

Odyssey Charter School's Course, Visual Arts II, is an elective course that is offered to students in grades 9-12.

Course: Visual Arts II

Anchor Standards 1-11

Standard(s): VA:Re.7.1.1a, VA:Re.7.2.1a, VA:Re.7.1.1a, VA:Re.7.2.1a, VA:Re8.1.1a, VA:Re9.1.1a, VA:Cn10.1.1a, VA:Cn10.1.1a, VA:Cn11.1.1a

Description: Visual Arts II is the foundation of design and builds skills for 2D and 3D art. Instruction a lot of cultural ideas that are relevant to the thought and process skills that are embedded in each assignment. Students will research the following Black artists prior to creating their compositions in 2-D:

- Betye Saar - Students will look at and discuss the work of Betye Saar and other assemblage artists in the context of time and place. They will create a mixed media additive sculpture in relief to be hung on the wall.
- Romare Bearden - Students will look at Romare Bearden and the relationship of Homer's Odyssey and the African American Experience. They will create a black and white stream of consciousness collage.
- Jacob Lawrence - Students will learn about Jacob Lawrence and analyze a cross section of his work. They will create a hard-edged painting that depicts their stream of consciousness.
 - Hard-edged painting
 - African American history
 - Mental health

Included in all art classes (Ceramics, Visual Arts I, and Visual Arts II). This includes Black artists, such as but not limited to, a comparison of Henry Osawa Tanner's painting "Mother" with James McNeill Whistler's "Arrangement in Gray and Black."

12th Grade

The Odyssey Charter School included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

12th Grade ELA

Course: English 12

Curriculum: StudySync

Standard(s): 11-12.RL.1-10, 11-12.RI.1-10, 11-12.SL.1-1d, 11-12.W.1-4

Description: In 12th grade British Literature, students will learn the connection between Britain's history with slavery, racism, and the United States. In highlighting both British and American authors, a connection can be made throughout the content assigned in the course. Students will also learn about various influential Black figures within art, literature, and history relevant to the course.

Students will be able to connect non-fiction sources that educate students on the consequences of both British and American slavery. Fictional, poetic, and biographical accounts will be used to supplement relevant lessons in order to broaden student understanding.

Listed below are a variety of links to short stories, text excerpts, projects, lessons, and handouts that are used throughout the year.

- [African Americans and Shakespeare](#)
- [Civil War Poets](#)
- [UK Black Literature Timeline](#)
- [The Unknown Contributions of Brits in the American Civil War](#)
- [Slavery in British and American History](#)
- [Slavery Poems in the UK & US](#)
- [Black People's relationship with Shakespeare](#)

12th Grade Math

Course: Precalculus

Curriculum:

Standard(s): G.GMD.1, G.GMD.3, G.MG.1, G.MG.2, G.MG.3, N.VM.3

Description: Students will use this [lesson](#) to explore properties of Saturn's Moon, Titan. Students will use an equation and information regarding Titan's radius to find out the percentage of the moon's volume that is made up by atmospheric haze. Students will work through problems to identify the length of time for Mars Reconnaissance Orbiter to travel around Mars. Students will explore the idea of a transit, a reduction of solar energy, and identify how much fewer watts of energy reaches the top of Earth's atmosphere. **Students will explore how satellites or spacecraft need to adjust their velocity to be able to enter the orbit of a planet, without being overcome by its gravitational pull**

(This is an extension from Geometry). We will then discuss two real-life African American women who worked for NASA and what their contributions were: [Mary Jackson](#), [Katherine Johnson](#).

Course: Honors Calculus & AP Calculus AB

Curriculum: AP

Standard(s): G.GPE

Description: The class will begin by talking about the contributions of [Melba Roy Mouton](#) to NASA. When a spacecraft is launched from Earth, its forward velocity combined with the gravitational pull of Earth cause it to travel in a curved path. As the spacecraft heads toward another planet, the gravitational pull of that planet factors into the path the spacecraft takes. The more a spacecraft can "coast" with engines off, the lower the cost of the mission (rocket fuel is not cheap!) Students will then follow this [lesson](#) to use algebraic computations to determine the relative positions of Earth and Mars during which an optimal (low-energy) transfer of a spacecraft can occur. Students will combine this information with planetary-position data to determine the next launch opportunity to Mars.

Course: AP Statistics

Curriculum: AP

Standard(s): CP.B.9

Description: Students will watch segments of a [video](#) called Gumbo, which begins in New Orleans, nineteenth century America's most cosmopolitan city, where the sound of marching bands, Italian opera, Caribbean rhythms, and minstrel shows fills the streets with a richly diverse musical culture. Here, in the 1890s, African-American musicians created new music out of these ingredients by mixing in ragtime syncopations and the soulful feeling of the blues." Students will explore the various rhythmic combinations in jazz and blues music. They will apply a mathematical formula to calculate the number of possible rhythmic combinations and perform a combination of notes and rhythm on a keyboard.

12th Grade Science

Course: Physics

Unit: Mainstreams in Physics

Standard(s): HS-PS4-4, HS-PS4-5

Description: Students will complete a research project using UDLib databases on Black contributions to physics from the past through the 20th century. They will have the following to choose from and are welcome to research other scientists not listed:

- Ernest Wilkins
- Herman Branson
- Warren Henry
- George Carruthers
- Walter Massey
- Ronald Mickens
- Edward Bouchet
- Shirlie Ann Jackson
- Arthur Walker
- Meredith Gourdine
- Valerie Thomas
- Robert Bragg

- Carolyn Parker
- Mae Jemison

Unit: Power and Energy

Standard(s): HS-PS3-1

Description: Students will learn about renewable energy capacity in megawatts. Using [National Geographic Layered Interactive Maps](#), they will compare energy capacity in North America and Africa.

12th Grade Social Studies

Odyssey Charter School's Courses, Food Studies: History and Power & Food Studies: Culture and Environment, are elective courses that are offered to students in grades 9-12.

Courses: Food Studies: History and Power, Food Studies: Culture and Environment

Description: The course, Food Studies CTE Pathway, is piloting a food literacy program titled "[A Taste of African Heritage](#)." It is a nutrition and cooking program that covers a specific food group from the African Heritage Diet Pyramid. This includes traditional herbs and spices, greens, whole grains, beans and rice, tubers and stews, and fruits and vegetables.

In regards to CTE, Mrs. Melissa Tracy is piloting this culturally responsive career and college ready curriculum with University of Delaware. You can learn more about it [here](#).

Listed below are case studies that students participate in:

- Case Study: Foodways of Gullah Geechee
- Case Study: Creole and Cajun Foodways
- Case Study: Soul Food
- Case Study: Hip Hop and Food

Listed below are specific lessons that target specific topics in regards to Black history:

- Food as a Form of Resistance
 - "Black Communities have Always Used Food as a Form of Protest."
- Sugar is Bittersweet
 - Exploring the relationship between the sugar revolution and enslavement.
- Juneteenth and Food Traditions
- Black Cowboys and the Westward Expansion
- Food and the Black Freedom Movement
 - Fannie Lou Hamer and Black Panther Party.

Mrs. Melissa Tracy has expanded her classroom and created a Hydroponic Learning Lab where she and her students are growing leafy greens from the African Diaspora. The collection can be viewed [here](#).

Odyssey Charter School's Course, AP African American Studies, is a course that is offered to students in grades 9-12.

Course: AP African American Studies

Standard(s): US History 1a, 2a, 2b, 3a; World History 1a, 2a, 2b, 3a

Description: AP African American Studies is an interdisciplinary course that examines the diversity of African

American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. Listed below is a detailed description of all the objectives for the course provided by the College Board.

Unit 1 - Origins of the African Diaspora

- **Objective #1:** *Describe* the developments that led to the incorporation of African American studies into United States colleges and universities in the 1960s and 1970s.
 - African American studies is an interdisciplinary field that combines the rigors of scholarly inquiry with a community-centered approach to analyzing the history, culture, and politics of people of African descent in the U.S. and throughout the African diaspora.
 - At the end of the civil rights movement and amid the Black Power movement in the 1960s and 1970s, Black students entered predominantly white colleges in large numbers for the first time in American history. Black students called for greater opportunities to study the history and experiences of Black people and greater support for underrepresented students, faculty, and administrators.
 - During the Black Campus movement (1965-1972), hundreds of thousands of Black students and Latino, Asian, and white collaborators led protests at over 1000 colleges nationwide, demanding culturally relevant learning opportunities and greater support for Black students, teachers, and administrators.
- **Objective #2:** *Explain* how features such as debate and interdisciplinarity reflect the diverse experiences of people of African descent in the long tradition of African American studies.
 - African American studies is a diverse field that incorporates analysis from multiple disciplinary perspectives (e.g., the humanities, social sciences, and STEM) to understand the complexity and multiplicity of Black experiences throughout the African diaspora.
 - The field of African American studies was created to uniquely investigate the varied experiences of people of African descent from their own perspectives.
 - The tradition of informed, respectful debate in African American studies, one of its primary characteristics, creates a forum that reflects the diversity of Black experience, thought, and expression.
 - Black communities are diverse and change over time. Similarly, African American studies is an evolving field. The knowledge it offers equips all communities with a greater understanding of the contributions and experiences of Black people in their societies.
- **Objective #3:** *Explain* how research in African American studies reframes misconceptions about early Africa and its relationship to people of African descent.
 - The field of African American studies researches the development of ideas about Africa's history and the continent's ongoing relationship to communities of the African diaspora.
 - Perceptions of Africa have shifted over time, ranging from false notions of a primitive continent with no history to recognition of Africa as the homeland of powerful

- societies and leaders that made enduring contributions to humanity.
- Early African societies saw developments in many fields, including the arts, architecture, technology, politics, religion, and music. These innovations are central to the long history that informs African American experiences and identities.
 - Interdisciplinary analysis in African American studies has dispelled notions of Africa as a place with an undocumented or unknowable history, affirming early Africa as a diverse continent with complex societies that were globally connected well before the onset of the Atlantic slave trade.
- **Objective #4:** *Describe* the impact of Africa's varied landscape on patterns of settlement and trade between diverse cultural regions in West Africa.
 - As the second-largest continent in the world, Africa is geographically diverse. There are five primary climate zones: desert (e.g., the Sahara), semiarid (e.g., the Sahel), savanna grasslands, tropical rainforests, and the Mediterranean zone. Five major rivers supported the emergence of early societies: the Niger River, Congo River, Zambezi River, Orange River, and Nile River.
 - Variations in climate and geography facilitated diverse opportunities for trade in West Africa in desert and semiarid areas, herders were often nomadic, moving in search of food and water, and some traded salt. In the Sahel, people traded livestock in the savannas, people cultivated grain crops. In the tropical rainforests, people grew kola trees and yams and traded gold.
 - Population centers emerged in the Sahel and the savanna grasslands of Africa for three important reasons. Major water routes in West Africa facilitated the movement of people and goods through trade. Fertile land supported the expansion of agriculture and domestication of animals. The Sahel and savannas connected trade between communities in the Sahara to the north and in the tropical regions to the south.
 - **Objective #5:** *Describe* the causes of Bantu dispersals and their effects on the linguistic diversity of West and Central Africa.
 - Africa is the ancestral home of thousands of ethnic groups and languages. In West Africa, two key features contributed to the population growth of West and Central African peoples, which triggered a series of migrations throughout the continent from 1500 BCE to 500 CE: Technological innovations (e.g., the development of iron tools and weapons); Agricultural innovations (e.g., cultivating bananas, yams, and cereals).
 - Bantu-speaking peoples' linguistic influences spread throughout the continent. Today, the Bantu linguistic family contains hundreds of languages that are spoken throughout West, Central, and Southern Africa (e.g., Xhosa, Swahili, Kikongo, Zulu). Western and Central African Bantu speakers also represent a large portion of the genetic ancestry of African Americans.
 - **Objective #6:** *Describe* the influence of geography, Islam, and trade on the rise and decline of the empires of Ghana, Mali, and Songhai.
 - Sudanic empires, also known as Sahelian empires of Ghana, Mali, and Songhai, emerged and flourished from the 7th to the 15th century. One gave way to another, linked by their immense wealth from gold and trade.

- The Mali Empire emerged during the decline of ancient Ghana. Like ancient Ghana, Mali was renowned for its gold and its strategic location at the nexus of multiple trade routes, connecting trade from the Sahara (toward Europe) to sub-Saharan Africa.
- The Songhai Empire emerged from the Mali Empire. It expanded its territory by establishing a central administration with representation from conquered ethnic groups. Following Portuguese exploration along the western coast of Africa, trade routes shifted from trans-Saharan to Atlantic trade, diminishing Songhai wealth.
- **Objective #7:** *Explain* what sources like the Catalan Atlas reveal about how non-African groups perceived the wealth and power of West African empires.
 - The wealth and power of West Africa's empires, including Mali, attracted the interest of merchants and cartographers across the eastern Mediterranean to southern Europe, prompting plans to trade manufactured goods for gold.
 - Mali's wealth and access to trade routes enabled its leaders to crossbreed powerful North African horses and purchase steel weapons, which contributed to the empire's ability to extend power over local groups.
 - The Catalan Atlas details the wealth and influence of the ruler Mansa Musa and the Mali Empire based on the perspective of a cartographer from Spain. Mansa Musa is adorned with a gold crown and orb. The Catalan Atlas conveys the influence of Islam on West African societies and the function of Mali as a center for trade and cultural exchange.
- **Objective #8:** *Describe* the geographic, cultural, and political factors that contributed to the rise and fall of the city-states on the Swahili Coast.
 - The Swahili Coast (named from swahili, the Arabic word for coasts) stretches from Somalia to Mozambique. The coastal location of its city-states linked Africa's interior to Arab, Persian, Indian, and Chinese trading communities.
 - Between the 11th and 15th centuries, the Swahili Coast city-states were united by their shared language (Swahili, a Bantu lingua franca) and a shared religion (Islam).
 - The strength of the Swahili Coast trading states garnered the attention of the Portuguese, who invaded major city-states and established settlements in the 16th century to control Indian Ocean trade.
- **Objective #9:** *Describe* the function and aesthetic elements of Great Zimbabwe's stone architecture.
 - Great Zimbabwe was linked to trade on the Swahili Coast, and its inhabitants, the Shona people, became wealthy from its gold, ivory, and cattle resources.
 - Great Zimbabwe is best known for its large stone architecture, including the Great Enclosure, which served the purposes of military defense and religious rituals.
- **Objective #10:** *Describe* the short- and long-term consequences of the Kingdom of Kongo's conversion to Christianity.
 - While many Africans held animist beliefs, others adopted faiths that were introduced to the continent, such as Islam and Christianity. Some communities in distinct regions converted to Christianity, such as the Kingdom of Aksum (present-day Ethiopia) and the Kingdom of Kongo.
 - In the late 15th century, King Nzinga, and his son Afonso I, converted the West Central

African Kingdom of Kongo to Roman Catholicism to secure a political and economic alliance with the Portuguese monarchy. This had three important effects: It increased Kongo's wealth through trade in ivory, salt, copper, and textiles; The Portuguese demanded access to the trade of enslaved people in exchange for military assistance. Despite persistent requests made to the king of Portugal, Kongo's nobility was unable to limit the number of captives. This region (Kongo, along with the greater region of West Central Africa) was the largest source of enslaved people in the history of the Atlantic slave trade; A syncretic blend of Christian and indigenous religious beliefs and practices emerged.

- **Objective #11:** *Describe* the development and interactions of various belief systems present in early West African societies.
 - Although the leaders of African kingdoms and empires at times converted to Islam (e.g., in Mali and Songhai) or Christianity (e.g., in Kongo), they were not always able to convert their subjects, who instead blended these faiths with indigenous spiritual beliefs and cosmologies.
 - Africans who blended indigenous spiritual practices with Christianity and Islam brought their experiences of cultural syncretism in Africa to the Americas. Cultural and religious practices, such as veneration of the ancestors, divination, healing practices, and collective singing and dancing, that can be traced to Africa have survived in African diasporic religions, including Louisiana Voodoo and regla de Ocha in Cuba.
- **Objective #12:** *Compare* the political, spiritual, and military leadership of Queen Idia of Benin and Queen Njinga of Ndongo-Matamba.
 - Many early West African societies were comprised of family groups held together by extended kinship ties, and kinship often formed the basis for political alliances. Women played many roles in these kin networks, including spiritual leaders, political advisors, market traders, educators, and agriculturalists.
 - In the late 15th century, Queen Idia became the first iyoba (queen mother) in the Kingdom of Benin. She served as a political advisor to her son, the king, and she became one of the best-known generals of the renowned Benin army. She was known to rely on spiritual power and medicinal knowledge to bring victories to Benin.
 - Shortly after 1619, when Ndongans became the first large group of enslaved Africans to arrive in the American colonies, Queen Njinga became queen of Ndongo. She fought to protect her people from enslavement by the Portuguese.
 - After diplomatic relations between Ndongo and Portugal collapsed, Queen Njinga fled to Matamba, where she created sanctuary communities for those who escaped Portuguese enslavement. Queen Njinga's strategic guerrilla warfare solidified her reign, her legacy throughout the African diaspora, and the political leadership of women in Matamba.
- **Objective #13:** *Describe* the institutional and community-based models of education present in early West African societies.
 - West African empires housed centers of learning in their trading cities. In Mali, a book trade, university, and learning community flourished in Timbuktu, which drew

astronomers, mathematicians, architects, and jurists.

- Griots were prestigious historians, storytellers, and musicians who maintained and shared a community's history, traditions, and cultural practices.
- Malinke griots passed down oral traditions such as the Epic of Sundiata, or the "lion prince." The epic recounts the early life of Sundiata Keita (an ancestor of Mansa Musa), founder of the Mali Empire, and it preserves the early history of the Malinke people.
- **Objective #14:** *Describe* the factors that brought Africans to Europe and Europeans to Africa before the onset of the transatlantic slave trade.
 - In the late 15th century, trade between West African kingdoms and the Portuguese for gold, goods, and enslaved people grew steadily, bypassing the trans-Saharan trade routes. This trade increased the presence of Europeans in West Africa and the population of sub-Saharan Africans in Mediterranean port cities like Lisbon.
 - In the mid-15th century, the Portuguese colonized the Atlantic islands of Cabo Verde and São Tomé, where they established cotton, indigo, and sugar plantations based on the labor of enslaved Africans. By 1500, about 50,000 enslaved Africans had been removed from the continent to work on these islands and in Europe. These plantations became a model for slave-based economies in the Americas.
 - Elite, free Africans, including the children of rulers, traveled to Mediterranean port cities for diplomatic, educational, and religious reasons.
- **Objective #15:** *Explain* how contemporary African American artists and writers illustrate the diversity of African cultures and their influence on the African diaspora.
 - Perceptions of Africa and its early history have influenced ideas about the ancestry, cultures, and identities of people of African descent in the Americas. Artists from the African diaspora often aim to counter negative stereotypes about Africa with narratives that emphasize the strength, beauty, diversity, and dynamism of African cultures as the foundation of the broader inheritance of African Americans.
 - African American communities emerged from the blending of multiple African cultures in the Americas. Many African Americans cannot trace their heritage to a single ethnic group. Because of this, African American cultural production often reflects a creative blend of cultural elements from multiple societies and regions in Africa.
 - Bisa Butler's quilted portraits draw from African American quilting traditions to integrate historical, religious, diasporic, and gender perspectives in a visual and tactile format. In *I Go to Prepare a Place for You*, Butler contextualizes Harriet Tubman's legacy, highlights the link between faith and leadership in Tubman's life, and draws connections between African Americans and Africa.
- **Objective #16:** *Explain* how Countee Cullen uses imagery and refrain to express connections to, or detachments from, Africa in the poem, "Heritage."
 - The question of Africa's relationship to African American ancestry, culture, and identities remains a central and fraught one for communities of the African diaspora, due to the ruptures caused by colonialism and Atlantic slavery. In response, writers, artists, and scholars interrogate and imagine their connections and detachment.

- In “Heritage,” Countee Cullen uses imagery to counter negative stereotypes about Africa and express admiration.
- In “Heritage,” Countee Cullen explores the relationship between Africa and African American identity through introspective reflection.

Unit 2 - Freedom, Enslavement, and Resistance

- **Objective #1:** *Describe* the varied roles Africans played during colonization of the Americas in the 16th century.
 - In the early 16th century, free and enslaved Africans familiar with Iberian culture journeyed with Europeans in their earliest explorations of the Americas, including the first Africans in territory that became the United States.
 - The first Africans in the Americas were known as *ladinos* (free and enslaved people acclimated to Iberian culture). They were essential to the efforts of European powers to lay claim to Indigenous land. In the 15th and 16th centuries, Africans in the Americas played three major roles: as conquistadores who participated in the work of conquest, often in hopes of gaining their freedom; as enslaved laborers working in mining and agriculture to produce profit for Europeans; as free skilled workers and artisans.
 - Juan Garrido, a free conquistador born in the Kingdom of Kongo, became the first known African to arrive in North America when he explored present-day Florida during a Spanish expedition in 1513.
- **Objective #2:** *Identify* the primary slave-trading zones in Africa from which Africans were forcibly taken to the Americas.
 - Over 350 years, more than 12.5 million enslaved Africans were forcibly transported to the Americas. Of those who survived the journey, only about 5% (less than 500,000) came directly from Africa to what became the United States.
 - Enslaved Africans came to the Americas from eight major regions in Africa: Senegambia, Sierra Leone, Windward Coast, Gold Coast, Bight of Benin, Bight of Biafra, West Central Africa, and Southeastern Africa. These designations reflect European rather than African geography, obscuring the large diversity of peoples who lived in each region.
 - Forty percent of all direct arrivals from Africa landed in Charleston, S.C., the center of U.S. slave trading.
 - Until the 19th century, more people arrived in the Americas through the slave trade from Africa than from anywhere else.
- **Objective #3:** *Explain* how the distribution of enslaved Africans influenced the cultural development of African American communities in the U.S. South.
 - Enslaved Africans from the Bight of Biafra, West Central Africa, and the Gold Coast were consistently brought to North America. The ancestry of early generations of African Americans was largely comprised of ethnic groups from these regions, such as the Igbo, Akan, Angolans, Congolese, alongside groups from the regions of Senegambia (e.g., the Bambara, Wolof, and Malinke) and the Bight of Benin (e.g., Yoruba, Fon, Ewe).
 - The settlement patterns of various ethnic groups from Bight of Biafra, West Central

Africa, and the Gold Coast throughout the American South influenced the interactions of their unique languages, cultural practices, and beliefs as together they formed diverse constellations of African-based communities throughout the U.S.

- **Objective #4:** *Explain* how writers such as Olaudah Equiano use literary techniques to convey the horrors of the Middle Passage and the impact of the slave trade on West African communities.
 - Formerly enslaved Africans detailed their experiences in a genre of texts known as slave narratives. As political texts, they aimed to end slavery and the slave trade, display Black humanity, and advocate for the inclusion of people of African descent in American society.
 - Olaudah Equiano’s narrative details the three-part journey enslaved Africans endured to arrive at a worksite: First, they were captured and marched from the interior to the Atlantic coast. On the coast they waited in crowded, unsanitary dungeons, completing a journey that could last several months. Second, the “Middle Passage” across the Atlantic Ocean lasted another 1–3 months. Aboard slave ships Africans were humiliated and suffered from widespread disease, malnourishment, and sexual assault. Third, “final passages” could double the length of the journey so far, as those who arrived at ports in the Americas were quarantined, resold, and transported domestically to distant worksites.
 - The transatlantic slave trade had destabilizing effects on African communities. There were increased monetary incentives to use violence to enslave neighboring societies, and wars between kingdoms were exacerbated by the prevalence of firearms received from trade with Europeans. Consequently, coastal states became wealthy from trade in goods and people, while interior states became unstable under the constant threat of capture and enslavement. To maintain local dominance, African leaders sold soldiers and war captives from opposing ethnic groups. In some areas of the Americas, the arrival of soldiers from these wars led to revolts. African societies suffered from long-term instability and loss of kin who would have assumed leadership roles in their communities, raised families, and passed on their traditions.
- **Objective #5:** *Describe* the purposes, contexts, and audiences of slave ship diagrams during and after the era of slavery.
 - In the 18th and 19th centuries, antislavery activists circulated diagrams of slave ships to raise awareness of the dehumanizing conditions of the Middle Passage. Diagrams featured unsanitary and cramped conditions that increased incidence of disease, disability, and death, during a trip that lasted an average of 90 days. Diagrams depicted the serial arrangement of captives aimed to transport as many people as possible to maximize profit. Diagrams rarely included features known to minimize resistance, such as guns, nets to prevent captives from jumping overboard, and iron instruments to force-feed those who resisted.
 - Since abolition, Black visual and performance artists have repurposed the iconography of the slave ship to serve new ends—to process historical trauma and honor the memory of their ancestors, the more than 12.5 million Africans who boarded 40,000 known voyages for over 350 years.

- In *Stowage*, contemporary artist Willie Cole uses an everyday object (an iron) to symbolize the history of his ancestors, Africans, brought through the Middle Passage to labor in the homes of their enslavers. The unique vertical faces of the iron represent the various African communities that would have traveled in a slave ship, and the horizontal image represents the ship itself.
- **Objective #6:** *Describe* the methods by which Africans resisted their commodification and enslavement individually and collectively during the Middle Passage.
 - Africans resisted the process of kidnapping, confinement, and forced transport that aimed to violently turn them into commodities. For many, the carceral space of the Middle Passage established permanent separation from their communities.
 - Africans resisted the trauma of deracination, commodification, and lifelong enslavement individually and collectively during the Middle Passage. Aboard slave ships, Africans staged hunger strikes, attempted to jump overboard rather than live enslaved, and overcame linguistic differences to form revolts. Africans' resistance made the slave trade more expensive, more dangerous, and led to changes in the design of slave ships (e.g., the erection of barricades and inclusion of nets and guns).
 - In 1839, more than 30 years after the abolition of the slave trade, a Mende captive from Sierra Leone, Sengbe Pieh, led a group of enslaved Africans in one of the most famous examples of revolt aboard a slave ship. During the revolt, on the schooner *La Amistad*, the enslaved Africans took over the ship. After a trial that lasted two years, the Supreme Court granted the Mende captives their freedom. The trial transcripts and sketches produced rare portraits of the enslaved survivors and graphic accounts of the Middle Passage.
- **Objective #7:** *Compare* the purposes, contexts, and audiences in Solomon Northup's account of a slave auction.
 - Slavery leveraged the power of the law and notions of white supremacy to assault the bodies, minds, and spirits of enslaved Africans and their descendants. Those who resisted sale at auction were punished severely by whipping, torture, and mutilation—at times in front of their families and friends.
 - African American writers used various literary genres, including narratives and poetry, to articulate the physical and emotional effects of being sold at auction to unknown territory. Solomon Northup, a free Black musician who was captured and illegally sold into slavery on a cotton plantation in Louisiana, provided an eye-witness account in his narrative, *Twelve Years a Slave*.
- **Objective #8:** *Compare* the purposes, contexts, and audiences in a broadside from the 19th century.
 - The domestic slave trade was fueled by increased profits from the invention of the cotton gin, the U.S. government's forced removal of Indigenous communities to make lands available for large-scale cotton production, and the natural increase of the enslaved population that was unique to the U.S., which augmented the labor pool after the formal ban on the transatlantic slave trade in 1808.
 - During the cotton boom in the first half of the 19th century, over one million enslaved African Americans were forcibly relocated from the upper South to the lower South,

where they were more valuable as commodities due to the demand for laborers. Marching hundreds of miles, over two and a half times more African Americans were displaced by this “second Middle Passage” than had arrived directly from Africa during the first one. This massive displacement was the largest forced migration in American history.

- **Objective #9:** *Describe* the economic effects of enslaved people’s commodification and labor, within and outside of African American communities.
 - Enslaved people of all ages and genders performed a wide variety of domestic, agricultural, and skilled labor in both urban and rural locales. Many relied on skills developed in Africa, such as rice cultivation. In addition to agricultural work, enslaved people learned specialized trades and worked as painters, carpenters, tailors, musicians, and healers. Once free, African Americans used these skills to provide for themselves and others.
 - Firm gender and class distinctions did not emerge between domestic and agricultural laborers, as individuals could move through various forms of labor according to the needs of their enslaver. Women worked both domestically and in fields.
 - Slavery fostered the economic interdependence of the North and South. Cities that did not play a major role in the direct slave trade from Africa benefited from the economy that slavery created.
 - Enslaved people were foundational to the American economy, and yet they and their descendants were alienated from the wealth that they both embodied and produced. Over centuries, slavery deeply entrenched wealth disparities along America’s racial lines. Enslaved African Americans had no wages to pass down to descendants, no legal right to accumulate property, and individual exceptions to these laws depended on their enslavers’ whims.
- **Objective #10:** *Explain* how American law impacted the lives and citizenship rights of enslaved and free African Americans between the 17th and 19th centuries.
 - Slave codes defined chattel slavery as a race-based, inheritable, lifelong condition and included restrictions against freedom of movement, congregation, possessing weapons, literacy, and wearing fine fabrics, among other activities. These regulations manifested in slaveholding societies throughout the Americas, including the Code Noir and Código Negro in the French and Spanish colonies.
 - Free states enacted laws to deny African Americans opportunities for advancement. Some free states barred entry of free Black people into the state. Some states enacted restrictions to keep free Black people from voting (e.g., NY, NJ, PA, CT) and testifying against whites in court (OH).
 - Slave codes and other laws hardened the color line in American society by reserving opportunities for upward mobility and protection from enslavement for white people on the basis of their race and denying it for Black people on the same premise.
- **Objective #11:** *Describe* the impact of partus sequitur ventrem on African American families and the emergence of racial taxonomies in the United States.
 - Partus sequitur ventrem, a 17th-century law, defined a child’s legal status based on the status of its mother and held significant consequences for enslaved African

Americans. The doctrine codified hereditary racial slavery in the U.S. by ensuring that the children of enslaved African American women would be born into slavery. The law gave male enslavers the right to not only control enslaved women's reproductive lives but also to commodify and deny paternity to the children they fathered with enslaved women, most often through assault.

- Partus was designed to prohibit Black people of mixed-race ancestry from inheriting the free status of their father (the custom in English common law). Partus framed African American reproduction as a form of reproducing one's status as an object of property, which invalidated enslaved African Americans' claims to their children. Elizabeth Key (born of a white father and an enslaved Black mother) petitioned for her freedom on the basis of her father's status (1656) and won.
- Race classification, which is socially constructed, emerged in tandem with systems of enslavement. In the United States, race classification was determined on the basis of hypodescent, a practice later known as the "one drop rule," that classified a person with any degree of African descent as part of a singular, inferior status. Although many African Americans had European or Indigenous ancestry, race classification prohibited them from embracing multiracial or multiethnic heritage.
- **Objective #12:** *Explain* how African American faith and musical traditions, including spirituals, emerged in their social and cultural context.
 - Religious practices among enslaved and free Afro-descendants took many forms and served social, spiritual, and political purposes. Some enslaved people followed belief systems from Africa. Others blended faith traditions from Africa with those they encountered in the Americas or adhered to Christianity and Islam but practiced in their own way. Religious services and churches became sites for community gathering, celebration, mourning, sharing information, and, in the North, political organizing.
 - Musical and faith traditions combined in the U.S. in the form of spirituals, the songs enslaved people sang to articulate their hardships and their hopes. Enslaved people adapted the Christian hymns they learned and combined rhythmic and performative elements from Africa (e.g., call and response, clapping, improvisation), with biblical themes, creating a distinct American musical genre. These songs became the foundation of other American music genres, including Gospel and Blues. Enslaved people used spirituals to resist the dehumanizing conditions and injustice of enslavement, express their creativity, and communicate strategic information, such as plans to run away, warnings, and methods of escape. The lyrics of songs such as "Steal Away" had double meanings. These songs used biblical themes of redemption and deliverance to alert enslaved people to opportunities to run away via the Underground Railroad.
- **Objective #13:** *Explain* how African Americans combined influences from African cultures with local sources to develop new musical and artistic forms of self-expression.
 - African American creative expression drew upon blended influences from ancestors, community members, and local European and Indigenous cultures. For example, West Africans added their aesthetic influences as they made pottery and established a

tradition of quilt making as a medium of storytelling and memory keeping.

- African Americans drew from varied African influences and European elements in the construction of instruments such as the banjo, drums, and rattles from gourds to recreate instruments like those in West Africa.
- Despite bans on literacy for African Americans, David Drake, an enslaved potter in South Carolina, exercised creative expression by inscribing short poems on the jars he created on a range of topics including love, family, spirituality, and slavery.
- **Objective #14:** *Describe* the impact of the expansion of slavery in the U.S. South on relations between Black and Indigenous peoples.
 - The expansion of Black enslavement into Indigenous communities occurred in the broader context of white settlers' occupation of Indigenous peoples' lands, oppression, and dispossession of Indigenous lands. Some African American freedom-seekers (maroons) found refuge among the Seminoles in Florida and were welcomed as kin. They fought alongside the Seminole in resistance to relocation during the Second Seminole War.
 - Many African Americans were enslaved by Indigenous people in the five large nations (Creek, Cherokee, Choctaw, Chickasaw, Seminole). When Indigenous enslavers were forcibly removed from their lands by the federal government during the "Trail of Tears," they brought the Black people they had enslaved on the journey.
 - After the forced removal by the federal government of Indigenous nations, the resettled and dispossessed people redefined community boundaries and identity, adopted slave codes, created slave patrols, and assisted in the recapture of enslaved Black people who fled for freedom.
 - Codifying racial slavery within Indigenous communities hardened racial lines. It severed Black–Indigenous kinship ties and eliminated recognition for mixed-race members of Indigenous communities, redefining them as permanent outsiders.
- **Objective #15:** *Describe* the purpose of Black maroon societies and their lasting influence on African American studies and the African diaspora.
 - Afro-descendants who escaped slavery to establish free communities were known as maroons. Maroons often fled to remote environments and confronted illness, starvation, and the constant threat of recapture in order to establish autonomous communities.
 - In the United States, African Americans formed communities in peripheral environments, such as the Great Dismal Swamp (between Virginia and North Carolina), and within Indigenous communities (e.g., the Seminole tribe).
 - Maroon communities emerged across the African diaspora in Brazil, Jamaica, Colombia, and Suriname. They were called Palenque's in Spanish America and quilombos in Brazil. In these communities, which in some cases lasted for just a few years and in other cases for a full century, African-based languages and cultural practices blended.
 - Maroons were active in the resistance against slavery. Maroon leaders staged a series of revolts, such as Bayano and the wars against the Spanish in 16th-century Panama, and Queen Nanny and the wars against the English in 18th-century Jamaica.

- Fort Mose, the first Black settlement in the U.S., emerged from a maroon community. In the late 17th century, enslaved refugees escaping Charleston fled to St. Augustine, seeking asylum in Spanish Florida, which offered freedom to enslaved people who converted to Catholicism. By 1738, so many had arrived from Georgia and the Carolinas that the Spanish governor established a fortified settlement nearby at Fort Mose.
- The establishment of Fort Mose inspired the Stono Rebellion, a large slave revolt. During the Stono Rebellion, nearly 100 enslaved people marched from South Carolina toward sanctuary in Spanish Florida.
- Maroons and the act of marronage have become symbols of autonomy, liberation, and self-defense that inspire political thought in African American studies. Neil Roberts explains how the concept of marronage embodies the forms of Black social life that exist in liminal spaces, between unfreedom and freedom. Katherine McKittrick asserts that Black geographies are often contested sites of struggle. The term Black geographies reflects radical Black spatial practices, including efforts to break boundaries established by traditional spatial definitions, such as colonial territories or regions predicated on Black subordination (e.g., slave states), to create sites of freedom.
- **Objective #16:** *Describe* the changes in freedom-seeking routes from the 18th century to the 19th century and the role of the Underground Railroad.
 - The term Underground Railroad refers to a covert network of Black and white abolitionists who provided transportation, shelter, and other resources to help enslaved people fleeing the South resettle into free territories in the U.S. North and in Canada in the 19th century. An estimated 30,000 African Americans reached freedom through the Underground Railroad.
 - Before the Underground Railroad, enslaved people fled south from English colonies through Indigenous borderlands to reach Spanish sanctuaries in Florida and Mexico. After Spain ended its sanctuary policy, freedom-seeking routes turned north. So many African Americans fled their enslavers that Congress enacted the Fugitive Slave Acts authorizing local governments to legally kidnap and return escaped refugees to their enslavers.
 - Harriet Tubman was one of the most famous conductors of the Underground Railroad. After fleeing enslavement, Tubman returned to the South at least 19 times, leading nearly 100 enslaved African Americans to freedom. She sang spirituals to alert enslaved people of plans to leave. Tubman leveraged her vast geographic knowledge and social network to serve as a spy and nurse for the Union army during the Civil War. During the Combahee River raid, Tubman became the first American woman to lead a major military operation. Visual and textual narratives of Tubman highlight her confidence and leadership through her poses, direct gaze, and dignified dress. These narratives situate women as central actors in the quest for freedom.
- **Objective #17:** *Compare* perspectives held by African Americans on separatism and emigration as strategies for achieving Black equality during the 19th century.
 - African American emigration and separatism supporters advocated for building new

communities outside of the United States. The expansion of slavery and racial discrimination against free Black people in the U.S., compared to the spread of emancipation throughout the hemisphere, raised doubts about peacefully achieving racial equality in the U.S.

- Separatists embraced Black nationalism, ushered in by abolitionist, physician, and educator Martin R. Delaney. Black nationalism promoted Black unity, self-determination, pride, and self-sufficiency.
- Delany positioned African Americans as a subjugated “nation within a nation” in *The Condition*. He promoted emigration beyond the U.S. as the best strategy for African Americans to prosper freely, evaluating locations in Central and South America, the West Indies, and East Africa.
- For both Delany and the Philadelphia woman who wrote to *The Liberator*, Central and South America were the most promising areas for emigration due to the large populations of people of color, shared histories, and a promising climate.
- **Objective #18:** *Explain* how transatlantic abolitionism influenced Frederick Douglass’ political views about the potential for African Americans’ integration and belonging in American society.
 - Unlike separatists, integrationists saw abolition to achieve the liberation, representation, and full integration of African Americans in American society. They viewed slavery and racial discrimination as inconsistent with America’s founding charters and believed abolition and racial equality would reflect the nation’s ideals.
 - Due to the Fugitive Slave Acts, Frederick Douglass and other formerly enslaved abolitionists were not protected from recapture, even in the north. Many found refuge in England and Ireland and raised awareness for U.S. abolition from there.
 - In his speech, “What, To the Slave, Is the Fourth of July?” (1852), Frederick Douglass highlighted the paradox of celebrating nearly 80 years of American independence while excluding millions from citizenship because of their race and profiting from their exploitation. The speech uses moral suasion, rather than a call for radical resistance, to raise questions about African Americans’ belonging in American society.
 - In the West India emancipation speech (1857), Frederick Douglass articulated the famous line, “If there is no struggle, there is no progress.” Reflecting on emancipation in the British West Indies (1831-34) in the wake of the Dred Scott decision (1857), he encouraged his audience to hold fast to the hope for abolition and racial harmony and to stay committed to struggle, either by words or actions.
- **Objective #19:** *Explain* how gender impacted women’s experiences of enslavement.
 - *Incidents in the Life of a Slave Girl: Written by Herself* (1861) became the first narrative published by an enslaved African American woman. Harriet Jacobs’s story prompted some of the first public discussions of the unique experiences of enslaved girls, women, and mothers –namely, their constant vulnerability to sexual violence and exploitation.
 - Harriet Jacobs’s text shares key features of other enslaved narratives while also reflecting 19th-century gender norms. Jacobs’s narrative includes a first-hand account of suffering under slavery, methods of escape, acquiring literacy, and an emphasis on

the humanity of enslaved people to advance the political cause of abolition. Jacobs's narrative reflects 19th-century gender norms through its focus on domestic life, modesty, family, and her struggle to avoid sexual violence, compared to narratives by enslaved men that focused on autonomy and manhood. Jacobs's narrative highlights the impact of gender on enslaved women's resistance strategies. For example, Jacobs delayed running away to stay with her children, and while escaping north, she disguised herself as a merchant sailor in public.

- As laws against rape did not apply to enslaved African American women, enslaved women resisted abuse and the enslavement of their children in various ways. Methods to resist rape and the consequences of it included fighting their attackers, using plants as abortion-inducing drugs, infanticide, and running away with their children when possible.
- **Objective #20:** *Describe* the immediate and long-term impacts of the Haitian Revolution on Black politics and historical memory.
 - The Haitian Revolution (1791–1804) was the only uprising of enslaved people that transformed a European colony (Saint-Domingue) into a Black republic free of slavery (Haiti). The revolution serves as a symbol of Black freedom and sovereignty that continues to inspire generations of African Americans.
 - Maroons played a crucial role in the Haitian Revolution, disseminating information across disparate groups and organizing attacks. Many of the enslaved freedom fighters were former soldiers who were enslaved during civil wars in the Kingdom of Kongo and sent to Haiti.
 - For African Americans, Haiti's revolution and abolition of slavery highlighted the unfulfilled promises of the American Revolution. Independence in Haiti brought an end to slavery in the new nation, while in the U.S., new laws permitted the expansion, protection, and prolongation of human bondage. Napoleon's sale of the Louisiana Territory to the United States, which was triggered by the Haitian Revolution, nearly doubled the size of the U.S., and the federal government made this land available for the expansion of slavery.
 - The legacy of the Haitian Revolution has had an enduring impact on Black political thinking despite the revolution's marginalization in traditional historical narratives.
- **Objective #21:** *Compare* David Walker's and Henry Highland Garnet's political strategies for radical resistance, their audiences, and the reception of their ideas.
 - Advocates of radical resistance embraced overthrowing slavery through direct action, including violence, if necessary, to address the daily urgency of living and dying under slavery.
 - David Walker's Appeal detailed the horrors of slavery and encouraged enslaved African Americans to use any tactic, including violence, to achieve their freedom. The Appeal radicalized the abolitionist movement.
 - Henry Highland Garnet's speech "Address to the Slaves of the United States" argued that African Americans should demand their natural right to freedom from enslavers and embrace direct resistance if necessary.
 - While both Walker and Garnet advocated for radical resistance, Black self-

determination, and racial pride, their strategies differed. Walker addressed his Appeal to the larger diaspora and rejected the idea of emigration to Africa. Garnet supported emigration, and the mixed response to his speech revealed fractures in political beliefs of African American leaders.

- **Objective #22:** *Describe* the interconnected influence of enslaved people's revolts and the impact of different resistance strategies.
 - Enslaved people continually resisted their enslavement and did so in varied ways. Daily forms of resistance, such as slowing work, breaking tools, stealing food, or attempting to run away, did not always result in collective revolts; however, together, these diverse forms of resistance galvanized and sustained the larger movement toward abolition.
 - Inspired by the Haitian Revolution, Charles Deslondes, an enslaved driver, led up to 500 enslaved people in the largest slave revolt on U.S. soil, known as the German Coast Uprising or the Louisiana Revolt of 1811. Deslondes organized support across local plantations and maroon communities (including arrivals from Haiti) and led them on a march toward New Orleans. The revolt was violently suppressed.
 - Research in African American studies reveals the diasporic influence of revolts across the Americas. Shaped by common struggles, inspirations, and goals, the impact of a revolt in one region often influenced the circumstances and political actions of enslaved Afro-descendants in another area.
- **Objective #23:** *Explain* how factors like cultural pride, demographics, and politics influenced the terms African Americans used to identify themselves in the 19th century and beyond.
 - After the ban on the U.S. slave trade in 1808, the percentage of African-born people in the African American population declined (despite the trade continuing illegally). However, African remained the most common term for people of African descent until the late 1820s.
 - In the 1820s to the 1830s, the Afro-descendant community engaged in debates that would re-emerge throughout history about how to define themselves. Important factors included: By the 1820s, American-born Afro-descendants with loose ties to their ancestors' homelands formed the majority of the Black community. The American Colonization Society, founded by white leaders desiring to exile the growing free Black population to Africa, emerged. In response, many Black people rejected the term African and emphasized their American identity. Beginning in the 1830s, African Americans began to hold political meetings known as "Colored Conventions" across the U.S. and Canada, which foregrounded their shared heritage over their regional identity.
 - In the 19th century, much like today, Afro-descendants debated terms that articulated shared racial identity (e.g., Negro, Black), national identities (e.g., American, Jamaican), and ethno-racial identities (e.g., African American).
- **Objective #24:** *Explain* the significance of African American women activists' advocacy for justice at the intersection of race and gender.
 - Black women activists called attention to the unique ways that they experienced the intersections of race and gender discrimination. Their advocacy ensured that the

rights of Black women remained at the forefront of antislavery efforts, and it paved a path for the women's suffrage movement.

- Maria W. Stewart was the first Black woman to publish a political manifesto. In speeches such as "Why Sit Here and Die," Stewart fought for both abolitionism and the rights of women and called attention to the need to consider gender and Black women's experiences in antislavery discussions. Her ideas anticipated political debates that remained central to African American politics for more than a century.
- **Objective #25:** *Describe* enslaved and free African American men and women's contributions during the U.S. Civil War.
 - Black soldiers were initially excluded from serving in the Civil War. When the Union faced labor shortages, African American men were only permitted to enroll under unequal conditions (e.g., they were paid half the salary of white soldiers). Despite inequities, military service offered Black soldiers the opportunity to demonstrate their view of themselves as U.S. citizens.
 - During the war, free Black communities in the North suffered from anti-Black violence initiated by those who opposed Black military service and the possibility of Black political equality.
 - Thousands of enslaved people in the South escaped slavery to join the Union war effort. Men participated as soldiers and builders, and women contributed as cooks, nurses, laundresses, and spies. Free Black men and women also raised money for formerly enslaved refugees. Some journeyed south to establish schools and offer medical care.
 - African American poetry and Civil War photographs highlight African Americans' dignity and preserve an archive of their participation and sacrifice during the Civil War. Although Black soldiers were not immediately celebrated, Black poets and authors wrote against the willful erasure of the Black lives and community that stood at the center of the conflict.
- **Objective #26:** *Explain* how photographs of Juneteenth celebrations—from the period before Juneteenth's recognition as a federal holiday—reveal the value of these commemorations for the participants.
 - Juneteenth celebrates the abolition of slavery in the United States. It commemorates June 19, 1865, the day that enslaved people in Galveston, Texas, were informed that they were free.
 - African American communities have since celebrated this holiday consistently since its first anniversary (1866). Over 150 years later, it became a federal holiday in 2021. The earliest Juneteenth celebrations included singing spirituals and wearing new clothing that symbolized new-found freedom, along with feasting and dancing. At that time, Juneteenth was also called "Jubilee Day" and "Emancipation Day."
 - Juneteenth is the longest-running holiday celebrated by African Americans, as it celebrates America's relinquishing of legal enslavement, a direct result of their ancestors' struggle. The holiday commemorates African Americans' embrace of a fraught freedom even as they actively engaged in ongoing struggles for equal rights, protections, and opportunities in the United States. Juneteenth celebrates their

commitment to seeking joy and validation among themselves, despite the nation's belated recognition of this important moment in its own history.

Unit 3: The Practice of Freedom

- **Objective #1:** *Explain* the importance for African Americans of reuniting families after abolition and the Civil War.
 - Before the Civil War, enslaved and free African Americans endeavored to locate kin separated by slavery and the domestic slave trade. After emancipation, they relied on newspapers, word of mouth, and help from the Freedmen's Bureau as they traveled great distances to find lost family and friends.
 - Following emancipation, thousands of African American men and women sought to consecrate their unions through legal marriage, demonstrating an enduring commitment to family during and beyond this era.
 - Heather Williams's *Help Me to Find My People* details the importance of family to African Americans' search for freedom, citizenship, and belonging after slavery. Williams's work reflects contemporary scholarship that helps debunk notions that African American families were permanently destroyed during slavery.
- **Objective #2:** *Explain* how post-emancipation constitutional amendments defined standards of citizenship in the U.S. and impacted the everyday lives of African Americans.
 - The 13th Amendment officially abolished slavery, or involuntary servitude, except in punishment for a crime.
 - The 14th Amendment defines the principle of birthright citizenship in the United States and requires equal protection of all people. The 14th Amendment repealed the *Dred Scott v. Sanford* decision and related state-level Black Codes. The 14th Amendment was the first act by the federal government to punish the Confederates, by disenfranchising them for waging war against the U.S.
 - The 15th Amendment was the first federal recognition of voting rights for nonwhite men. It empowered African American men by granting the right to vote and hold political office.
 - Statutes that preserved involuntary servitude gave way to vagrancy laws, convict leasing, and chain gangs, and the postbellum criminalization of Black people to ensure their forced labor in the South.
- **Objective #3:** *Explain* how African American labor was exploited after the Civil War to replace the loss of enslaved people's labor.
 - After the abolition of slavery, African Americans eagerly pursued land ownership to secure their economic independence and to provide food and shelter for their families; however, former Confederate plantations were not redistributed to the formerly enslaved African Americans who had labored on them. These lands were often purchased by northern investors, who evicted African Americans or forced them into tenancy contracts (that they were likely unable to read, due to the illiteracy of many freed people).
 - Although emancipation without land severely thwarted newly freed African Americans' self-sufficiency, African Americans resisted the emergence of new labor practices designed to bind them to unpaid and coerced labor, including

sharecropping, crop liens, and convict leasing. Through sharecropping, white landowners provided land and equipment to formerly enslaved people in the form of a loan. Freed people received a small payment from the crop they cultivated in the form of a credit then used to repay the landowner for supplies. Sharecropping trapped generations of African Americans in a cycle of debt. Through crop liens, Black farmers who managed to secure their own land were forced to borrow against their future harvest to acquire farming equipment and supplies. This tied them to the land through debt. Through convict leasing, African American men were imprisoned for debt, false arrest, or minor charges. Southern prisons profited from their incarceration by hiring them out to landowners and corporations to labor without pay under conditions like slave labor.

- State legislatures passed Black codes, like slave codes, which controlled many aspects of newly freed African Americans' lives. For example, people without land or a labor contract could be imprisoned for vagrancy. Those who tried to break a labor contract could be whipped, and Black children could be removed from their families and ordered to serve apprenticeships without their parents' consent.
- African American women often labored in domestic tasks like those performed during slavery. During the 1881 Atlanta washerwoman strike, they pressed for fair wages and greater autonomy in their work.
- **Objective #4:** *Describe* the factors that led to the end of Reconstruction, curtailing the rights, protections, and economic stability of freed African Americans.
 - The abolition of slavery at the end of the Civil War ushered in Reconstruction, a revolutionary period of interracial partnership in American democracy. For the first time in over 300 years, African Americans could embrace citizenship, equal rights, and political representation in American government.
 - Within a decade, white retaliation against Black equality led to the roll back of new-found rights and protections. In the years that followed: Black voting was suppressed through measures such as poll taxes, literacy tests, and grandfather clauses. Special Field Order 15 and "Forty Acres and a Mule" suffered defeat. Most African Americans in the U.S. South became trapped in a new system of debt bondage as sharecroppers, working the same lands on which they labored as enslaved people.
 - After the election of 1876 and the Compromise of 1877, Southern states began to rewrite their state constitutions to include de jure segregation laws. Supreme Court rulings also legalized racial segregation and disfranchisement (e.g., Plessy v. Ferguson, 1896). The notion of "separate but equal" became the legal basis for racial segregation in all areas of American society, including schools, churches, hospitals, buses, and cemeteries.
 - In Black Reconstruction, W.E.B. Du Bois argues that the failure to redistribute confiscated land in the South doomed African Americans to subservience as they had few paths to achieving any semblance of economic or political sovereignty.
 - In Black Reconstruction, W.E.B. Du Bois evokes a "new" civil war in the South: African Americans became endangered by acts of racial violence (e.g., lynching) and retaliation from former Confederates, political terrorist groups like the Ku Klux Klan,

and poor white southerners who embraced white supremacy.

- **Objective #5:** *Describe* the responses of African American writers and community leaders to Jim Crow segregation laws, disenfranchisement, and anti-Black violence.
 - After the election of 1876 and the Compromise of 1877, Southern states began to rewrite their state constitutions to include de jure segregation laws. Supreme Court rulings also legalized racial segregation and disfranchisement (e.g., *Plessy v. Ferguson*, 1896). The notion of “separate but equal” became the legal basis for racial segregation in all areas of American society, including schools, churches, hospitals, buses, and cemeteries.
 - Born into slavery, Ida B. Wells-Barnett became a journalist, civil rights advocate, and feminist throughout the late 19th and early 20th centuries. In *Southern Horrors*, she exposes the racism and false accusations at the foundation of “lynch laws” in the South. She corrects misleading narratives that sought to justify the rampant, unjust killing of Black people.
 - Wells-Barnett represented one of many perspectives among African Americans on how to respond to attacks on their newfound freedom. She advocated for resistance strategies including direct protest, trolley boycotts, and the use of the press to foreground Black mistreatment and to challenge the extralegal murder of African Americans.
 - African American studies scholars call the period between the end of Reconstruction and World War II the “nadir,” or lowest point, of American race relations. This term refers to the most pronounced period of public acts of racism (including lynching and mob riots) in U.S. history, which helped catalyze the Great Migration.
- **Objective #6:** *Summarize* the range of African American responses to white supremacists’ use of racial violence to control and oppress them.
 - After the Civil War, white supremacists used pervasive violence to reestablish control over African Americans and thwart the strides toward equality made during Reconstruction.
 - African Americans fought against white supremacy through writing, political action, and self-defense during race riots provoked by white attacks on Black communities.
 - In *A Red Record*, Ida B. Wells-Barnett uses investigative journalism and statistical analysis to document the widespread use of lynching against men, women, and children as tools of white supremacy aimed to control African Americans and thwart their political and economic advancement; and change public opinion on lynching as a justifiable punishment for alleged crimes.
 - In “If We Must Die,” Jamaican poet Claude McKay encourages African Americans to preserve their dignity and fight back against anti-Black violence and discrimination.
- **Objective #7:** *Describe* the various psychological effects of institutional racism on African Americans described in African American literary and scholarly texts.
 - *The Souls of Black Folk* is an interdisciplinary text that combines historical, literary, and ethno-musical analysis to illustrate the humanity of Black people and their complex experiences in American society in the 20th century, mere decades after enslavement.

- In *The Souls of Black Folk*, W.E.B. Du Bois uses “the veil” to symbolize African Americans’ separation from full participation in American society. He describes the impacts of discrimination on one’s struggle for self-improvement and advancement beyond the veil.
- W.E.B. Du Bois uses “color line” to reference the racial discrimination that remained in the United States after the abolition of slavery. Du Bois identified “the problem of the color line” as the chief problem of the 20th century.
- Systemic discrimination stifled African Americans’ progress in American society and created what Du Bois called a “double consciousness,” or the internal conflict experienced by subordinated groups in an oppressive society. Double consciousness gave African Americans a profound second vision into the unequal realities of American life. Despite its challenges, double consciousness fostered agency, adaptation, and resistance.
- In “We Wear the Mask,” Paul Lawrence Dunbar uses metaphor to explore how African Americans have internalized and coped with the struggles they face due to racial discrimination.
- **Objective #8:** *Describe* various strategies for economic, political, social, and spiritual uplift advanced by African American writers, educators, and leaders in the generation after slavery.
 - Black leaders, educators, and artists of the post-Reconstruction period debated strategies to advance African Americans, or uplift the race, in broader American society.
 - Booker T. Washington, who was formerly enslaved, advocated for industrial education as a means of economic advancement and independence. In a controversial speech known as “The Atlanta Compromise,” Washington appealed to a conservative white audience and suggested that Blacks should remain in the South and focus on gaining industrial education before political rights.
 - Nannie Helen Burroughs, an educator, and the daughter of enslaved people, advocated for the education and leadership of women, and particularly women’s suffrage, to promote greater inclusivity in American society.
 - James Weldon Johnson, a writer, diplomat, and the son of Bahamian immigrants, wrote the poem, “Lift Every Voice and Sing.” His brother, J. Rosamond Johnson, set the poem to music and it became known as the Black national anthem. The poem acknowledges past sufferings, encourages African Americans to feel proud of their resilience and achievements, and celebrates hope for the future.
- **Objective #9:** *Explain* how Black women activists advocated for their own voices and leadership in collective efforts to advance African Americans.
 - While American society explored the roles of women more broadly, Black women, such as Anna Julia Cooper and Nannie Helen Burroughs, advocated for the rights of African Americans and Black women specifically.
 - *A Voice from the South by a Black Woman of the South* (1892) details the unique inequities that all Black women have experienced and the incomplete nature of U.S. history for its exclusion of the voices of Black Americans and further silencing of Black women.

- Black women’s activism and leadership were central to the rebuilding of Black communities in the generations after slavery. Black women leaders created women’s clubs dedicated to fighting all forms of injustice and exclusion. Women’s clubs countered stereotypes by exemplifying the dignity, capacity, beauty, and strength of Black women.
- **Objective #10:** *Summarize* the various ways African American organizations, institutions, and businesses promoted equity, economic stability, and the well-being of their communities.
 - Many African Americans in the early 20th century and beyond focused on self-sufficiency, economic stability, and education. They responded to their ongoing exclusion from broader American society by creating businesses and organizations that catered to their needs and improved the lives of their communities.
 - In the U.S., African Americans transformed forms of Christian worship and created their own institutions. Black churches served as safe houses for Black organizing, joy, and cultural expression. They created leadership opportunities that developed Black activists, musicians, and politicians.
 - Inventors and entrepreneurs like Madam C.J. Walker, the daughter of enslaved people, developed products that highlighted the beauty of Black people, fostered their economic advancement, and supported community initiatives through philanthropy. Walker is the first female self-made millionaire in U.S. history.
- **Objective #11:** *Summarize* the founding and impact of historically Black colleges and universities (HBCUs) on the educational, professional, and communal lives of African Americans.
 - Discrimination and segregation led African Americans to find their own colleges, the majority of which were established after the Civil War.
 - HBCUs were initially private schools established through interracial philanthropy, and then others emerged as land-grant colleges through federal funding. The Second Morrill Act (1890) prohibited the distribution of funds to states that practiced racial discrimination in admissions unless the state also provided a land-grant college for African Americans. As a result, 18 HBCUs were established.
 - HBCUs were the primary providers of postsecondary education to African Americans. Their founding transformed African Americans’ access to higher education and professional training, which allowed them to rise out of poverty and become leaders in all sectors of society. HBCUs created spaces of cultural pride, Black scholarship, and innovation, and they helped close racial equity gaps in higher education.
 - Black Greek-letter organizations emerged in colleges across the United States. In these organizations, African Americans found spaces to support each other in the areas of self-improvement, educational excellence, leadership, and lifelong community service.
- **Objective #12:** *Explain* how themes of racial pride and self-definition manifested during the New Negro movement.
 - The New Negro movement promoted cultural pride, self-expression, and political advocacy among African Americans nationwide. A mere two generations post-slavery, the “new negro” embraced Black joy and optimism and a determination to be one’s

authentic self.

- The Harlem Renaissance, an extension of the New Negro movement, was a flourishing of Black literary, artistic, and intellectual life that created a cultural revolution in the United States in the 1920s and 1930s.
- The New Negro movement encouraged African Americans to define their identity on their own terms and to advocate for themselves politically despite the atrocities of the Nadir. Spurred by the migrations of African Americans from the South to urban centers in the North and Midwest, the New Negro movement manifested innovations in music (e.g., blues and jazz), art, literature, and counternarratives that documented Black history and accomplishments.
- In “The Negro Artist and the Racial Mountain,” Langston Hughes, a key writer of the Harlem Renaissance, encouraged young Black artists to see the beauty of everyday Black life as they make their truest art, without feeling pressure from Blacks or whites to romanticize Black struggle, assimilate to mainstream culture, or give into negative stereotypes.
- **Objective #13:** *Describe* the context, purpose, and significance of photography by New Negro artists such as James Van Der Zee.
 - During the New Negro movement, African American artists celebrated their culture while countering notions of their inferiority. Inspired by Alain Locke’s call to create a distinctive Black aesthetic, artists increasingly grounded their work in the beauty of everyday life, history, folk culture, and pride in African heritage.
 - African American photographers, including James Van Der Zee, documented the liberated spirit, beauty, and dignity of Black people to challenge stereotypes often used to justify their mistreatment, while highlighting Black achievement. Van Der Zee is best known for his photographs of Black Harlemites. He often used luxury props and special poses to capture everyday life and leading African American figures.
- **Objective #14:** *Describe* the academic context that led New Negro renaissance writers, artists, and educators to research and disseminate Black history and explain the impact of their work on Black students.
 - The Miseducation of the Negro demonstrated that American schools reinforced the idea that Europeans, and whites more broadly, produced the strengths of human civilization and that Black people made no meaningful contributions and were thus inferior, which demoralized Black students.
 - In *The Miseducation of the Negro*, Carter G. Woodson argued that Black people’s miseducation contributed to their ongoing oppression. He urged African Americans to become agents of their own education and study the history and experiences of the race to inform their future advancement.
 - Artists, writers, and intellectuals of the New Negro renaissance refuted the idea that African Americans were people without history or culture and created a body of literature and educational resources that proved otherwise. The early movement to place Black history in schools allowed the ideas of the New Negro renaissance to reach Black students of all ages.
 - Black bibliophiles, teachers, and learned societies were dedicated to recovering and

preserving Black history. To promote this history, Carter G. Woodson created an organization, now known as the Association for the Study of African American Life and History. Arturo Schomburg, a Black Puerto Rican writer, collected artifacts and manuscripts that became the basis of the Schomburg Center for Research in Black Culture.

- **Objective #15:** *Identify* causes and effects of the Great Migration and explain its impact on Black communities and American culture.
 - During the Great Migration, one of the largest internal migrations in U.S. history, six million African Americans relocated from the South to the North, Midwest, and western United States in search of educational and economic opportunities and safety for their families.
 - The migration (about 1910–1970) occurred in waves, often caused by recurring factors. Labor shortages in the North during World War I and World War II created economic opportunities. Environmental factors, such as floods and boll weevils, damaged crops, leaving many Black southerners impoverished. The dangers of unmitigated lynching and racial violence prompted many Blacks to leave the Jim Crow South. Freedom and a new railway system made migration more possible than before. The Black press compelled and instructed Black southerners on how to relocate.
 - The effects of the Great Migration transformed American cities, Black communities, and Black cultural movements. The migration instilled American cities like New York, Chicago, Pittsburgh, and Los Angeles with Black Southern culture, and created a shared cultural thread in African American communities nationwide.
 - Migration transformed African Americans from primarily rural people to primarily urban dwellers. Racial tensions increased in the South, as white employers resisted the flight of underpaid and disempowered Black laborers and at times had them arrested.
 - In The Migration Series, artist Jacob Lawrence chronicles African Americans' hopes and challenges during the Great Migration. His work is known for its social realism in his use of visual art to depict historical moments, social issues, and everyday life of African Americans.
- **Objective #16:** *Describe* the factors that spurred Black Caribbean migration to the U.S. during the first half of the 20th century and the impact that migration had on Black communities in the U.S.
 - Afro-Caribbean migration to the U.S. and African Americans' Great Migration in the 20th century were both influenced by the need for economic and political empowerment. African Americans faced restricted opportunities and freedom in the U.S. South. Afro-Caribbean were affected by the decline of Caribbean economies during World War I and the expansion of U.S. political and economic interests in the Caribbean, and turned to the U.S. for economic, political, and educational opportunities.
 - U.S. intervention in the Caribbean significantly increased migrations to the U.S. in the early 20th century, including: the U.S. acquisition of the Panama Canal (1903), which

exposed Black Caribbean workers to both labor opportunities in the U.S. and American culture, including Jim Crow segregation; the U.S. occupation of Haiti and the Dominican Republic (starting in 1915-1916; the U.S. purchase of the Virgin Islands (1917).

- Afro-Caribbean immigrants found homes in African American communities in the U.S., creating both tension and new blends of Black cultures in the U.S.
- **Objective #17:** *Describe* the mission, methods, and lasting impact of Marcus Garvey and the Universal Negro Improvement Association (UNIA) on political thought in African diaspora communities.
 - Marcus Garvey led the largest pan-African movement in African American history as founder of the UNIA. The UNIA aimed to unite all Black people and maintained thousands of members in countries throughout the Caribbean, Latin America, and Africa. Marcus Garvey's Back-to-Africa movement popularized the phrase "Africa for the Africans" and founded a steamship company, the Black Star Line, to repatriate African Americans to Africa.
 - Garveyism's diasporic framework became the model for subsequent Black nationalist movements throughout the 20th century. The UNIA's iconic red, black, and green flag, the Black Liberation Flag, remains a worldwide symbol of Black solidarity and freedom.
 - In his "Address to the Second UNIA Convention," Marcus Garvey outlined the UNIA's objective to achieve Black liberation from colonialism throughout the African diaspora. While African Americans faced intense racial violence and discrimination, Garvey inspired them to embrace their shared African heritage and the ideals of industrial, political, and educational advancement and self-determination through separatist Black institutions.
- **Objective #18:** Using Manning Marable's framework, *describe* the development and aims of the Black intellectual tradition that predates the formal integration of African American studies into American colleges and universities in the 20th century.
 - The Black intellectual tradition in the United States began two centuries before the formal introduction of the field in U.S. colleges in the late 1960s. It emerged through the work of Black activists, educators, writers, and archivists who documented Black experiences. This included: the African Free Schools of the 18th century, which in cities like New York and Philadelphia provided the children of enslaved and free Black people with access to free education and prepared early Black abolitionists for leadership and activism; the Black Puerto Rican bibliophile Arturo Schomburg, whose donated collection became the basis of the Schomburg Center for Research in Black Culture which continues to provide researchers with invaluable resources; the sociologist and activist W.E.B. Du Bois, whose research and writings produced some of the earliest sociological surveys of African Americans; the anthropologist Zora Neale Hurston, whose writings documented forms of African American culture and expression; and the historian Carter G. Woodson, an educator who published many works chronicling Black experiences and perspectives in history and who founded what became Black History Month.

- Manning Marable describes the aims of African American studies as “descriptive, “corrective,” and “prescriptive”: It centers the perspectives of Black people in descriptions of Black life. It corrects, or challenges, stereotypes, and misrepresentations of Black life. It prescribes, or proposes, practical solutions to transform society for the advancement of Black and all marginalized people.

Unit 4: Movement and Debates

- **Objective #1:** *Describe* the central elements of the concept of négritude and its relationship to negrismo and the New Negro renaissance.
 - Négritude (meaning “blackness” in French) was a political, cultural, and literary movement of the 1930s, ‘40s, and ‘50s that started with francophone Caribbean and African writers to protest colonialism and the assimilation of Black people into European culture.
 - Négritude emerged alongside the New Negro renaissance in the U.S. and the negrismo movement in the Spanish-speaking Caribbean. These movements reinforced each other, affirming the influence that African cultural aesthetics and African heritage had that made Afro-descendants throughout the diaspora distinct.
 - Not every Afro-descendant subscribed to the New Negro, négritude, or negrismo movements. While these movements shared an emphasis on cultural pride and political liberation of Black people, they did not necessarily envision blackness or relationships to Africa the same way.
 - In *Discourse on Colonialism*, Aimé Césaire describes the hypocrisy of the narrative that European colonialism civilized colonized subjects. He highlights: the violence and exploitation required to overturn autonomous leadership and maintain systems of coerced labor; and the racial ideologies that underpin colonial intervention.
 - In *Discourse on Colonialism*, Aimé Césaire connects racism and colonialism as mutually dependent means of dehumanizing people of African descent in Africa and the Caribbean.
- **Objective #2:** *Explain* how Frantz Fanon’s ideas about the role of violence in decolonial struggles influenced African American activist movements of the 1960s and ‘70s.
 - Frantz Fanon’s *The Wretched of the Earth* is a call to action for colonized people to overthrow the dehumanization, dishonor, and systemic oppression of colonialism.
- **Objective #3:** *Describe* the forms of segregation African Americans endured in the middle of the 20th century that provided a foundation for the civil rights movement.
 - After World War II, African Americans in the North and South continued to face the challenges of racial discrimination, violence, and segregation in areas such as housing, education, and transportation.
 - After the Supreme Court ruled racial segregation in public schools unconstitutional (in the 1954, *Brown v. BOE* decision) those who were unwilling to forgo centuries of segregated education circumvented the law to preserve de facto segregation: Politicians slashed funding for integrated schools and provided financial support to schools that remained predominantly white. Middle-class whites fled to suburbs and private schools, shifting their investment into schools and neighborhoods that few African Americans could access.

- Racially separated transportation remained unequal. Predominantly Black areas often lacked sufficient infrastructure for public transportation. Blacks responded by leveraging jitneys (small buses that provided taxi services) and their own bus companies.
- Analysis of census data illustrates how racial segregation was a nationwide (not merely Southern) phenomenon that took many forms and manifested in both urban and suburban locales. The widespread impact of segregation created a foundation for the civil rights movement.
- **Objective #4:** *Describe* the forms of housing discrimination that African Americans faced in the mid-20th century and their long-term impacts.
 - The G.I. Bill of 1944 was designed as a race-neutral gesture of gratitude toward American veterans returning from World War II, including the 1.2 million Black veterans, by providing funds for college tuition, low-cost home mortgages, and low-interest business start-up loans—major pillars of economic stability and mobility.
 - The G.I. Bill’s funds were overwhelmingly disbursed to white veterans because the funds were administered locally and subject to Jim Crow discriminatory practices that excluded African Americans. Local lenders barred African Americans from receiving mortgage loans by redlining—the discriminatory practice of designating certain communities as hazardous and unstable to withhold services and deny home ownership loans to African Americans and other people of color.
 - Housing segregation was codified in the Federal Housing Administration (FHA) Underwriting Manual and restrictions made it illegal for African Americans to live in many communities in the United States.
 - Housing discrimination in the mid to late 20th century intensified pre existing gaps between African Americans and whites by impeding Black citizens’ ability to acquire safe housing affordably and by restricting them to communities with limited access to public transportation, clean water and air, recreational spaces, healthy food, and healthcare services, which exacerbated health disparities along racial lines.
 - As Dr. Ossian Sweet’s experience illustrates, African Americans who managed to integrate into well-resourced neighborhoods became targets of mob violence. The NAACP fought housing discrimination from 1914 through the passage of the Fair Housing Act in 1968.
- **Objective #5:** *Explain* how artists, poets, and musicians of African descent advocated for racial equality and brought international attention to the Black Freedom movement.
 - During the Black Freedom movement of the 20th century, Black artists, poets, and musicians used their work as forms of expression to disseminate information and foment social change in the U.S. and abroad. Their work brought Black resistance to systemic inequality in the U.S. to global audiences and strengthened similar efforts among Afro-descendants beyond the U.S.
 - Josephine Baker was a singer, dancer, and actress whose unique performance style and charisma captured international audiences and embodied the vitality of African American culture. Discouraged by racism in the U.S., Baker relocated to Paris. Baker was also an entrepreneur, World War II spy for the French Resistance, and a staunch

civil rights activist. In a speech in St. Louis, she critiqued the double standards of an American democracy that maintained race-based subjugation.

- Nicolás Guillén, a prominent negrismo Cuban poet of African descent, examined connections between anti-Black racism in both mainstream U.S. and Latin American society in his poetry. In “Little Rock” he denounced segregation and racial violence and brought attention to Black freedom struggles to audiences in Latin America.
- Jazzist Charles Mingus composed “Fables of Faubus” as a protest song in response to the Little Rock Crisis. In 1959, Columbia Records refused to allow him to include the lyrics to the song, and it remained instrumental. In 1960, Mingus re-released the song as “Original Faubus Fables” with lyrics that used call and response to mock the foolishness of racial segregation through allusions to Governor Orval M. Faubus.
- **Objective #6:** *Describe* the resistance strategies embraced by the four major organizations of the civil rights movement.
 - Four major organizations galvanized the civil rights movement. They represented African Americans with different experiences and perspectives unified by their goal to eliminate racial discrimination and inequality for all. Together, they launched a national social justice movement built on the shared strategy of non-violent, direct, and inclusive protest- The National Association for the Advancement of Colored People (NAACP) was formed in 1909 as an interracial organization. W.E.B. Du Bois and Ida B. Wells-Barnett were among the founders. Rosa Parks, a local NAACP secretary, helped to launch the Montgomery Bus Boycott (1955). The Congress of Racial Equality (CORE) was established in 1942. CORE collaborated with other organizations to organize sit-ins and the Freedom Rides of 1961. The Southern Christian Leadership Conference (SCLC) was established in 1957. Under the leadership of its first president, Martin Luther King Jr., the SCLC organized churches and local organizations in major protests, such as the Selma Voting Rights March (1965). The Student Nonviolent Coordinating Committee (SNCC) was founded in 1960 after Black college students organized and staged the Greensboro sit-in. Ella Baker assisted students who were interested in the SCLC’s activism in founding their own organization.
 - Local branches of the four major civil rights organizations launched campaigns with wide-ranging strategies, including forms of nonviolent civil disobedience, boycotts, marches, sit-ins, litigation, and the use of mass media. Their nonviolent responses to discrimination were often met with violence, especially in the way activists were removed from marches and sit-ins.
 - The coordinated efforts of the civil rights movement resulted in legislative achievements such as the Civil Rights Act of 1964, which ended segregation and prohibits discrimination based on race, color, and religion, and the Voting Rights Act of 1965, which outlawed discriminatory practices that create barriers in voting.
 - In the essay “Nonviolence and Racial Justice,” Martin Luther King Jr. explained the purpose and major characteristics of the strategy of nonviolent direct resistance as inspired by Christian principles and the example of Mahatma Gandhi.
 - In his speech at the March on Washington for Jobs and Freedom (1963), SNCC leader John Lewis called for greater attention to the urgency of civil rights and African

Americans' need for protection from racial violence and police brutality.

- **Objective #7:** *Describe* the roles women played in the Student Nonviolent Coordinating Committee (SNCC) during the civil rights movement.
 - Ella Baker became known as the “mother of the civil rights movement” for her major impact on the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC) and the Student Nonviolent Coordinating Committee (SNCC). She focused on grassroots organizing and encouraged young people to contribute to inclusive social justice efforts that fought both racism and sexism.
 - Although Black women were central leaders in the work of major civil rights organizations, they often faced gender discrimination within those organizations throughout the Black Freedom movement, as the SNCC Position Paper on “Women in the Movement” details. Leaders such as Ella Baker and Fannie Lou Hamer called attention to this issue, drawing from a longstanding tradition of Black women activists who articulated the interdependencies of racial and gender discrimination and the need for equality in both areas.
 - In Ella Baker’s speech at SNCC’s founding in 1960, she emphasized the need for group-centered leadership over the model of leader-centered groups in the civil rights movement. She argued that peaceful sit-ins at lunch counters were about more than access to goods and services, they were about the full inclusion of African Americans into every aspect of American life.
 - In his speech at the March on Washington for Jobs and Freedom (1963), SNCC leader John Lewis called for greater attention to the urgency of civil rights and African Americans’ need for protection from racial violence and police brutality.
- **Objective #8:** *Explain* the influence of faith and music on the many strategies African Americans developed to combat systemic discrimination and represent themselves authentically.
 - Faith and music were important elements of inspiration and community mobilization during the civil rights movement of the 1950s and 1960s.
 - The Freedom Songs inspired many African Americans to risk their lives as they pressed for the equality and freedoms that their enslaved ancestors also died for. They unified and renewed activists’ spirits, gave direction through lyrics, and communicated their hopes for a more just and inclusive future.
 - Many Freedom Songs emerged through the adaptation of hymns, spirituals, gospel songs, and labor union songs in Black churches, which created space for organizing and the adaptation of hymns, spirituals, gospel songs, and labor union songs.
 - In *Why We Can’t Wait*, Martin Luther King Jr. describes how “We Shall Overcome” became an anthem of the civil rights movement, as activists sang this song while marching, while protesting, during arrest, and while in jail.
- **Objective #9:** *Explain* how Malcolm X’s ideas represent a transition from the strategies of the civil rights movement to the Black Power movement.
 - During the mid-1960s, some African Americans believed the civil rights movement’s focus on racial integration, equal rights, and nonviolent strategies did not sufficiently

address the systemic disempowerment and lack of safety many African Americans faced in their daily lives. Many embraced Black Power, a movement that promoted self-determination, rejected nonviolence as the only viable political strategy, and transformed Black consciousness through its emphasis on cultural pride.

- Malcolm X, a Muslim minister and activist, championed the principles of Black autonomy and encouraged African Americans to build their own social, economic, and political institutions instead of prioritizing integration into a white-dominant society that marginalized them. His emphasis on self-defense by any means necessary and on African Americans' sense of dignity and solidarity influenced political groups that emerged during the Black Power movement.
- In his 1964 speech, "The Ballot or the Bullet," Malcolm X encouraged African Americans to exercise their right to vote and to remain open to securing political equality "by whatever means necessary." His emphasis on this and on African Americans' sense of dignity, respect, and solidarity influenced the political groups that emerged during the Black Power movement.
- **Objective #10:** *Describe* the social, political, and economic aims of the Black Panther Party.
 - The Black Panther Party for Self-Defense was a revolutionary, Black nationalist, separatist organization in the 1960s through the 1980s. Inspired by Malcolm X's call for self-determination, the Black Panthers aimed to organize a community response to the widespread incidence of police brutality and systemic inequality that disproportionately affected African Americans.
 - Under the leadership of Black women, the Black Panther Party began to advocate for gender equality in addition to racial equality. They developed numerous programs to improve the conditions of Black communities, such as the Free Breakfast for School Children Program and relief programs that offered free medical care, clothing, and political empowerment.
 - The Ten-Point Program expressed the Black Panthers' governing philosophies—promoting militant self-defense and community uplift. It called for freedom from oppression and jails; access to housing, healthcare, educational and employment opportunities; and community leadership.
 - Inspired by the writings of intellectuals like Frantz Fanon, the Black Panthers did not limit themselves to nonviolent strategies, which distinguished the party from the major civil rights organizations. Their militant forms of self-defense from police brutality made them a target for the FBI, which imprisoned and murdered some of their leaders (e.g., Fred Hampton).
- **Objective #11:** *Analyze* James Baldwin's evaluation of the origins and limitations of the civil rights movement and the Nation of Islam.
 - In *The Fire Next Time*, James Baldwin documents some of the inequalities faced by Black servicemen in World War II, including how they were treated by other soldiers, how they were allowed to fraternize, and how they were treated on their return to the US.
 - In *The Fire Next Time*, James Baldwin argues that the Black Muslim movement "came about ... and achieved such force" in part because white liberals could only deal with

“the Negro as a victim but had no sense of him as a man.” Malcolm X and others gained influence because civil rights victories were too slow and too late, and they left unaddressed profound sources of inequality and cruelty.

- In *The Fire Next Time*, James Baldwin criticizes the Black Muslim movement for offering a false picture of Black America’s past and an unrealistic picture for its future. Baldwin insists that Black Americans have been “formed by this nation, for better or for worse, and [do] not belong to any other— not to Africa and certainly not to Islam.”
- **Objective #12:** *Analyze* how the conclusion of James Baldwin’s *The Fire Next Time* documents the spiritual and political changes whites and Blacks will need to make to “achieve our country” and how it warns of the destruction failure could bring.
 - James Baldwin documented how the suffering of Blacks has shaped their character in negative but also positive ways, fostering “intelligence, spiritual force, and beauty.” He warned that no race should repeat the racist error of declaring itself superior.
 - James Baldwin argued that the objective of the movement could not be simply an effort at equality with whites because whites must themselves change. Baldwin detailed how Black Americans see most deeply into the destructive forces in the white community that must be overcome if this country is to achieve its promise.
 - James Baldwin warned that without radical action, a wave of destruction and violence will occur, which he calls “the fire next time,” as devastating as the flood in the Bible. He argues that Blacks and whites must put aside long-standing illusions about themselves and each other to make the changes that will defuse this racial time bomb.
- **Objective #13:** *Describe* the goals and inspiration for the Black feminist movement and womanism as described in the Combahee River Collective Statement.
 - In the 1970s, the Black feminist movement drew inspiration from past Black women activists to challenge Black women’s marginalization in mainstream white feminist movements and Black political movements, which emphasized masculinity and leadership in the promotion of Black nationalism, political leadership, and dignity.
 - Writer Alice Walker coined the term womanist and described womanism as opposition to racism in the feminist community and sexism in Black communities.
 - The Combahee River Collective was a Boston-based, Black feminist and lesbian organization. Their Collective Statement argued that Black women’s liberation would free all members of society as it would require the destruction of all systems of oppression (e.g., racism, sexism, classism, homophobia).
- **Objective #14:** *Describe* how understandings of the concept of race differed in the 15th century compared to the present.
 - A common view among scholars affirms the notion that race is a social construct, not one based in biology, though this has not always been the public consensus.
 - The association of race with physical characteristics (namely, skin color) was created in the late 15th century in the context of European colonialism. In the 17th century, associating race with skin color enabled European colonizers to categorize and subjugate African people for use as an enslaved labor force. Well into the 20th century, forms of scientific racism continued, defining people of African descent and

- other racial groups as inferior to those of European descent.
- The notion of race as an identifier continues to shape life experiences and opportunities for people of African descent and other people of color around the world.
 - Sociologists Michael Omi and Howard Winant provide a landmark contribution to how concepts of race are created and transformed in relation to social, economic, and political conflict. Omi and Winant argue that race is deeply embedded in American life, shaping both individual identities and larger structural frameworks.
- **Objective #15:** *Explain* how the concept of metalanguage can be used to understand Black women’s experiences in the U.S. through the intersections of gender, race, and identity.
 - Race is a socially constructed concept created to categorize people into social groups and distribute social advantages and disadvantages, explicitly and inexplicitly, to specific communities based on this categorization.
 - In “African American Women’s History and the Metalanguage of Race,” Evelyn Brooks Higginbotham draws from examples in Black women’s history to illustrate the social construction of race, gender, and sexuality. She frames race as a “metalanguage” (a language that describes another language) to center its broader impact on the construction of other social categories (e.g., gender, class, and sexuality).
 - In “African American Women’s History and the Metalanguage of Race,” Evelyn Brooks Higginbotham articulates the following: The concept of race has been utilized as a tool for both liberation and to justify oppression against African-descended people in the U.S. since slavery. The emphasis on race at the exclusion of gender and class lead to male-centered historical narratives that characterize Black people and especially Black women as a monolith. The diversity of Black women’s experiences in American society, given the combined construction of race, gender, and class, is central to gaining a more nuanced understanding of U.S. history.
 - **Objective #16:** *Explain* the concept of intersectionality and its connection to earlier Black feminist activism.
 - The term intersectionality refers to the interconnected nature of social categories (e.g., race, gender, class, sexuality, ability) and the interdependence of systems that create unequal outcomes for individuals. It is an approach that examines how interlocking forms of oppression manifest in many areas of society, including education, health, housing, incarceration, and wealth gaps.
 - Legal scholar Kimberlé Crenshaw coined the term intersectionality, building on a long tradition of Black feminist scholars and activists who critiqued the tendency to treat race and gender as mutually exclusive categories. In the 19th century, leaders such as Anna Julia Cooper and Maria Stewart linked their racial and gender identities and argued that racism and sexism could not be understood in isolation.
 - In “Mapping the Margins,” Kimberlé Crenshaw explains the need for intersectional approaches to create inclusive forms of public policy that avoid reproducing discrimination by accounting for the ways individuals are affected by interlocking systems of oppression.
 - **Objective #17:** *Describe* the purpose, context, and significance of artworks such as Elizabeth

Catlett's *Negro es Bello II* during the Black Is Beautiful movement of the 1960s and 1970s.

- "Black is beautiful" is an expression popularized in the context of the civil rights, Black Power, and Black Arts movements of the 1960s and 1970s. The phrase expresses pride in one's identity, heritage, culture, and natural self. The emphasis on the beauty of Black people resists notions of Black inferiority and the dehumanizing pressure to conform to Eurocentric standards
- Elizabeth Catlett's print, *Negro es Bello II*, highlights the transnational and diasporic reach of the Black is Beautiful and the Black Power movements and participates in their global circulation. The piece features two faces in the style of African masks and images of black panthers encircled with the phrase, "Black is Beautiful."
- **Objective #18:** *Describe* Portia Maultsby's arguments about how African-based musical elements influence the music of the African diaspora.
 - African American music is a unique blend of both African and European elements.
 - In "Africanisms in African American Music," Portia Maultsby describes Black music, like other cultural elements, as a form of expression that African Americans adapt based on changes in their social conditions and environments.
 - In "Africanism in African American Music," Portia Maultsby explains that African-based musical elements, such as improvisation, call-and-response, syncopation, and the fusion of music with dance, influence and unites the sounds, performances, and interpretations of Black music. These and other elements create a framework that unites various genres of music throughout the African diaspora.
 - The African American musical tradition encompasses many different genres and styles that have revolutionized American music, including blues, jazz, gospel, R&B, and hip-hop. African American music continues to evolve, and contemporary genres, such as hip hop, reflect aspects of contemporary society, just as earlier genres did in their time.
- **Objective #19:** *Describe* the origins of the concept of Afrocentricity.
 - Afrocentricity is a perspective in Black intellectual thought that emerged in the 1960s out of the Black studies movement. It places Africa at the center of celebrating the origin, history, and achievements of African Americans. This approach has been influenced by earlier movements that emphasized pride in African heritage.
 - The concept of Afrocentricity was developed by Mofeli Asante. The central tenets of Afrocentricity include: challenges to Eurocentric notions of human and world history; elevation of African culture as central to the human experience; and foregrounding people of African descent in world history and promoting African agency.
 - By celebrating Africa and elevating it to a central instead of marginalized position, Afrocentricity attempts to challenge and reverse the destruction of African memory that resulted from colonization and slavery.
- **Objective #20:** *Describe* the characteristics of scholarship in the field of African American studies as articulated by Darlene Clark Hine in "A Black Studies Manifesto."
 - African American studies is an interdisciplinary field that integrates knowledge and analysis from multiple disciplines to examine a problem, question, or artifact.
 - In "A Black Studies Manifesto," Darlene Clark Hine describes five approaches that

characterize research in the interdisciplinary field of African American studies. These include examination of the relationship between multiple categories of identity (e.g., race, gender, class, region) and dominant power structures; recurring concepts between the past and present (nonlinear thinking); recurring concepts across geographical locations (diasporic perspectives and comparative analyses; the relationship between oppression and multiple forms of resistance (e.g., cultural, political, spiritual; solidarity with all marginalized people and freedom struggles.

- **Objective #21:** *Draw* conclusions from the Pew Research Center fact sheet regarding the growth and diversity of the African American population, which includes areas such as ethnicity, education, and religion.
 - The Afro-descendant population in the United States is diverse, with varied ethnic and racial identities, income and class distribution, educational attainment, and political and religious affiliations.
 - African American communities include people with diverse histories, including the descendants of those enslaved in the U.S. (who may use the ethnonym African American), recently arrived immigrants and their children (who may identify by their ethnicity, e.g., Afro-Colombian), and people who identify as multiracial (e.g., with significant Black and white ancestry). These categories are often subsumed under the unifying term Black as indicative of the community's shared African heritage and shared experiences.
 - According to the Pew Research Center report, the following key trends illustrate changes in African American communities between 2000 and 2019: The Black-identifying population has grown by nearly 30% to nearly 47 million people who comprise almost 14% of the U.S. population; As the Black population grows, the number of members who identify as multiracial and Hispanic has grown; The number of Black immigrants has nearly doubled since 2000, with most members coming from the Caribbean and Africa; The Black population is younger than the median U.S. population (32 compared to 38); Over half of the Black population lives in the South; Two-thirds of Black adults identify as Protestant, while 20% do not affiliate with any religion; Black college degree holders have more than doubled since 2000.
- **Objective #22:** *Describe* the diversity of 21st century African American communities in terms of politics and class.
 - Twentieth-century developments both fostered and threatened the expansion and strength of the Black middle class, which has its origins in the free Black communities (in the North and South) prior to the Civil War. Desegregation in the 1950s and 1960s fostered the growth of the Black professional and managerial class, and expanded the sales and clerical force, while the number of Black college graduates doubled. Significant impediments to Black economic prosperity include home equity disparities, residential segregation, and employment discrimination, which has an adverse impact on wealth and access to home ownership.
 - Black access to economic and educational attainment impacts political affiliation and participation. In the 20th century, many African Americans shifted political affiliations from the Republican to the Democratic party.

- The 21st century has witnessed historic precedents in Black executive political leadership, including the elections of Barack Obama and Kamala Harris.
- **Objective #23:** *Explain* how religion and faith have played dynamic social, educational, and community building roles in African American communities.
 - Religion and faith have always played integral roles in Black communities. The Black church has served as an institutional space for education and community building and as a catalyst for mobilizing social and civil rights activism.
 - Black religious leaders and faith communities have played substantial roles in Black civil rights and social justice advocacy by mobilizing their congregations to act on political and social issues, and developing their adherents' core values related to education, community improvement, race relations, and solidarity within the broader African diaspora.
 - In *Righteous Discontent*, Evelyn Brooks Higginbotham explores the important roles of African American women as leaders that helped transform Black churches into sites of community organizing and political activism.
- **Objective #24A:** *Investigate* how the growth of a prison industrial complex emerged from racial discrimination that disproportionately targeted African Americans.
- **Objective #24B:** *Explore the primary historical and contemporary debates about reparations for African Americans in the United States.*
- **Objective #24C:** *Explore* the similarities and differences between 20th-century Black political movements and the 21st Century movement for Black Lives.
- **Objective #24D:** *Investigate* the complex relationships between the American medical establishment and African American communities, including medical experimentation and abuses, racial health disparities, and Black efforts to secure access to adequate healthcare.
- **Objective #25:** *Describe* how the field of African American studies has evolved since the 1980s in its advancement of research and engagement with African American communities.
 - In “Black Study, Black Struggle,” Robin D.G. Kelley emphasizes the identity of African American studies as a field rooted in student activism. As such, it offers a powerful lens for understanding contemporary Black freedom struggles within and beyond the academy.
 - Black studies apply interdisciplinary methodologies to explore the global influence of Black artistic, musical, and other cultural forms and to address inequities in political representation, wealth, criminal justice, and health.
 - In “Black Study, Black Struggle” Robin D.G. Kelly argues that activism, rather than the university system, is the catalyst for social transformation.
 - The Movement for Black Lives encompasses a coalition of activist organizations that support Black communities and call for the end of anti-Black racism, state-sanctioned violence, and gender discrimination. Organizations of this movement advocate for reparations, Black self-determination, and liberation.
- **Objective #26:** *Explain* how features of Afrofuturism envision Blackness in futuristic environments.
 - Afrofuturism blends Black experiences from the past with visions of a technologically advanced future and imagines new possibilities of liberated Black futures through art,

film, and literature.

- Black Panther reflects Afrofuturist themes, such as a reimagining of both the African past (a world without colonialism and slavery) and the future (a technologically advanced, egalitarian society that celebrates its African heritage, customs, and traditions).

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 title and date of in-service training sessions provided to meet this requirement.

Odyssey Charter School has partnered with [Los Angeles Institute of Restorative Practices](#), LAIRP, to complete ongoing training for professional development, scholar service related to the social-emotional needs of our students and restorative practices. Beginning in March 2021, OCS faculty and staff have completed training in understanding the right brain and restorative circles. All staff received certification in Circle training that will help them facilitate community circles as well as create classroom culture that is in tune with developing the social-emotional skills of our scholars. In the upcoming year, we will focus on the universal language that can be consistently used throughout every building with all staff and students, provide coaching, observations, administrative planning and feedback from LAIRP. Odyssey has been recognized as the first Right-Brain Restorative School on the East Coast.



- Monday, March 28, 2022
 - Training - Site Specific General Session
 - PBS/MTSS/School Cultures
 - Training - Facilitating Right-Brain Community Circle
 - Content PPT and Background
 - Role-Playing
 - Training - Facilitating Community Circles
 - Process, questions, and implementation
 - Training - Mental Health/Counselors/Administrators
 - Circles and Trauma/Psychiatric Populations
 - Working with Traumatized Populations
 - Listening and Planning SEL/Crisis Response at OCS
- Friday, August 26, 2022
 - Follow-Up Training (Refresher) School Site-Specific - *Training All Staff*
 - Restorative Systems
 - Alignment to school-wide interventions
 - Right-Brain Scholar Lessons/Curriculum Turnkey Lessons (12)
 - Teacher and Operations Staff Affective Statements - *Training All Teachers*
 - Right-Brain Communication
 - Certification
 - School/Certification
 - Odyssey Charter School Code of Conduct 2022-2023
 - LAIRP provides feedback to review and align the Code of Conduct to restorative protocols and policies.

The Curriculum, Instruction, and Assessment team has provided multiple training and planning sessions for the staff in regards to HB198:

- Week of September 12th - Weekly PLCs with K-12 Faculty
 - Reviewed HB198, discussed current strengths and areas for improvement
- Week of October 24th - Weekly PLCs with K-12 Faculty
 - Shared [HB198 Presentation](#), discussed the importance and the “why,” reviewed implementation reports.
 - Requested teachers to keep a journal, notebook, etc. to take notes throughout the year to reflect on current lessons and identify where new opportunities have presented themselves.
- Friday, October 28th - Faculty Meeting Planning Sessions
 - Hosted faculty meetings for each building to review expectations of the bill, outline current lessons, and draft new lessons for specific content areas.

The Curriculum, Instruction, and Assessment team will continue to work with Odyssey’s K-12 Faculty during the 22-23 school year:

- Tuesday, January 3rd - Professional Development Day
 - Share [Newsela SORA](#) UDLib Resources
- Week of January 30th - Weekly PLCs with K-12 Faculty

- Training and exploration of [SORA](#) Collections - teachers will leave the session with 2-3 resources for an upcoming lesson plan or unit.
- Week of February 20th - Weekly PLCs with K-12 Faculty
 - Training and exploration of Newsela - teachers will leave the session with 2-3 resources for an upcoming lesson plan or unit. Teachers will also have full access to the Black U.S. History Collection which includes the following units:
 - What is Black U.S. History?
 - West Africa to North America: Invasion, capture, and resistance (14th century-1775)
 - Independence for Whom? The Black Experience in the Revolutionary Era (1775-1820)
 - Fighting for Freedom and Humanity: Legacy of the Civil War (1820-1877)
 - Facing Blacklash and Violence: The Hardening of Jim Crow (1877-1920)
 - Forward or Backward? Black Resilience and Perseverance in a Changing World (1920-1950)
 - Illusion of Equality: Course and Consequence of the Civil Rights Movement (1950-1970)
 - A Job Unfinished: Fighting Racism and Oppression in a Modern Era (1970-Present)
- Week of March 6th - Weekly PLCs with K-12 Faculty
 - [Training](#) and exploration of UDLib - teachers will leave the session with an understanding of how to use the different databases with their students for future lessons or units.
- Week of April 17th - Weekly PLCs with K-12 Faculty
 - Evaluate a grade level or content area Black History Lesson as a group.
 - Discussion questions:
 - How accurate is the lesson?
 - What kind of language is used in the lesson?
 - Do all the lessons focus on enslavement and struggle?
- Week of May 29th - Weekly PLCs with K-12 Faculty
 - Facilitate a discussion with teachers about how year one of the HB198 implementation went for the 2022-2023 School Year.
 - Discussion questions:
 - What can we celebrate?
 - What missed opportunities passed us by?
 - What skills and tools do our teachers need to be successful?
- Monday, June 12th - Professional Development Day
 - Add additional lessons to a copy of the OCS Implementation Report
 - Discuss needs and trainings for the 2023-2024 School Year

Positive Outcomes Charter School

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Patti Kobus
Position: Dean of Academics and Instruction
Email: patti.kobus@pocs.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

At Positive Outcomes Charter School, we follow the State of Delaware Social Studies Recommended Curriculum, while supplementing with materials from *Facing History and Ourselves, New Visions*

Social Studies, iCivics and Stanford History Education Group, *Thinking Like an Historian*. English Language Arts curriculum units come from *Expeditionary Learning Education, Odell Education, Edsitement, and Collections*. Though the majority of this work is contained within the Social Studies and English Language Arts content areas, Positive Outcomes Charter School will continue to look for opportunities for cultural responsiveness in all content areas.

K-12 Grade-level Implementation

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 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.

**As of the 2022-2023 school year, the Positive Outcomes Charter School does not serve students in grades K-6.*

7th Grade

The Positive Outcomes Charter School included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

Seventh Grade

History/Social Studies

Positive Outcomes Charter School will be following the State of Delaware Social Studies Recommended Curriculum.

Seventh Grade standards address Economics and Civics.

Economics:

Economics analyzes how individuals and societies produce, allocate, distribute, and expend resources. Students learn to examine the inherent relationship between costs and benefits, and the values associated with them. An understanding of economic principles, whole economies, and the interactions between different types of economies helps students comprehend the movement and exchange of information, capital, and products across the globe. Citizens need to be able to assess the impact of market influences and governmental actions on the economy in which they live. The study of economics equips them to make personal economic choices, and to participate responsibly and effectively in social decision-making as citizens in an increasingly competitive and interdependent global economy.

Economics 1a: Students will analyze how changes in supply and demand interact in competitive markets to determine or change the price of goods and services.

Economics 2a: Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.

Macroeconomics Lesson 2: Money Doesn't Grow on Trees

Adapted from a lesson by Sarah Johnson and Shawn Lane, Appoquinimink School District

Driving Question:

- How do banks contribute to economic growth?
- Why do some consumers not use banks?

Objectives:

- Define bank, borrower, saver, lender, and loan
- Describe how banks transfer money from savers to borrowers
- Explain how banks and other financial institutions play a key role in the growth of the economy
- Explain the impact on individuals who are unbanked and don't have access to traditional banks, credit unions, or other financial institutions.

Measures of the Economy Lesson 6: Factors Influencing Gross Domestic Product

Adapted from a lesson by the [Federal Reserve Bank of Atlanta](#)

Economic growth is a sustained rise over time in a nation's production of goods and services. We can measure economic growth using gross domestic product (GDP). GDP is the total market value, expressed in dollars, of all final goods and services produced in an economy in a given year. In the 4-5 grade level, students learned we use GDP per capita (GDP divided by population) to determine standard of living, a measure of economic well-being. When GDP per capita increases, typically a nation's standard of living also increases. **However, the measure is not perfect; GDP per capita reflects the average and therefore does not include measures of inequality within the population.** Regardless, GDP per capita does provide economists with useful information about the economy.

Students will understand that:

- GDP is a basic measure of a nation's economic output and income. It is the total market value, measured in dollars, of all final goods and services produced in the economy in one year.
- GDP can be computed by summing household consumption spending, investment expenditures, purchases by federal, state, and local governments, and net exports.
- GDP per capita is GDP divided by the population of a country.

Measures of the Economy Lesson 11: Not the Whole Story - Inflation Disaggregated

Inspiration from [Federal Reserve Bank of Minneapolis' "The widely varied pain of inflation"](#)

Lesson Overview:

In this lesson, students compare the inflation experiences of various groups of consumers (rural, low-income, and minority). Through reading and interpreting graphs and articles, students consider that the overall inflation rate does not affect individuals equally.

Students will be able to:

- Explain how inflation affects individuals differently
- Integrate information from various sources
- Summarize data to answer questions

Economics 3a: Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.

Macroeconomics Lesson 20: How Does Where You Live Influence How You Live? (Redlining)

This lesson is adapted from the [Federal Reserve Bank of New York](#)

Students examine historical documents, analyze graphs, watch a video and listen to an interview to determine how the practice of redlining contributed to the household wealth inequalities that exist today between various racial demographics.

Enduring Understanding:

In the 1930s, the [Home Owners' Loan Corporation](#) (HOLC) drew maps of residential neighborhoods across the United States. The maps classified each neighborhood into one of five categories, from

least to most likely to default on a mortgage loan. In those maps, the neighborhoods most likely to default were shaded red and over time these neighborhoods had the largest concentrations of African Americans. Because the lending classifications determined individual access to credit, the residents of redlined neighborhoods paid high interest rates and had a hard time becoming homeowners and keeping their homes in good condition. From 1968 to 1974, Congress passed several federal laws and policies preventing lending discrimination by race and gender, and the pattern of residential segregation started to change.

Objectives:

- Define redlining.
- Analyze original resources and contemporary media to illustrate systematic housing discrimination.
- Define wealth and wealth inequality.
- Analyze wealth data across various racial demographics.
- Examine the link between wealth and homeownership across various racial demographics.

Macroeconomics Lesson 21: The Opportunity Atlas

This lesson is from Statistics In Schools

How does your ZIP code affect social mobility? This activity guides students through a demographic analysis of factors that affect social mobility, including race, median income, and sex. Students will use “The Opportunity Atlas” to explore a data set of important statistics. Data sets will be compared by neighborhood and region.

Learning Objectives:

Students will be able to:

- Analyze, compare, and interpret key demographic data in a specific U.S. ZIP code to determine social outcomes for adults in the corresponding census tract.
- Identify what factors impact social mobility in specific neighborhoods and regions.
- Evaluate data to support a position.
- Explore and understand how to use data access tools—such as The Opportunity Atlas—to gather information.

Economic Systems Lesson 4: How Cultural Values Affect Production Decisions

Driving Question:

- How do cultural values affect the way a society might answer the three basic economic questions?

Enduring Understanding:

Cultural values, when applied to economic systems, include religious beliefs, governmental structures, and customs. Religious beliefs can heavily influence the production, allocation, and exchange of goods and services. For example, in an Amish economy, religion dictates how goods and services are produced. Culture also includes government structures and the degree to which government influences the decisions about production, distribution, and exchange. Because the American economic system is a mixed market system, there are instances of government intervention to protect property rights, ensure competition, promote equity in the distribution of goods and services, regulate businesses, provide public goods and services, and correct for externalities. Like religion and

government structures, customs will also determine how goods are produced, distributed, and exchanged. Anyone who has ever ordered a favorite food while away from home and received a product that was not anything like what they expected has experienced how customs vary and influence the production of goods and services.

Objectives:

- Understand how cultural values vary and influence production decisions.
- Understand how cultural values change over time to affect the production decisions of various economic systems.
- Read and analyze text for impacts of cultural values on production decisions.

Economics 4a: Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.

Economic Systems: Lesson 3 - Broad Social Goals

Lesson Overview

Students learn about the six broad social goals and create their own utopian society by rating these goals. Reading two student diaries, they make judgments about the goals that are valued most in command and in market economies and determine what type of economic system each student lives.

Driving Question

- How do different economic systems value the broad social goals?

Objectives

Students will be able to:

- Define the broad social goals of an economic system.
- Explain how broad social goals are valued in a command and in a market economy.

Enduring Understanding

The same basic problem confronts different economic systems. How each nation deals with the fundamental economic problem of scarce resources and unlimited wants is determined by its economic system. All economic systems strive to achieve a set of broad social goals, including economic efficiency, equity, freedom, growth, security and stability. How these goals are prioritized, and how successful an economy is at attaining these goals through its laws, public policies, and system of economic incentives, determines how well it improves the quality of life for its citizens. Different nations and types of economic systems tend to value some goals more than others. However, at the beginning of the 21st century, more and more nations are moving away from command economics and relying on market systems to allocate their scarce resources.

Civics: *Recommended lessons and model lessons will be adhered to when they are made available

Civics 1a: Students will understand why governments have the authority to make, enforce, and interpret laws and regulations, such as levying taxes, conducting foreign policy, and providing for national defense.

Civics 1b: Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of

government employs.

Civics 2a: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections afforded those minorities in the American political system.

Essential Questions:

- How and why is the principle of majority rule limited in the American political system?
- Why do those in a minority need protection? How are they protected?

Students will learn that...

1. They must understand the following academic vocabulary to master this standard: majority, majority rule, minorities, discrimination, protections
2. Democracies, including ours, embrace the rule that decisions are arrived at on the basis of what the majority of people support.
3. Any majority can become a serious threat by supporting and pushing for actions that bring great harm to those who are not in the majority.
4. In a system that abides by the principle of majority rule, minorities must be protected from unfair or harmful actions supported by a majority.
5. Factors that determine a person or group's status as a minority include power differences as well as statistics. Some are viewed as minorities because they have faced systematic discrimination at the hands of those who have held power while also denying others access to it.
6. Laudable protections such as laws, regulations, court decisions, and amendments have been put in place to protect minorities from abuse by majorities.
7. A gap between the ideal (equality) and reality (inequality) persists with minorities often the victims of unequal treatment. It is a responsibility of American citizens to advocate for protections that ensure equality for all Americans.

Economic Spotlight

Economic Spotlight focuses on women and minorities who have made major contributions to the field of economics.

Dr. Sadie T. M. Alexander, born 1898

First African American woman to earn a Ph.D. from Univ. of Pennsylvania and second African American woman in the United States with a Ph.D.

An economist and lawyer

Dissertation: The Standard of Living Among One Hundred Negro Migrant Families in Philadelphia

Dr. Willene A. Johnson, born 1947

Attended Bronx HS of Science, the only technical school in NYC that accepted girls to study math.

Earned Ph.D. in economics at Columbia University

Are women economically active in Tanzanian cities?

Dr. Raphael William Bostic, born 1966

Graduated from Harvard in 1987 with majors in psychology and economics. Earned his Ph.D. in economics from Stanford University.

First African American and openly gay person to be president of a Federal Reserve Bank. Research for Dr. Bostic's Dissertation found that lenders were influenced by the borrower's skin color.

Dr. Belinda Archibong

A native of Nigeria, she graduated from Columbia University studying economics and philosophy.

Focuses on sustainable development to protect people and the environment.

Could a lack of access to public services in a school have a direct relationship to violent activity in the area later?

Civics 2b: Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.

Civics 3a: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.

Essential Questions:

- How might civil and property rights protect citizens from the government? From each other?
- How do rights help define and secure our freedom?
- How might our freedom be threatened without civil and property rights?

Students will learn that...

1. They must understand the following academic vocabulary to master this standard: civil rights, property rights, secure, civil rights help ensure that people are treated equally.
2. Some civil rights protect citizens from discrimination. They also define and secure our political freedom.
3. To be free in a political sense (political freedom) one should be able to exercise rights such as register to vote and vote without restrictions, run for any office, speak and write for or against public policies, support candidates of their own choosing, petition the government, contribute to a campaign, protest, join a political party, and receive a quality education that includes learning about the civil rights that one has.
4. Property rights include the rights to acquire, own, use and dispose of property, and to exclude others from using that property.
5. To be free in an economic sense, citizens should be able to acquire, own, use and dispose of their property in a manner of their own choosing.
6. Civil and property rights are essential protections in a democratic society because both governments and majorities are capable of abusing powers in ways that bring harm to others and erode their freedom.
7. Citizens are expected to exercise and defend civil and property rights, or they risk losing them. Rights possessed by citizens in any society help define their freedom by identifying what they are at liberty to say and do. Rights also secure citizens' freedom by prohibiting governments and others from taking actions that whittle away at what people are entitled to say and do. History is littered with examples of actions that deny individuals freedoms to attend schools, pursue occupations, serve in the military, marry, vote, purchase homes in certain neighborhoods etc. Those living in a free society who fail to exercise their rights (e.g., to speak out, petition, protest actions that threaten our liberty) risk an erosion or loss of their freedom.

Civics 3b: Students will understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service.

Civics 4a: Students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.

Connection to Framework:

The contributions of Black people to American life, history, literature, economy, politics, and culture. Black figures in national history and in Delaware history.

Prepare students to be responsible citizens in a pluralistic democracy.

Examine the ramifications of prejudice, racism, and intolerance.

English Language Arts:

The Harlem Renaissance: Curriculum Unit from Expeditionary Learning Education:

Can we “find fuel for the future in the past”? Poet Nikki Grimes asks this question in her poem “Emergency Measures,” the first in her collection *One Last Word: Wisdom from the Harlem Renaissance*. As Grimes does in her book, students will spend the module pondering the wisdom from works created during the Harlem Renaissance. First students will explore scenes and songs from a play, poems, and artwork to experience the explosion of creativity and ideas of collaboration and innovation. Then students examine political artwork and cartoons, informative articles, and short stories to explore the social and political context of the Harlem Renaissance. Finally, students explore the legacy of the Harlem Renaissance, turning back to Nikki Grimes and her collection of poems crafted with lines from Harlem Renaissance poets. Students consider whether they and contemporary writers, singers, and musicians truly can “find fuel for the future in the past.”

In Unit 1, students explore collaboration in the Harlem Renaissance, noting how the Harlem Renaissance was an explosion and confluence of art, music, and literature. Students first examine scenes and songs from the Broadway musical *Shuffle Along*, experiencing this celebratory text that transformed American musical theater and was created through the collaboration of Eubie Blake, Noble Sissle, F. E. Miller, and Aubrey Lyles. Students analyze how the musical and textual techniques in the play affect meaning and develop themes such as love persevering through tough times. Similarly, students explore the thematic connections of triumph over hardships in the poem “Lift Every Voice and Sing” by James Weldon Johnson and the song and sculpture inspired by the text. Students then analyze iconic poems such as “The Negro Speaks of Rivers” by Langston Hughes, “Calling Dreams” and “Hope” by Georgia Douglas Johnson, and Claude McKay’s “I Shall Return.” In each of these poems, students analyze the structure, figurative language, and themes such as drawing strength from the past and overcoming adversity to fulfill one’s dreams. Students conclude their exploration of collaboration and cultural confluence in a collaborative discussion comparing McKay’s poem to artwork by Meta Warrick Fuller and Winold Reiss for thematic connections around drawing strength from and longing for home or Africa.

In Unit 2, students explore the social and political context of the Harlem Renaissance by reading short informational texts and examining visual art. Students learn how the Harlem Renaissance occurred during the era of the Great Migration, Jim Crow laws, and the racial violence of post-Civil War America. They then read two short stories, “His Motto” by Lottie Burrell Dixon and “The Boy and the

Bayonet” by Paul Laurence Dunbar, analyzing point of view and the interactions between story elements, such as character, plot, and setting. Additionally, students discuss how both stories develop themes about working hard to achieve dreams and how community helps to bring out our best selves. Students continue their exploration of the Harlem Renaissance context by engaging with literary argument writing. Students examine a model literary argument essay then write pair and independent essays, discussing how three pieces of work from the Harlem Renaissance are connected by themes such as looking to the past for strength, collaboration and community to bring out one’s best self, and dreams giving life meaning and purpose. In Unit 3, students explore the contemporary legacy of the Harlem Renaissance by examining short informational and literary texts, visual art, and performances to further develop their sense of how the Harlem Renaissance continues to impact us today. To develop their background knowledge about this legacy, students analyze Nikki Grimes’ poem “Emergency Measures,” original artwork associated with the poem, and Alvin Ailey American Dance Theater’s ballet, “Uptown,” which was inspired by the people, places, art, music, and writing of the Harlem Renaissance. Then students study several of Nikki Grimes’ poems in conjunction with the poetry of the Harlem Renaissance, learning how Grimes uses lines from poets such as Langston Hughes and Georgia Douglas Johnson to create her own poems which develop themes similar to those of the Harlem Renaissance but in a contemporary context. Students continue their exploration of the legacy of the Harlem Renaissance by creating a museum exhibit, which includes three pieces from the Harlem Renaissance and one contemporary piece that they have studied or created themselves. Students write a curator’s statement explaining how the works are connected by theme and create labels discussing the details of structure, language, and theme in each piece. Students practice and revise the presentation of their curator’s statements and labels preparing for the Harlem Renaissance museum, in which students contribute to making a better world by sharing these important works with their community.

The texts for the module contain references to sensitive topics such as racism, oppression, racial violence, and life challenges. The poems, short stories, and artwork address these complex issues of racism. The supplemental texts examined throughout the module help to explain the collaboration, socio-political context, and legacy of the Harlem Renaissance. In tackling issues of racism, oppression, racial violence, and life challenges, the texts examined across this module raise issues that may be upsetting, painful, or confusing for students. The design of this module aims to support students as they process sensitive or challenging passages. Across lessons, teaching notes call attention to specific passages that may be especially troubling for students and offer suggestions for helping students process the content of these passages with strength and compassion. Instructional decisions throughout the module, too, equip students with the literacy skills necessary to interpret the writers’ choices and their development of themes around hope and perseverance.

8th Grade

The Positive Outcomes Charter School included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

Eighth Grade

History/Social Studies

Positive Outcomes Charter School will be following the State of Delaware Social Studies Recommended Curriculum.

Eighth Grade standards address US History.

History Standard One 6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

Emancipation in the North

Lesson Overview

At the conclusion of the American Revolution, debates over the existence of slavery raged not only in constitutional conventions, but in state legislatures as well. Eventually, Northern states passed gradual emancipation laws that theoretically ended the institution of slavery. At the same time, certain conditions were placed upon that freedom, and though the population of enslaved people in the North diminished over time, several Northern states were still home to enslaved people well into the nineteenth century.

In this lesson, students will inquire into the process of Northern gradual emancipation, and grapple with the impact of a steady, as opposed to sudden, liberation of enslaved people.

Driving Question:

- *After the American Revolution, how were enslaved people emancipated in the North?*

Enduring Understanding:

- Northern states passed a series of emancipation laws that called for a gradual, not immediate, emancipation of enslaved people in northern states.
- Each state's laws abolished slavery in different ways.

- Most states, while removing the term “slavery,” kept restrictions in place for African Americans, and some required servitude until a particular age.
- Though over time the number of enslaved people in northern states decreased dramatically, the nature of these laws ensured that some African Americans would remain enslaved in the North well into the middle of the nineteenth century.

History Standard Two 6-8a: Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.

Why did the Founders keep slavery in the Constitution?

Lesson Overview

At the Constitutional Convention in Philadelphia in the summer of 1788, delegates from twelve of the original thirteen states met to craft a new Constitution. Among the issues debated was that of the institution of slavery, especially provisions regarding the slave trade. Over two days in August, delegates debated whether or not to retain provisions for slavery in the new Constitution. In this lesson students will examine the arguments of two delegates regarding these provisions. Ultimately, the students will determine why the Founders kept slavery in the Constitution.

Driving Question

- *Why did the Founders keep slavery in the Constitution?*

History Standard Two 6-8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

In Pursuit of Freedom in Delaware

This lesson was developed from a grant funded project facilitated by the partnership of the Delaware Historical Society and Learning for Justice’s Hard History Project.

Lesson Objectives

- Students will build their knowledge of the historical context of this investigation by analyzing a textbook excerpt’s account of American slavery.
- Using a socratic seminar format, students will analyze excerpts of national and Delaware laws to develop an understanding of the legal framework that empowered enslavers.
- Using a jigsaw method, students will examine sets of runaway ads in order to uncover the humanity and agency of freedom seekers who were enslaved in Delaware. Each ad set contains four elements: an enslaver’s use of the public jail to capture freedom seekers, a child or teenage freedom seeker, a familial relationship among multiple freedom seekers, and a female freedom seeker.

Lesson Essential Questions

1. How did national and Delaware laws combine to empower enslavers?
2. What can runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?

Were Nat Turner's actions justified?

Lesson Overview

The actions of Nat Turner, an enslaved African American preacher, were shocking to many Americans. Beginning in the late summer of 1832, Turner led a band of enslaved people through the south, and they killed many white men, women, and children in the hopes of liberating other enslaved people. Were their actions a justified response to lives of toil, violence, mistreatment, and hopelessness?

Driving Question

- *Were Nat Turner's actions justified?*

Was the Emancipation Proclamation a military strategy or a social reform?

Lesson Overview

Students analyze letters, excerpts, and government documents related to the Emancipation Proclamation to determine if the document was a military strategy to increase the number of soldiers in the Union Army, and cause unrest on Southern plantations, or if it was designed to be a social reform.

Driving Question:

- *Was the Emancipation Proclamation a military strategy or a social reform?*

Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?

Lesson Overview

On May 6, 1866, the city of Memphis in Tennessee erupted in violence after a white police officer attempted to arrest a Black ex-soldier. In the three days that followed, African Americans living in the city were butchered by the white population, while their homes, schools and churches were burned down. In the riot's aftermath, public outrage allowed Radical Republicans to seize control of Congress, and enabled the rapid endorsement of the Fourteenth Amendment and other Reconstruction programs. At the same time, the riot underscored escalating racial tensions in the South that only grew over the course of Reconstruction, and revealed the determination of white Southerners to return to their previous way of life.

Thus, this lesson looks for students to inquire into two different documents and to determine how the riots should be interpreted. Were they a spark needed to radically alter the identity of the United States? Or did they foreshadow the eventual inconclusive end of Reconstruction, as well as the continued violence against freed people of the period and after?

Driving Question

- *Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?*

Did sharecropping violate the 13th Amendment of the United States Constitution?

Lesson Overview

In this lesson students will investigate the system of sharecropping that emerged out of the poverty, uncertainty, and unfulfilled promises of the Reconstruction era. Students are tasked with considering whether or not sharecropping violated the 13th Amendment. At face value, and abstracted from the historical context in which it was practiced, descriptions of sharecropping may not rise to the level of enslavement. However, when considered in combination with the Black Codes (enacted to ensure white supremacy in the post-Civil War Society), the answer is not so simple. In developing their argument, students should be challenged to consider sharecropping within the web of legal restrictions the Black Codes imposed on African Americans.

Driving Question

- *Did sharecropping violate the 13th Amendment of the United States Constitution?*

Were African Americans free during Reconstruction?

Lesson Overview: Students will explore the concept of freedom by using excerpts of the Emancipation Proclamation, the 13th Amendment, and a documentary clip produced by Facing History and Ourselves. In part two of this lesson, students will analyze primary source evidence related to Reconstruction in order to participate in a [Structured Academic Controversy](#) (SAC) that investigates the extent to which life changed for African Americans during the time of Reconstruction.

Driving Question:

- *Were African Americans free during Reconstruction?*

How did Lincoln's views on slavery evolve over time and why?

Lesson Overview

This lesson explores Lincoln's changing views slavery in an attempt to position his views in relation to other abolitionists. Lincoln rejected slavery in many ways but his actions early on seem to be of a man befuddled by alternatives. He morally rejects slavery at times but does not know how to unravel the institution from our society. When emancipation occurs, Lincoln rejects many of his earlier ideas about what to do with those freed. However, the immediate abolition of enslaved people leaves him struggling to cope with what action to take in the waning days of the war. With Lincoln's support and effort towards passage of the 13th amendment, we get a clearer picture of his vision. Lincoln's presidency and legacy are tied to the issue of slavery and it is the hope that through this research students can begin to develop a more robust understanding of the freedom movement for enslaved people.

Driving Question:

- *How did Lincoln's views on slavery evolve over time and why?*

English Language Arts

Civil Rights and the Little Rock Nine: Curriculum Unit from Expeditionary Learning Education/EngageNY:

In this module, students will study the U.S. civil rights movement, focusing particularly on The Little Rock Nine. They will consider the question “How can stories be powerful?” as they learn about segregation, the civil rights movement, The Little Rock Nine, and the role of the various mediums in shaping perceptions of events. As students read *A Mighty Long Way* by Carlotta Walls LaNier and a photo essay titled *Little Rock Girl 1957* by Shelley Tougas, they will consider the different ways in which the story of The Little Rock Nine has been told.

In Unit 1, students will build background knowledge as they study the history of segregation and Jim Crow laws in the United States. They will begin by reading primary sources, such as the Plessy v. Ferguson Supreme Court decision and the dissenting opinion by Justice Harlan.

In Unit 2, students will analyze the role of various mediums (photographs, speeches, television reports, newspaper articles, etc.) in depicting The Little Rock Nine and will write an informational essay in which they analyze how various mediums may illuminate a story or provide an inaccurate or incomplete picture of a story.

Finally, in Unit 3, students will finish *A Mighty Long Way*. For their final performance task, students will present a song choice for a film soundtrack and four photographs from *Little Rock Girl 1957* to lift up as key events in a film about The Little Rock Nine as they went to Central High School, based on the memoir *A Mighty Long Way*. Student presentations will include a description of each photograph and the song, and an argument for why the events depicted in each photograph should be highlighted in a film. (Note: Students will encounter the racially charged language of the Jim Crow South and the civil rights era)

9th Grade

The Positive Outcomes Charter School included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies:

Civics 1a: Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

Civics 2a: Students will examine and analyze the extra-Constitutional role that political parties play in

American politics.

Civics 2b: Students will understand that the functioning of the American government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over time.

Slavery in The Constitution: SHEG Lesson

Although the Declaration of Independence stated, "All men are created equal," Jefferson and the other Founding Fathers agreed to include slavery in the Constitution. What factors led to this decision? In this lesson, students consider the positions of delegates to the Constitutional Convention along with historians' interpretations to understand this apparent contradiction.

Central Historical Question: Why did the Founding Fathers keep slavery in the Constitution?

Amendment Process: 13th Amendment

The Thirteenth Amendment abolished slavery and involuntary servitude in the United States and enabled Congress to enact legislation to enforce it. Ratification of the Amendment by the Southern states was integral to reunifying and reconstructing the country after the Civil War.

Students will be able to...

- Explain why the Thirteenth Amendment was drafted and the problems it was attempting to fix.
- Briefly summarize the Thirteenth Amendment.
- Trace the evolution of Thirteenth Amendment interpretations through landmark Supreme Court cases and modern society.

Equal protection under the law: The Civil Rights Act of 1964

Essential Question:

- How have American ideals of rights and equality changed over time?
- How have interpretations of Constitutional amendments changed over time?
- How did citizens use the First Amendment rights to expand liberties to previously disenfranchised Americans?

Learning Objectives:

Substantive: *Students will/will be able to...*

- Identify the protections afforded to Americans under the Civil Rights Act of 1964
- Identify the media's role in highlighting the racial injustices occurring in the United States in the 1950s and 1960s
- Describe how a free press was essential to the passage of the Civil Rights Act of 1964

Civics 3a: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.

Civics 4a: Students will develop and employ the skills necessary to work with government programs and agencies.

Civics 4b: Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.

Framework Content Connections

The contributions of Black people to American life, history, literature, economy, politics, and culture. Black figures in national history and in Delaware history. Prepare students to be responsible citizens in a pluralistic democracy. Examine the ramifications of prejudice, racism, and intolerance.

English Language Arts:

Taking a Stand: Expeditionary Learning Education

To Kill a Mockingbird is one of the most commonly taught books in American schools. Beloved by many readers and educators as a story of moral courage, it has also been criticized for its limited portrayal of Black characters, dated treatment of racism, and promotion of a “white savior” narrative. This complex novel can be the entry point for meaningful learning, but it demands a careful and intentional approach in the classroom.

At a time when many in the United States and around the world are reckoning with systemic racism, responsibly teaching Mockingbird involves setting Harper Lee’s fictional story in its historical context, centering Black voices that are missing from the text, and examining the story and its messages with a critical lens.

Students will continue to develop their ability to closely read text while studying the theme of taking a stand. During the first half of Unit 1, students will read two speeches reflecting examples of real people taking a stand. By reading these speeches they will build background knowledge about the module’s overarching theme, engage in a study of the speaker’s perspective, and analyze the craft of forming an argument. In the second half of Unit 1, students will read Part 1 of To Kill a Mockingbird by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. Students will engage in a character study of Atticus by analyzing his actions and words, and what others say about him, to better understand him as a character. This analysis will provide details and evidence for students to use in their end of Unit 2 argument essay. In addition to reading and studying the text, students will view excerpts of the To Kill a Mockingbird film that strongly convey the novel’s themes, and they will analyze how the film remains true to the original text as well as how it veers from the original. In Unit 2, students will continue to study the theme of taking a stand as they finish the novel. They will develop their argument writing skills through scaffolded writing lessons, culminating in a literary analysis essay in which they argue whether or not it made sense, based on Atticus’s character, for him to have taken a stand and defend Tom Robinson. In Unit 3, having finished the novel, students will return to key quotes from the novel that relate to the themes of the Golden Rule and Taking a Stand. Final Performance task, after viewing “The Danger of a Single Story, students will form groups to create a Readers Theater text to illustrate the narrative from Tom Robinson’s point of view. Reader’s theater text will include references from the text and social issues Tom Robinson and his family would have encountered in the setting of To Kill a Mockingbird.

Central Texts 1. Harper Lee, To Kill a Mockingbird (New York: Warner Books, 1982), ISBN: 978-0-446-31486-2. 2. Shirley Chisholm, “Equal Rights for Women,” speech made on May 21, 1969. 3. Sojourner Truth, “Ain’t I a Woman?” speech made in May 1851. 4. Lyndon Johnson, “The Great Society,” speech

made on May 22, 1964. 5. To Kill a Mockingbird, film directed by Robert Mulligan (and starring Gregory Peck), 1962. 6. Robert Hayden, "Those Winter Sundays," 1966. 7. Countee Cullen, "Incident," 1925. 8. Ella Wheeler Wilcox, "Solitude," 1883, Danger of A Single Story, Chimamanda Ngozi Adichie

10th Grade

The Positive Outcomes Charter School included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Economics:

Economics 1a: Students will demonstrate how economic choices are made in a market economy in which markets and the actions of the government influence the production and distribution of goods and services.

Economic Developments in Colonial America

Students will examine different economic developments in Colonial America while also examining the causes and effects of these developments.

- Economies of the 13 Colonies
 - Using Evidence: What made the economies of the northern, southern, and middle colonies different?
- Indentured Servitude vs. Slavery
 - Using Evidence: How did indentured servitude compare to slavery? What was similar? What was different?
- Enslaved Peoples of Colonial America
 - Analysis: What claims can you make about enslaved peoples in Colonial America?

Economics 2a: Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.

Economics 3a: Students will analyze and evaluate how the selection of broad social goals influences the quality of life of citizens living in a wide range of economic systems.

Economics and the Great Migration

Jacob Lawrence’s The Migration Series

Compelling Question

How do art and economics describe the struggles of migrants during the Great Migration?

Students learn about the Great Migration by combining the paintings of Jacob Lawrence with economic concepts. In the lesson, students are shown paintings from Jacob Lawrence’s The Migration Series. They are asked to match economic concepts and graphs to the paintings, helping the students understand how different disciplines view an event in history. While it is helpful if students have been exposed to supply and demand and graphical analysis before the lesson, it is not required. Part of the fun is to match the many modes of communication—paintings (visual) to captions (words) to economic concepts and graphs—even when a student may be unfamiliar with paintings or economic concepts.

Students will be able to

- interpret and describe the scene depicted in a painting,
- explain the economic content illustrated by a painting,
- connect economic diagrams to economic descriptions, and
- explain how art and economics describe the Great Migration.

Harlem’s Journey

This lesson follows the rise and fall of Harlem in New York City, New York, from the promise of the Harlem Renaissance in the 1920s to the neglect after WWII that led to declines in residents’ quality of life. Today, Harlem is experiencing a revitalization, and this lesson traces the evolution of its social, economic, and cultural history.

Compelling Question

How did discrimination and wealth inequality contribute to the eventual decline of the Harlem Renaissance?

Students will be able to

- explain the importance of the Great Migration in transporting some of the brightest minds in America to Harlem in the early twentieth century,
- analyze the contributions that a few individuals made in alerting the world to the Harlem Renaissance,
- distinguish between the shining façade of the Harlem Renaissance and the grinding everyday life for average residents,
- explain how the devastation of the Great Depression exacerbated the racial inequities in

- America and initiated a rapid decline in the quality of life in Harlem, and
- demonstrate how a revitalized interest in Harlem is creating economic challenges for longtime residents, including how to preserve the unique culture in the community.including how to preserve the unique culture in the community

The Origins of Wealth Inequality in America

The economic collapse of the 1930s caused the U.S. government to develop new policies to put Americans back on their feet again. Many of these programs centered on growing the housing stock and providing tools for households to begin generating wealth. Discrimination did not allow for Black Americans to have an equal opportunity at building a middle-class lifestyle—the bedrock of the American Dream. These inequities began an ever-widening wealth gap that has impacted generations far removed from the original policies.

Compelling Question

How did housing policies lead to the wealth gap between White and Black households?

Students will be able to:

- recognize that a multitude of federal, state, and local government and private housing policies were initiated in the early twentieth century to keep Black Americans from homeownership,
- describe the use of redlining maps and the implications for Black American financial opportunities, and
- connect the government policies of the past to the significant wealth disparity that exists between White and Black households today.

Economics 4a: Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.

English Language Arts:

[How Do We Determine the Right Thing to Do? \(Unit from Odell Education\)](#)

How do we determine the right thing to do? Because we live in societies, many of our personal decisions affect others. Philosophers in the field of ethics have long attempted to craft frameworks for thinking about how to make those decisions ethically. In this unit, we will explore the concept of ethical decision making. As a class, we begin by examining some ethical approaches, such as utilitarianism and rights, through analyzing traditional texts and interactive media. We will then form research teams to investigate how those frameworks can be used to inform our decision making in different realms of society, such as in sports, the environment, medicine, social justice, and identity. Our work will culminate in presentations from each research team and individual narrative reflections to demonstrate our understanding of the role ethical thinking can play in the decision making of our communities and personal lives.

The Immortal Life of Henrietta Lacks

For more than 50 years, almost nothing was known about Henrietta Lacks, one of the most influential persons in modern medicine, until Rebecca Skloot decided to tell her story in *The Immortal Life of*

Henrietta Lacks. Skloot’s book was a New York Times Best Seller for more than six years and won numerous prestigious awards. We will examine the author’s techniques to uncover how a writer tells a complex story that unfolds over a century and involves the representation of multiple key people and perspectives. We will also examine how materials in other mediums—painting, poem, scientific journal, and film—portray Henrietta Lacks and the legacy she left with regard to class, race, ethics, and science. Through this study, we will examine the Central Question: How do we tell someone else’s story?

11th Grade

The Positive Outcomes Charter School included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

History 1a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

History 2a: Students will develop and implement effective research strategies for investigating a given historical topic.

History 2b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

History 3a: Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

Reconstruction brought important changes including an end to slavery, enfranchisement, and greater autonomy for freedmen. However, political and economic inequality remained a fact of life for African Americans, particularly after the withdrawal of federal troops from the South. Interpretations of Reconstruction range from highly critical to a recognition of its significant achievements. There is general agreement that Reconstruction was a period of remarkable effort undermined by white Southerners and a disinterested Northern electorate. Legal, political, and economic opportunities would be delayed for another century.

[The Reconstruction Era and the Fragility of Democracy](#) from Facing History and Ourselves

Essential Question

- What can we learn from the history of Reconstruction as we work to strengthen democracy today?

Lesson 1: The Power of Names

Guiding Questions

- What do names reveal about a person's identity?
- What do names suggest about our agency and freedom in society?

Learning Objectives

- Students will reflect on the notion that names can simultaneously project ideas about our identity to others, conceal parts of our identity from others, and represent values and traditions that have influenced our identity.
- Students will recognize that the ability to choose or change one's name represents a level of freedom and agency that has been denied to many oppressed peoples throughout history.

Lesson 2: Enacting Freedom

In the last lesson, students examined the choices of freedpeople in naming themselves and reflected on how the beliefs and expectations of the society we are born into can influence how we think about others and ourselves. In this lesson, they will consider the frequently used but rarely defined concept of freedom. By learning about the choices and aspirations of freedpeople immediately after Emancipation, students will consider what it means to be free, and they will consider what role freedom plays in their own lives. They will also begin to reflect on the question of whether one who is excluded from full and equal membership in society is truly free.

Guiding Question

- What is freedom? What does it mean to be free?

Learning Objectives

- Students will understand that freedom is difficult to capture in a single definition, but

individuals often experience it as independence in their daily choices about work, family, and religion, as well as in their exercise of political, economic, and social rights.

- Students will recognize that both laws and customs, as well as individuals' choices, influence a society's definition of freedom.

Lesson 3: The Devastation of War

In the previous lesson, students reflected on the meaning of freedom and explored the ideas about freedom expressed by several Americans shortly after Emancipation. In this lesson, students will learn more about the aftermath of the war itself. They will consider information about the immense destruction the Civil War caused in people's lives and in the nation as a whole. They will also read documents written in 1865 by two women, one from the North and the other from the South, and consider the ways that these opposing perspectives provide insight into the difficult task of reuniting the nation.

Guiding Questions

- What does it take to reunite a nation torn apart by civil war?

Learning Objectives

- Students will see that the range of responses to both the death and destruction of the Civil War and the reality of Emancipation sharpened the differences between many Americans and complicated the challenges of Reconstruction.
- Students will recognize that Lincoln's phrase from his Second Inaugural Address, "with malice toward none, with charity for all," would prove to be a difficult goal to realize given the variety of interests and experiences that emerged from the war.

Lesson 4: Healing and Justice

In the previous lesson, students learned about two unresolved challenges facing the United States immediately after the Civil War: how to define freedom and how to reunite two parts of the country torn apart by a miserable and bitter war. In this lesson, students will look closely at the actions of President Andrew Johnson to resolve these dilemmas through his plan for Reconstruction, as well as the ensuing debate his plan provoked with Congress. In the process, they will reflect on deeper issues of healing and justice in the aftermath of both a devastating war and a profound transformation of society.

Guiding Question

- After a civil war, how can a nation simultaneously heal and provide justice to all of its inhabitants?

Learning Objectives

- Students will know that achieving the goals of healing and justice simultaneously after a civil war is a significant challenge for any country.

- Students will realize that in times of crisis, questions about belonging and power in a nation can become a significant source of conflict and reveal the fragility of democracy.

Lesson 5: The Union as it Was

In the last lesson, students learned about the opposing visions for Reconstruction offered by President Andrew Johnson and the Radical Republicans in Congress. In this lesson, students will examine documents that shed light on life in the South under the policies of Presidential Reconstruction in 1865 and 1866. In particular, they will see evidence of the reestablishment of the South “as it was,” a society based on white supremacy, which led many of Presidential Reconstruction’s opponents to wonder whether the Northern victory would bring about the changes in American society they desired.

Guiding Questions

- What does it mean to be free?
- What rights and opportunities does one need in order to maintain and defend their freedom?

Learning Objectives

- Students will understand that victory in a war does not necessarily mean that its underlying causes have been resolved.
- Students will recognize that different groups sometimes have competing claims on justice. During Reconstruction, white Southern planters equated justice with protection of property they obtained in accordance with the laws at the time. Freedpeople equated justice with the right to possess land that they made valuable through their labor as slaves.

Lesson 6: Radical Reconstruction and the Birth of Civil Rights

In the previous two lessons, students analyzed the Reconstruction policies of President Andrew Johnson and learned about the conditions for freedpeople that emerged in Southern states under Presidential Reconstruction. In this lesson, they will learn about the responses to Johnson’s policies by Republicans in Congress. In particular, they will look closely at the Fourteenth Amendment that overturned Presidential Reconstruction. The Fourteenth Amendment introduced the concepts of national citizenship, civil rights, and equality into federal law and the US Constitution.

Guiding Question

- What can a nation’s laws reveal about that nation’s universe of obligation?

Learning Objectives

- Students will acknowledge that one way a nation can define, both explicitly and implicitly, its universe of obligation is through its constitution and laws.
- Students will recognize that a nation’s requirements for citizenship are one way that it uses laws to define who belongs, but nations do not always treat citizens as equals.

Lesson 7: Expanding Democracy

In the previous lesson, students examined the laws and amendments that were signal achievements of the Reconstruction era. While doing so, they reflected on the ways that nations determine who belongs and express who is included in their universe of obligation. In this lesson, students will explore the consequences of the laws passed as part of Radical Reconstruction, and they will reflect on how the revolutionary changes that occurred because of these laws in the late 1860s and early 1870s affected the strength of American democracy.

Guiding Question

- What are the consequences of who a nation determines is entitled to equal rights and freedoms?

Learning Objectives

- Students will see that the success of a democracy is dependent upon its definition of citizenship, how opportunities to participate in civic life are granted and protected, and how citizens choose to participate in its civic life.
- Students will understand that democracy can be understood as an aspiration that nations strive toward. At the same time, nations can successfully become more democratic without fully achieving the goals of equality and justice.

Lesson 8: The Struggle over Women’s Rights

In the previous two lessons, students examined the landmark legislation and amendments of the Radical Reconstruction era, and they learned about the unprecedented period of interracial democracy that resulted. In this lesson, students will learn about the debate that occurred within the women’s rights movement over the passage of the Fourteenth and Fifteenth Amendments. They will also conduct a close reading of a speech from Frances Ellen Watkins Harper, an African American woman who was a leading activist in the fight for Black freedom and women’s rights.

Guiding Questions

- What does it mean to be equal?
- Is equality essential for democracy?

Learning Objectives

- Students will acknowledge that progress in making a society more democratic is often slow and uneven. Rights provided to some groups often continue to be denied to others.
- Students will understand that members of social movements often struggle to create inclusive movements and can fracture along lines of identity such as race, class, and gender.

Lesson 9: Equality for All

In the previous two lessons, students examined the landmark legislation and amendments of the Radical Reconstruction era, and they learned about the debate over women’s rights that occurred then. In this lesson, students will learn about some of the limits to the transformation of American democracy at this time and about several groups who demanded that the promise of equality be

made a reality for them.

Guiding Questions

- What does it mean to be equal?
- Is equality essential for democracy?

Learning Objectives

- Students will understand that when some members of society attain new rights, others are often inspired in their efforts to achieve justice.
- Students will recognize that democracy is an aspiration that nations strive toward. Nations can successfully become more democratic without fully achieving the goals of equality and justice.

Lesson 10: Backlash and the KKK

In the previous two lessons, students learned about the transformation of American democracy that occurred as a result of Radical Reconstruction, and they explored some of its limitations. In this lesson, students will learn about the violent response these changes provoked from Americans who were opposed to Radical Reconstruction and shocked by the attempt to overthrow white supremacy in Southern society. By learning about the violence and intimidation perpetrated by the Ku Klux Klan in the 1860s and early 1870s, students will reflect on the effects that violence and terror can have on the choices made by individuals in a democracy.

Guiding Questions

- How should a democratic society respond to violence and terror?
- What power do bystanders and upstanders have in the response?

Learning Objectives

- Students will recognize that significant political and social change often provokes a backlash when portions of the population do not support the change.
- Students will learn that backlash is often rooted in people's fear of losing power and status, or in their belief that others have received undeserved power.
- Students will acknowledge that acts of violence and terror are corrosive to democracy.
- Students will understand that knowing the factors that make acts of violence and terror possible in a society is an important step to preventing such acts in the future.

Lesson 11: Shifting Public Opinion

In the previous lessons, students learned about Radical Reconstruction, the interracial democracy that grew out of its enactment, and the federal efforts to protect freedpeople from backlash by the Ku Klux Klan. The successes of Radical Reconstruction prompted many of its supporters to declare the process of Reconstruction complete by 1872, but the gains made in the movement for freedom and equality for Black Americans were far from secure. In this lesson, students will learn about a variety of factors that influenced white Northern public opinion to shift against Reconstruction, paving the way for

future violence against freedpeople and the toppling of Republican governments in the South.

Guiding Questions

- Are laws enough to create and sustain change?
- What might cause a nation to withdraw from actively protecting the rights and freedoms of a group of its people?

Learning Objectives

- Students will understand that the changing priorities of both ordinary citizens and leaders can have a significant effect on how a democracy enforces its laws and protects the rights of individuals.
- Students will recognize that public opinion is one significant factor that shapes the priorities of elected officials in a democracy. The words and actions of leaders can also shape public opinion.
- Students will acknowledge that racism is a “convenient hatred” that changes to meet the needs of society and individuals to explain unpleasant political, economic, or social circumstances.

Lesson 12: Political Violence and the Overthrow of Reconstruction

In previous lessons, students learned about challenges to the achievements of Radical Reconstruction, including the first wave of violent backlash in Southern states and the factors that led many Northerners to turn against federal policies that protected freedpeople. In this lesson, students will confront a new, more decisive period of violence that spread across the South between 1873 and 1876. Students will reflect on the factors that led to the success of this violence in precipitating the defeat of Republican governments in the former Confederacy, and they will consider the choices available to individual citizens and government officials who did not support this campaign of violence and intimidation.

Guiding Questions

- What makes democracy fragile?
- What can be done to protect and strengthen democracy?

Learning Objectives

- Students will know that the “in” groups and “out” groups that result from racism and other socially constructed divisions in society can leave citizens vulnerable to ostracism, intimidation, and violence.
- Students will understand that violence and intimidation often silence the voices and votes of citizens, on which democracy depends.

Lesson 13: The Unfinished Revolution

In the previous lesson, students learned about the violence perpetrated by paramilitary groups to influence elections and return Southern states to rule by the Democratic Party. In this lesson, students

will explore echoes of the Reconstruction era that reverberate today, and they will reflect on the idea of democracy as a continuous process rather than a fixed achievement. Finally, students will consider how they can best participate in the ongoing work of strengthening our democracy.

Guiding Questions

- Why has democracy been called a “work in progress”?
- What can individuals do to help bring about a more just and equal society?

Learning Objectives

- Students will understand that the work of ensuring a democracy’s success is never complete; individuals and communities must constantly choose to act to defend and strengthen it.
- Students will recognize that progress toward justice and equality does not always advance steadily but often experiences great leaps forward and disappointing steps backward.

English Language Arts

Module 11.2 from EngageNY.org

“There is within and without the sound of conflict”: How do authors use figurative language or rhetoric to advance their point of view or purpose?

In this module, students read, discuss, and analyze literary and informational texts, focusing on how authors use word choice and rhetoric to develop ideas and advance their points of view and purposes. The texts in this module represent varied voices, experiences, and perspectives, but are united by their shared exploration of the effects of prejudice and oppression identity construction. Each of the module texts is a complex work with multiple central ideas and claims that complement the central ideas and claims of other texts in the module. All four module texts offer rich opportunities to analyze authorial engagement with past and present struggle against oppression, as well as how an author’s rhetorical word choices strengthen the power and persuasiveness of the text.

Module 11.2 is composed of two units referred to as Unit 11.2.1 and Unit 11.2.2. In Unit 11.2.1, students analyze “Of Our Spiritual Strivings,” the first chapter of W.E.B. Du Bois’s *The Souls of Black Folk*, followed by Booker T. Washington’s “Atlanta Compromise Speech.” Student analysis focuses on how each author uses rhetoric to strengthen and develop his argument about the role of African Americans in post Emancipation America. Read side by side, these texts offer students the opportunities to analyze the diverse ways in which rhetorical strategies contribute to persuasive writing, and to strengthen their own informative/explanatory writing skills as they consider how Washington and Du Bois develop strong arguments. In Unit 11.2.2, students broaden their exploration of struggles against oppression in America to include issues of gender and sexism. Students read and analyze “An Address by Elizabeth Cady Stanton,” a foundational speech in the women’s rights movement, in which Cady Stanton argues for women’s right to vote. Student analysis focuses on determining Cady Stanton’s point of view and purpose, and analyzing how her style and content contribute to the power and persuasiveness of the text. Students conclude this module with an analysis of the role of imagery and figurative language in Audre Lorde’s contemporary poem, “From the House of Yemanjá.” Although a departure in form from the other module texts, Lorde’s Exploration of how a daughter’s identity is influenced by her complex relationship with her mother forms an intersection between the complex dynamics of race and gender that pervade the nuanced

arguments in this module. In the End-of-Unit Assessment For 11.2.2, students are given the opportunity to place module texts in conversation with each other, as they compare the approaches of two authors of their choosing in developing a similar or related central idea. The Assessments throughout this module scaffold to the Module Performance Assessment, in which students develop and present a claim about how a new text, Sherman Alexie’s poem “How to Write the Great American Indian Novel,” relates to at least two of the texts they have analyzed in this module.

12th Grade

The Positive Outcomes Charter School included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

Social Studies:

Unit 2: OER World History Project The Global Tapestries

2.1 Afro-Eurasia

The community's frame can help us understand the diverse ways that humans in Afro-Eurasia organized themselves during this era. Afro-Eurasia is massive. It’s made up of three whole continents, which means we won’t be able to examine all the many different ways that people organized into groups like kingdoms, empires, pastoralist societies, city-states, principalities, and—well, you get the picture. Yet, by identifying some major similarities and differences among these different types of communities, we can begin to understand how people interacted with each other and how those interactions changed their societies.

Learning Objectives

- Evaluate how communities were organized in Afro-Eurasia.
- Assess the role of religion in the administration of states and thickening of networks in Afro-Eurasia.
- Use the historical thinking practice of contextualization to evaluate historical events and processes.
- Evaluate various sources in order to recognize how history is complicated and enriched by multiple perspectives.
- Understand the use of graphic biographies as microhistories to support, extend, or challenge course narratives of this time period.
- Use graphic biographies as microhistories to support, extend, or challenge the overarching

narratives from this region.

Unit 3: OER World History Project Transoceanic Connections

3.4 Transatlantic Slave Trade

Slavery was inhumane—that is an unquestionable fact. However, the study of the creation of the plantation system and the Atlantic slave trade, and their role in the booming economies of European empires is among history’s most sustained and compelling debates. Historians consider what enslavers could possibly have been thinking, what the enslaved experienced, and how they fought back. Gain perspective by reading first-person accounts of those involved and exploring profound questions about a practice that relied on the belief that one person can be another person’s property. There are aspects of history that can seem too unpleasant to face, making it that much more important to face them with compassion, intelligence, and perspective.

Learning Objectives

- Understand how conceptions of race affected communities and labor systems.
- Evaluate the motivations for slavery and how people attempted to justify this practice.
- Analyze primary source documents to assess different perspectives of those involved in the transatlantic slave trade.
- Identify analysis, evidence, and WHP concepts in historical writing.

English Language Arts:

Odell Education Unit: *Beloved*

Is it possible to leave the past behind? Or will it forever shape, in some way—miniscule or great—our future? In *Beloved*, author Toni Morrison utilizes a myriad of narrative techniques to develop the novel’s characters and powerfully portray the effect of their past on their present. In this unit, we will read the novel *Beloved* and several supplemental texts and poems as we explore the Central Question: In what ways does a person’s past have power over their present? We will analyze narrative techniques employed by Morrison in *Beloved*, such as changes in point of view, nonlinear event sequencing, and masterful use of language and style, and we will determine their impact on the development of the themes of the novel. Additionally, we will evaluate the idea of the uncanny as it is presented within the novel. Through analysis and application of the author’s craft, we will write a narrative that establishes a theme and utilizes at least one literary element employed by Toni Morrison in *Beloved*.

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 title and date of in-service training sessions provided to meet this requirement.

POCS PD Guide to HB 198 Implementation: What is it?
January 27, 2023

Providence Creek Academy

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Sharvelle Cannon
Position: Dean of Academics
Email: sharvelle.cannon@pca.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

For year one implementation of HB-198, Providence Creek Academy has extensively reviewed our current reading curriculum, Scholastic Literacy, for its alignment with the instructional framework

requirements. PCA implemented the Scholastic Curriculum in the 2020-2021 school year. This is a diverse curriculum that offers authentic texts that support a culturally inclusive learning environment. The Scholastic Literacy curriculum presents the material in an age-appropriate manner to cultivate respect for diverse cultures. After extensively reviewing our curriculum, we found that much of the framework is embedded throughout the various grade level units. For the remainder of the year, PCA plans to begin reviewing other curriculum resources utilized at our school for its correlation with the HB-198 instructional framework.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Providence Creek Academy included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

For year one implementation, PCA has focused on addressing the components of HB-198 within our ELA curriculum. PCA has a working document that shows the authentic texts and resources that align with the components of HB-198 for each grade level. Currently, the kindergarten units address six of the eight requirements per the HB-198 law. We plan to evaluate lessons and resources in other disciplinary areas for further alignment with HB-198.

Existing Connections in ELA

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

- [The Water Princess](#) (Story of African Princess)

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

- [Last Stop on Market Street](#)

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

- "We Came to America" by Faith Ringgold, "Aunt Harriet: Underground Railroad"

The contributions of Black people to American life, history, literature, economy, politics, and culture.

- "Mae Among the Stars," "Respect: Aretha Franklin the Queen of Soul," "Aunt Harriet: Underground Railroad,"

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.

- [Opal Lee: What it Means to Be Free](#), "Juneteenth for Mazie"

Black figures in national history and in Delaware history.

- "Firebird" (Story of Misty Copeland)

The Providence Creek Academy included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

For year one implementation, PCA has focused on addressing the components of HB-198 within our ELA curriculum. PCA has a working document that shows the authentic texts and resources that align with the components of HB-198 for each grade level. Currently, the first-grade units address six of the eight requirements per the HB-198 law. We plan to evaluate lessons and resources in other disciplinary areas for further alignment with HB-198

Existing Connections in ELA

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

- "The Hatseller and the Monkeys" (West African Tale) by Baba Wagué Diakité, The Water Princess (Story of African Princess)

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

- [Last Stop on Market Street](#)

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

- "We Came to America" by Faith Ringgold, "Aunt Harriet: Underground Railroad"

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.

- "Daddy Calls Me Man" by Angela Johnson, "Bigmamma's" by Donald Crews, "Bronzeville Boys and Girls" by Gwendolyn Brooks and Faith Ringgold, Opal Lee: What it Means to Be Free

(Juneteenth)

Black figures in national history and in Delaware history.

- "Bigmamma's" by Donald Crews,

2nd Grade

The Providence Creek Academy included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

For year one implementation, PCA has focused on addressing the components of HB-198 within our ELA curriculum. PCA has a working document that shows the authentic texts and resources that align with the components of HB-198 for each grade level. Currently, the second-grade units address five of the eight requirements per the HB-198 law. We plan to evaluate lessons and resources in other disciplinary areas for further alignment with HB-198.

Existing Connections in ELA

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

- [The Water Princess](#) (Story of African Princess)

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

- [Last Stop on Market Street](#)

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

- "We Came to America" by Faith Ringgold, "Aunt Harriet: Underground Railroad"

The contributions of Black people to American life, history, literature, economy, politics, and culture.

- "Meet Danitra Brown" by Nikki Grimes, "Hey You! C'mere," by Elizabeth Swados, "The Sun is So Quiet," Nikki Giovanni

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.

- "Make Way for Dyanne Daniel" by Niki Grimes, "Those Shoes" by Maribeth Boelts, "Looking Like Me" by, "Meet Danitra Brown" by Nikki Grimes, "Juneteenth for Mazie,"

3rd Grade

The Providence Creek Academy included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

For year one implementation, PCA has focused on addressing the components of HB-198 within our ELA curriculum. PCA has a working document that shows the authentic texts and resources that align with the components of HB-198 for each grade level. Currently, the third-grade units address five of the eight requirements per the HB-198 law. We plan to evaluate lessons and resources in other

disciplinary areas for further alignment with HB-198

Existing Connections in ELA

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

- "Anansi the Spider: A Tale from the Ashanti" by Gerald McDermott

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

- "Anansi the Spider: A Tale from the Ashanti" by Gerald McDermott

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

- "Anansi the Spider: A Tale from the Ashanti" by Gerald McDermott, "Pretty Salma" by Francis Lincoln

The contributions of Black people to American life, history, literature, economy, politics, and culture.

- "Anansi the Spider: A Tale from the Ashanti" by Gerald McDermott, "The Broken Bike Boy and the Queen of 33rd Street," by Sharon Flake, "Oh, Brother!," by Nikki Grimes, "My Brother Charlie," by Holly Peete, "Pretty Salma" by Francis Lincoln, "The Hunterman and the Crocodile," by Baba Wagué Diakité "Long Shot: Never Too Small to Dream," by Chris Paul

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.

- "Anansi the Spider: A Tale from the Ashanti" by Gerald McDermott, "Oh, Brother!," by Nikki Grimes, "Pretty Salma" by Francis Lincoln, "The Hunterman and the Crocodile," by Baba Wagué Diakité, "A Bike Like Sergio's," by Maribeth Boelts, "Juneteenth for Mazie"

Black figures in national history and in Delaware history.

- "Duke Ellington," "The Story of Misty Copeland"

4th Grade

The Providence Creek Academy included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

For year one implementation, PCA has focused on addressing the components of HB-198 within our ELA curriculum. PCA has a working document that shows the authentic texts and resources that align with the components of HB-198 for each grade level. The fourth-grade units address five of the eight requirements per the HB-198 law. We plan to evaluate lessons and resources in other disciplinary areas for further alignment with HB-198.

Existing Connections in ELA

The central role racism played in the Civil War.

- "Duke Ellington" by Andrea Davis Pinkey (Scholastic Curriculum)

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

- "Where's Rodney" by Carmen Bogan (Scholastic Curriculum), "Grace for President" by Kelly Dipucchio (Scholastic Curriculum), "Duke Ellington" by Andrea Davis Pinkey (Scholastic Curriculum)

The contributions of Black people to American life, history, literature, economy, politics, and culture.

- "Mufaro's Beautiful Daughters: African Tale" by John Steptoe (Scholastic Curriculum/Comprehension Clubs), "The Secret Olivia Told Me" by N joy (Scholastic Curriculum), "Wangari's Trees of Peace"- A true African story by Jeannete Winter, "Duke of Ellington" by Andrea Davis Pinkey (Scholastic Curriculum), "Faith Ringgold" by Mike Venezia (Scholastic Curriculum)

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.

- "Tar Beach" by Faith Ringgold (4th grade curriculum), "Faith Ringgold" by Mike Venezia (Scholastic Curriculum), "Where's Rodney," by Carmen Bogan, "Bud Not Buddy,"

5th Grade

The Providence Creek Academy included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

For year one implementation, PCA has focused on addressing the components of HB-198 within our ELA curriculum. PCA has a working document that shows the authentic texts and resources that align with the components of HB-198 for each grade level. Currently, the fifth-grade units address four of the eight requirements per the HB-198 law. We plan to evaluate lessons and resources in other disciplinary areas for further alignment with HB-198.

Existing Connections in ELA

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

- "March On! The Day My Brother Changed the World" by Christine King Farris (Scholastic Curriculum)

The contributions of Black people to American life, history, literature, economy, politics, and culture.

- "March On! The Day My Brother Changed the World" by Christine King Farris (Scholastic Curriculum), "Poetry for Young People: Langston Hughes"

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.

- "Bud Not Buddy" by Christopher Paul Curtis (Book room-utilized for literature circles),

Black figures in national history and in Delaware history.

- [Hand in Hand: Ten Black Men Who Changed America](#), ["The Story of Misty Copeland"](#)

6th Grade

The Providence Creek Academy included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

For year one implementation, PCA has focused on addressing the components of HB-198 within our ELA curriculum. PCA has a working document that shows the authentic texts and resources that align with the components of HB-198 for each grade level. The sixth-grade units address five of the eight requirements per the HB-198 law. Additionally, the students extensively research significant events in black history and create performances to showcase the event to other PCA students. From the research and performance, the students are meeting the requirements for criteria c,e and g. We plan to evaluate lessons and resources in other disciplinary areas for further alignment with HB-198

Existing Connections in ELA

The contributions of Black people to American life, history, literature, economy, politics, and culture.

- [Poetry for Young People: Langston Hughes](#)

Black figures in national history and in Delaware history.

- [Hand in Hand: Ten Black Men Who Changed America](#), ["The Story of Misty Copeland"](#)

7th Grade

The Providence Creek Academy included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

For year one implementation, PCA has focused on addressing the components of HB-198 within our ELA curriculum. PCA has a working document that shows the authentic texts and resources that align with the components of HB-198 for each grade level. Currently, the seventh-grade curriculum, Wit and Wisdom addresses six of the eight requirements per the HB-198 law. We plan to evaluate lessons and resources in other disciplinary areas for further alignment with HB-198.

Existing Connections in ELA

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

- "A Long Walk to Water," by Linda Sue Park

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

- "The Narrative Biography of Frederick Douglass," "One Crazy Summer," by Rita Williams Garcia

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

- Currently exploring several book options to include in a book study later this school year.

The contributions of Black people to American life, history, literature, economy, politics, and culture.

- Walter Dean Myers texts, Poetry for Young People: Langston Hughes,

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.

- Walter Dean Myers texts,

Black figures in national history and in Delaware history.

- [Hand in Hand: Ten Black Men Who Changed America](#),

8th Grade

The Providence Creek Academy included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

For year one implementation, PCA has focused on addressing the components of HB-198 within our ELA curriculum. PCA has a working document that shows the authentic texts and resources that align with the components of HB-198 for each grade level. Currently, the eighth-grade novel studies incorporate five of the eight requirements per the HB-198 law. We plan to evaluate lessons and resources in other disciplinary areas for further alignment with HB-198

Existing Connections in ELA

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

- "One Crazy Summer," by Rita Williams Garcia,

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

laws.

- Walter Dean Myers texts

The contributions of Black people to American life, history, literature, economy, politics, and culture.

- [Poetry for Young People: Langston Hughes, Gifted Hands," Ben Carson,](#)

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.

- "We've Got a Job: The 1963 Birmingham Children's March," by Cythia Levinson

Black figures in national history and in Delaware history.

- [Hand in Hand: Ten Black Men Who Changed America, "Gifted Hands," Ben Carson, "Courage Has No Color: The True Story of the Triple Nickles," by Tanya Lee Stone](#)

**As of the 2022-2023 school year, the Providence Creek Academy does not serve students in grades 9 - 12.*

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 title and date of in-service training sessions provided to meet this requirement.

HB-198 Professional development for PCA staff was held on August 23, 2022. PCA introduced the HB-198 regulations and expectations. Please use the hyperlink to view the presentation used for the HB-198 PD.

<https://docs.google.com/presentation/d/1MHKn1IC7urW53uwFwClySGEkciqi4-AaqTJ5NjGrGnw/edit?usp=sharing>

Sussex Academy of Arts & Sciences

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Janet Owens
Position: Assistant Dean of Secondary Campus
Email: janet.owens@saas.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Members of the social studies department have spent the past year researching and developing lessons and resources to address the requirements of HB 198. Our K-2 teachers are using picture

books to share the contributions of Black people to American and Delaware history. Teachers of grades 3-5 are delving into the history of slavery and its impact on our country's modern day culture. Students at this level begin to look at the impact racism and white supremacy have had on our country as a whole. Students use primary documents to learn how enslavement was endorsed by state, local, and federal laws. In grades 6-8, students gain a deeper understanding of enslavement in this country by using introductory lessons from Stanford History Group's "Reading Like a Historian." Students read slave narratives and learn some of the harsh realities of enslavement. The book "To Be a Slave", by Julius Lester, is a prominent resource in grade 8 as they gain a deeper understanding of the injustices that Black people endured during the enslavement period. In high school, students begin to take this knowledge a step further, and begin to look at the ramifications of prejudices and racism by taking a closer look at the civil rights movement and local, state and federal laws that have contributed to those ramifications. Students also begin to look at their responsibilities as citizens in creating a society that helps correct the tragedies of the past. In addition, an African-American studies course will be added next year and the year following, we will be offering an AP African-American Studies course to give students an opportunity to advance this knowledge even further.

As a K-12 district, we are in the midst of a Restorative Equity initiative which was launched in the 2021-22 school year. Our Restorative Equity Coordinator has helped empower our teachers with the skills to be more trauma informed and to deliver content in a way that recognizes the impact that racial trauma has had on our students.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Sussex Academy of Arts & Sciences included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

Our ELA teachers will be incorporating picture books in the 2022-23 school year to celebrate black figures' role in American history. The books are still being selected and will be introduced in the spring.

1st Grade

The Sussex Academy of Arts & Sciences included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Our ELA teachers will be incorporating picture books in the 2022-23 school year to celebrate black figures' role in American history. The books are still being selected and will be introduced in the spring.

2nd Grade

The Sussex Academy of Arts & Sciences included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

Our ELA teachers will be incorporating picture books in the 2022-23 school year to celebrate black figures' role in American history. The books are still being selected and will be introduced in the spring.

3rd Grade

The Sussex Academy of Arts & Sciences included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

In grade 3, students will be introduced to the Trans- Atlantic Slave Trade as part of their study of geography.

4th Grade

The Sussex Academy of Arts & Sciences included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

In grades 4 and 5, students will begin to learn about American colonization and will learn more about the enslavement of Black people and its role in the development of the American economy. Specific curriculum is still being researched and developed and will be launched in the spring of 2023.

5th Grade

The Sussex Academy of Arts & Sciences included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- 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.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

In grades 4 and 5, students will begin to learn about American colonization and will learn more about the enslavement of Black people and its role in the development of the American economy. Specific curriculum is still being researched and developed and will be launched in the spring of 2023.

6th Grade

The Sussex Academy of Arts & Sciences included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

As grade 6 is focused on geography standards, students will take a more in depth look at the world wide enslavement of Black people and its impact on economies, specifically the American economy.

7th Grade

The Sussex Academy of Arts & Sciences included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

In grade 7, students begin to learn about American local, state, and federal laws that led to prejudice, racism, and intolerance in this country. Social studies teachers will use Project Citizen resources to teach students about these laws of the past and help prepare them to become responsible citizens in creating a more representative democracy.

8th Grade

The Sussex Academy of Arts & Sciences included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

In grade 8, social studies and ELA teachers will focus on the role of slavery in the development of this country and the impact on Black people. In ELA, "To Be a Slave" by Julius Lester will be used as a resource and "Reading Like a Historian" resources will be used in social studies to compare primary sources that tell the story of American slavery and to look at the struggle Black people have endured in the fight for fair treatment in the United States.

9th Grade

The Sussex Academy of Arts & Sciences included (or will include) the following requirements in their 9th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you

identified in 9th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

In grade 9, part of the integrated social studies curriculum will include a study of the laws at the local, state, and federal level that perpetuate the inequalities of Black people during the civil rights movement and beyond. Students will conduct case studies of events that have occurred in more recent years (ex: Black Lives Matter Movement).

10th Grade

The Sussex Academy of Arts & Sciences included (or will include) the following requirements in their 10th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 10th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

In grades 10 and 11, students will study U.S. History, Economics, and AP US History. Students will use resources from the Stanford History Group to research and debate the causes and effects that slavery, the civil rights movement, and more current issues have had on developing the current situation of Black people in this country.

11th Grade

The Sussex Academy of Arts & Sciences included (or will include) the following requirements in their 11th Grade curriculum for the 2022-2023 school year.

- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 11th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

In grades 10 and 11, students will study U.S. History, Economics, and AP US History. Students will use resources from the Stanford History Group to research and debate the causes and effects that slavery, the civil rights movement, and more current issues have had on developing the current situation of Black people in this country.

12th Grade

The Sussex Academy of Arts & Sciences included (or will include) the following requirements in their 12th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 12th Grade this year. Your description must include the COURSE in which the requirements were implemented (e.g., English I, Algebra I, Physical Science, Civics and Geography, Introduction to Theater) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

While some of our Grade 12 students are enrolled in AP US History and learn about how the past has had an impact on Black people, our curriculum for this grade level will really be put into effect next school year when our African-American Studies course is offered to our Grade 11 and 12 students. In the following year, we also plan to offer the AP African American Studies to grade 11 and 12 students.

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 title and date of in-service training sessions provided to meet this requirement.

Social Studies teachers in Grades 3-12 participated in the social studies coalition's professional development conference: Expanding the Narrative in Social Studies Classroom: How to meet HB 198 with an Inclusive Lens held on October 14. We are currently researching PD to offer to our K-2 teachers.

Sussex Montessori Charter School

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Jori Martinez-Woods
Position: Director of Teaching and Learning
Email: jori.martinez-woods@sussexms.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Montessori Pedagogy and Curriculum have always included the requirements named by HB 198. We begin with Africa as the seat of humankind in first grade. By 4th grade students learn about the

human migration patterns. Because we establish that human beings share fundamental needs in common across the globe, and the biomes in which they find themselves give rise to how they satisfy these fundamental needs, diversity is a founding premise upon which all other of our cultural studies are based. Our learners' study African heritage alongside all other cultures. Our students learn about racial and social justice and how they are agents of change. They learn restorative justice practices alongside conflict resolution and are taught an equity framework which interrogates, prejudice, racist practices, stereotyping and looks at whose stories are left out of a study. Our students gather in community meetings each day to reflect on their roles and responsibilities as democratic citizens to combat racial and economic injustices inherent in many of our societies, institutions, and systems.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Sussex Montessori Charter School included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

Children experience read alouds that feature Black figures in national history. They are introduced to poetry, music, art, dance and inventions made by African Americans that they can relate to, such as those given to us by Washington Carver's research and ingenuity. The curriculum is based on Understanding by Design Thematic Units and a variety of activities spin off from these lessons and approach to learning.

1st Grade

The Sussex Montessori Charter School included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

Children experience read alouds that feature Black figures in national history. They are introduced to poetry, music, art, dance and inventions made by African Americans that they can relate to, such as those given to us by Washington Carver's research and ingenuity. The curriculum is based on Understanding by Design Thematic Units and a variety of activities spin off from these lessons and approach to learning. As we have multi-age groupings in Montessori classrooms our Kindergarteners are mixed with first graders. The content is the same but the depth of knowledge is greater and there are more extensions.

2nd Grade

The Sussex Montessori Charter School included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

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

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

Our 2nd and 3rd graders are together in a mixed age grouping. The following goes for both grade levels. Harriet Tubman, Rosa Parks, Ruby Bridges, Jesse Owens, Jackie Robinson and Dr. Martin Luther King are taught through biographies, read alouds, timelines are designed by the learners, learners interview family and community members, watch videos, discuss desegregation and federal and state laws related to segregation and Jim Crow laws. The children also make timelines that show Olympic athletes across time as well as the timeline of the civil rights movement. Learners are introduced to acts of resistance, allies and protests.

3rd Grade

The Sussex Montessori Charter School included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

Our 2nd and 3rd graders are together in a mixed age grouping. The following goes for both grade levels. Harriet Tubman, Rosa Parks, Ruby Bridges, Jesse Owens, Jackie Robinson and Dr. Martin Luther

King are taught through biographies, read alouds, timelines are designed by the learners, learners interview family and community members, watch videos, discuss desegregation and federal and state laws related to segregation and Jim Crow laws. The children also make timelines that show Olympic athletes across time as well as the timeline of the civil rights movement. Learners are introduced to acts of resistance, allies and protests. Third graders write narrative and opinion reports in response to their understanding of the Civil War including enslavement and emancipation.

4th Grade

The Sussex Montessori Charter School included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

Our 4-5 graders are also in a mixed age grouping. Their explorations are built across the two years. As a part of the history of inventors, students research an inventor and their inventions by putting on a wax museum type exhibit for their classmates and families. This highlights the impact that black inventors have had on American life. Students read books about enslavement, the underground railroad, and segregation. They visit the areas in Delaware that have historical connections to these events. They discuss their learning and write journal reflections. They are introduced to the art, music and authors of these times.

5th Grade

The Sussex Montessori Charter School included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

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

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 5th Grade this year. 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.

Our 4-5 graders are also in a mixed age grouping. Their explorations are built across the two years. As a part of the history of inventors, students research an inventor and their inventions by putting on a wax museum type exhibit for their classmates and families. This highlights the impact that black inventors have had on American life. Students read books about enslavement, the underground railroad, and segregation. They visit the areas in Delaware that have historical connections to these events. They discuss their learning and write journal reflections. They are introduced to the art, music and authors of these times. Students read 'Stand Up' and study the 10 black women who spoke up to make a change in our society. Students follow the ELA writing process while learning editing skills and literary styles.

**As of the 2022-2023 school year, the Sussex Montessori Charter School does not serve students in grades 6 - 12.*

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 title and date of in-service training sessions provided to meet this requirement.

In addition to what they learn in their traditional public teacher training programs, they have a 22-month Montessori Training certification program through the University of Delaware that supports our teachers in integrating black history throughout our cultural studies using the Understanding by Design model.

Thomas Edison Charter School

**For year one of implementation (only), districts and charter schools were advised to include what was implemented by the November 15 reporting date, as well as what they planned to implement for the remainder of the 2022-2023 school year.*

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Liz Yates
Position: Assistant Principal
Email: liz.yates@tecs.k12.de.us

K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (c) (1-8), the curricula required must be designed to do all 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 and year one implementation plan meet the requirements above. Be specific.

Our curricula is age-appropriate (eg. picture books for younger grades, primary sources, documents etc) and provides many opportunities for our students to discuss and uplift their history. We have

partnered with Dr. Chike Akua to provide professional development for our teachers and curricula resources. The implementation of HB-198 is fully supported and monitored by our principal, Dr. Salome Thomas-EL--one of the most prominent black educators in our county.

K-12 Grade-level Implementation

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 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.

Kindergarten

The Thomas Edison Charter School included (or will include) the following requirements in their kindergarten curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in kindergarten this year. 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.

The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history.

1st Grade

The Thomas Edison Charter School included (or will include) the following requirements in their 1st curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 1st Grade this year. 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.

The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history.

2nd Grade

The Thomas Edison Charter School included (or will include) the following requirements in their 2nd Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 2nd Grade this year. 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.

The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history.

3rd Grade

The Thomas Edison Charter School included (or will include) the following requirements in their 3rd Grade curriculum for the 2022-2023 school year.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- h. Black figures in national history and in Delaware history.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 3rd Grade this year. 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.

The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history.

4th Grade

The Thomas Edison Charter School included (or will include) the following requirements in their 4th Grade curriculum for the 2022-2023 school year.

- 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.
- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 4th Grade this year. 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.

The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

5th Grade

The Thomas Edison Charter School included (or will include) the following requirements in their 5th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you

identified in 5th Grade this year. 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.

The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

6th Grade

The Thomas Edison Charter School included (or will include) the following requirements in their 6th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 6th Grade this year. 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.

The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

7th Grade

The Thomas Edison Charter School included (or will include) the following requirements in their 7th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 7th Grade this year. 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.

The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

8th Grade

The Thomas Edison Charter School included (or will include) the following requirements in their 8th Grade curriculum for the 2022-2023 school year.

- 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.

Explain how your district or charter school implemented (and plans to implement) the requirements you identified in 8th Grade this year. 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.

The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

**As of the 2022-2023 school year, the Thomas Edison Charter School does not serve students in grades 9 - 12.*

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 title and date of in-service training sessions provided to meet this requirement.

October 14: Education for Transformation and Honoring our Ancestral Obligations

Appendix G

HB 198 Minimum Content Requirement Summary Tables: Reported by Districts 2022-2023

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Minimum Content Requirement: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Levels												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD					X		X	X		X	X	X	X
Brandywine SD				X	X		X				X		
Caesar Rodney SD					X		X			X	X	X	X
Cape Henlopen SD	X	X	X	X	X	X	X		X	X	X		
Capital SD	X	X	X	X	X	X	X					X	X
Christina SD			X		X	X	X						X
Colonial SD	X	X	X			X	X	X		X			X
Delmar SD	<i>Does not serve students in these grades.</i>								X				X
Indian River SD			X		X		X	X					
Lake Forest SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Laurel SD	X	X	X	X	X		X			X	X	X	
Milford SD					X		X			X			
NCC Vo-tech SD	<i>Does not serve students in these grades.</i>									X			X
Polytech SD	<i>Does not serve students in these grades.</i>									X	X	X	X
Red Clay SD	X	X	X		X		X	X	X	X	X	X	X
Seaford SD			X	X		X	X						X
Smyrna SD	X			X	X	X	X			X			X
Sussex Tech SD	<i>Does not serve students in these grades.</i>									X		X	
Woodbridge SD				X	X	X		X		X			

Minimum Content Requirement: The significance of enslavement in the development of the American economy.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Levels												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD					X			X	X	X		X	X
Brandywine SD					X				X		X		X
Caesar Rodney SD				X	X		X			X	X	X	X
Cape Henlopen SD					X			X	X	X		X	
Capital SD					X	X		X	X	X	X	X	X
Christina SD			X		X	X	X			X	X		X
Colonial SD					X	X	X	X	X	X	X	X	X
Delmar SD	<i>Does not serve students in these grades.</i>					X			X	X	X	X	
Indian River SD					X	X			X				
Lake Forest SD	X	X	X	X			X	X	X	X		X	
Laurel SD	X	X	X	X	X		X	X	X	X	X	X	X
Milford SD							X		X	X		X	
NCC Vo-tech SD	<i>Does not serve students in these grades.</i>											X	
Polytech SD	<i>Does not serve students in these grades.</i>											X	X
Red Clay SD					X	X			X		X	X	X
Seaford SD		X	X	X	X	X	X		X	X		X	
Smyrna SD					X				X			X	
Sussex Tech SD	<i>Does not serve students in these grades.</i>									X		X	
Woodbridge SD					X	X			X	X		X	X

Minimum Content Requirement: The relationship between white supremacy, racism, and American slavery.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD					X			X		X	X	X	X
Brandywine SD					X				X	X	X		X
Caesar Rodney SD					X	X		X		X	X	X	X
Cape Henlopen SD								X	X	X	X	X	X
Capital SD				X	X	X	X	X	X	X		X	
Christina SD						X		X			X		
Colonial SD							X	X	X			X	X
Delmar SD	<i>Does not serve students in these grades.</i>					X		X	X	X	X	X	X
Indian River SD				X	X				X			X	
Lake Forest SD				X	X				X		X	X	
Laurel SD	X	X	X	X	X	X	X		X	X		X	
Milford SD			X	X		X		X	X	X	X	X	
NCC Vo-tech SD	<i>Does not serve students in these grades.</i>									X		X	
Polytech SD	<i>Does not serve students in these grades.</i>									X		X	
Red Clay SD					X	X		X	X		X	X	X
Seaford SD		X	X	X	X	X	X		X	X		X	X
Smyrna SD									X			X	
Sussex Tech SD	<i>Does not serve students in these grades.</i>									X	X	X	
Woodbridge SD	X	X	X			X						X	X

Minimum Content Requirement: The central role racism played in the Civil War.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD								X	X	X	X	X	X
Brandywine SD									X				X
Caesar Rodney SD						X			X	X		X	
Cape Henlopen SD								X	X	X	X	X	X
Capital SD						X	X	X	X		X		
Christina SD						X			X				
Colonial SD								X	X			X	X
Delmar SD	<i>Does not serve students in these grades.</i>								X		X	X	
Indian River SD						X			X				
Lake Forest SD									X	X		X	
Laurel SD	X	X	X	X			X	X		X		X	
Milford SD				X	X			X	X			X	
NCC Vo-tech SD	<i>Does not serve students in these grades.</i>											X	
Polytech SD	<i>Does not serve students in these grades.</i>											X	X
Red Clay SD						X			X				X
Seaford SD	X	X	X	X					X			X	
Smyrna SD									X			X	
Sussex Tech SD	<i>Does not serve students in these grades.</i>										X	X	
Woodbridge SD						X			X			X	

Minimum Content Requirement: How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD								X	X	X	X	X	X
Brandywine SD						X	X	X	X	X		X	X
Caesar Rodney SD						X	X	X	X	X	X	X	X
Cape Henlopen SD					X	X		X	X	X	X	X	X
Capital SD	X	X		X	X	X	X	X	X	X		X	X
Christina SD			X	X	X	X	X	X	X		X		X
Colonial SD								X	X	X	X	X	X
Delmar SD	<i>Does not serve students in these grades.</i>						X		X		X	X	
Indian River SD				X				X	X	X		X	
Lake Forest SD	X	X	X	X				X	X	X	X	X	
Laurel SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Milford SD			X	X		X		X			X	X	
NCC Vo-tech SD	<i>Does not serve students in these grades.</i>											X	
Polytech SD	<i>Does not serve students in these grades.</i>									X	X	X	X
Red Clay SD			X	X		X		X		X		X	X
Seaford SD	X	X	X	X	X	X	X	X	X	X	X	X	
Smyrna SD				X				X	X			X	
Sussex Tech SD	<i>Does not serve students in these grades.</i>										X	X	X
Woodbridge SD	X	X		X		X		X				X	

Minimum Content Requirement: The contributions of Black people to American life, history, literature, economy, politics, and culture.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Brandywine SD	X	X	X	X	X	X	X	X	X	X		X	X
Caesar Rodney SD	X	X	X		X	X	X			X	X	X	X
Cape Henlopen SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Capital SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Christina SD	X	X	X	X	X	X	X	X	X		X	X	X
Colonial SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Delmar SD	<i>Does not serve students in these grades.</i>					X	X	X	X	X	X	X	X
Indian River SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Lake Forest SD	X	X	X	X	X	X	X	X	X	X	X	X	
Laurel SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Milford SD	X	X	X	X	X	X		X	X		X	X	
NCC Vo-tech SD	<i>Does not serve students in these grades.</i>											X	
Polytech SD	<i>Does not serve students in these grades.</i>									X	X	X	X
Red Clay SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Seaford SD	X	X	X	X	X	X	X	X	X	X	X	X	
Smyrna SD	X	X	X	X	X	X		X				X	
Sussex Tech SD	<i>Does not serve students in these grades.</i>									X	X	X	X
Woodbridge SD	X	X	X	X	X	X	X	X	X	X	X	X	X

Minimum Content Requirement: 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.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD			X					X	X	X	X	X	X
Brandywine SD			X	X	X	X	X	X	X	X		X	X
Caesar Rodney SD	X					X		X	X	X	X	X	X
Cape Henlopen SD					X	X	X	X	X	X	X	X	X
Capital SD			X		X	X		X	X	X	X	X	
Christina SD		X	X	X	X	X		X	X	X	X	X	X
Colonial SD			X	X			X	X	X	X	X	X	X
Delmar SD	<i>Does not serve students in these grades.</i>					X	X		X	X	X	X	
Indian River SD				X	X	X		X		X		X	
Lake Forest SD	X	X	X	X				X	X			X	X
Laurel SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Milford SD		X		X	X	X		X	X		X	X	X
NCC Vo-tech SD	<i>Does not serve students in these grades.</i>										X		
Polytech SD	<i>Does not serve students in these grades.</i>									X	X	X	X
Red Clay SD		X	X	X	X	X			X	X		X	X
Seaford SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Smyrna SD			X							X	X	X	
Sussex Tech SD	<i>Does not serve students in these grades.</i>										X	X	X
Woodbridge SD	X		X		X	X	X			X	X	X	X

Minimum Content Requirement: Black figures in national history and in Delaware history.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this school district did not serve students at this grade level during the 2022-2023 school year.

District	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Appoquinimink SD		X	X		X			X	X	X	X	X	X
Brandywine SD	X	X	X	X	X	X	X	X	X	X		X	X
Caesar Rodney SD	X	X	X		X	X	X	X	X	X	X	X	X
Cape Henlopen SD	X	X	X	X	X	X	X	X	X	X		X	X
Capital SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Christina SD	X	X	X	X	X	X	X	X	X		X	X	X
Colonial SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Delmar SD	<i>Does not serve students in these grades.</i>					X	X	X	X	X	X	X	
Indian River SD	X	X	X	X				X	X			X	
Lake Forest SD	X	X	X	X	X	X		X	X	X	X	X	
Laurel SD	X	X	X	X	X	X	X	X	X	X	X	X	X
Milford SD	X	X	X	X	X	X	X	X	X		X	X	
NCC Vo-tech SD	<i>Does not serve students in these grades.</i>											X	X
Polytech SD	<i>Does not serve students in these grades.</i>									X	X	X	X
Red Clay SD	X	X	X	X	X	X	X	X	X		X	X	X
Seaford SD	X	X	X	X	X	X	X	X	X	X		X	
Smyrna SD	X	X	X		X	X		X	X	X		X	
Sussex Tech SD	<i>Does not serve students in these grades.</i>										X	X	X
Woodbridge SD	X	X	X	X	X	X	X	X	X		X		X

Appendix H

HB 198 Minimum Content Requirement Summary Tables: Reported by Charter Schools 2022-2023

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Minimum Content Requirement: The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS	X	X	X	X	X	X	X						
Academy of Dover CS		X	X	X	X	X	X	X					
Campus Community School				X	X								
Charter School of New Castle	X	X	X	X	X	X	X	X	X				
Charter School of Wilmington											X		
Delaware Military Academy										X	X	X	X
Early College School @ DSU								X	X	X	X	X	X
East Side CS	X	X	X	X	X	X	X	X	X				
First State Military Academy											X	X	X
First State Montessori Academy			X	X	X	X	X	X	X				
Freire CS									X				X
Gateway CS				X	X	X	X	X	X				
Great Oaks CS									X	X	X	X	X
Kuumba Academy CS	X	X	X	X	X	X	X	X	X				
Las Americas Aspira Academy		X	X	X	X	X			X	X			
MOT CS	X	X	X	X	X	X	X		X		X	X	X
Newark CS					X		X	X	X			X	
Odyssey CS		X	X	X	X		X	X	X	X	X	X	X
Positive Outcomes CS													X
Providence Creek CS	X	X	X	X				X					
Sussex Academy of Arts & Sciences					X	X			X				
Sussex Montessori CS	X	X	X	X	X	X							
Thomas Edison CS	X	X	X	X	X	X	X	X	X				

Minimum Content Requirement: The significance of enslavement in the development of the American economy.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS					X	X							
Academy of Dover CS				X	X		X	X					
Campus Community School					X	X							
Charter School of New Castle	X		X	X	X		X	X	X				
Charter School of Wilmington										X	X	X	
Delaware Military Academy										X	X	X	
Early College School @ DSU								X	X			X	X
East Side CS	X		X	X	X	X	X	X	X				
First State Military Academy												X	X
First State Montessori Academy					X	X	X	X	X				
Freire CS													
Gateway CS							X	X	X				
Great Oaks CS													
Kuumba Academy CS			X	X	X	X	X	X	X				
Las Americas Aspira Academy				X					X		X		
MOT CS					X	X		X	X	X		X	X
Newark CS		X	X	X	X	X	X	X	X	X	X	X	
Odyssey CS				X	X	X	X	X	X	X		X	X
Positive Outcomes CS								X	X		X	X	X
Providence Creek CS	X	X	X						X				
Sussex Academy of Arts & Sciences				X	X	X	X		X		X	X	
Sussex Montessori CS				X	X	X							
Thomas Edison CS					X	X	X	X	X				

Minimum Content Requirement: The relationship between white supremacy, racism, and American slavery.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS	X				X	X	X						
Academy of Dover CS							X						
Campus Community School					X	X	X		X				
Charter School of New Castle	X		X	X	X	X	X						
Charter School of Wilmington										X	X	X	
Delaware Military Academy										X	X	X	X
Early College School @ DSU								X	X	X	X	X	X
East Side CS					X	X	X	X	X				
First State Military Academy												X	
First State Montessori Academy					X	X	X	X	X				
Freire CS									X		X	X	
Gateway CS													
Great Oaks CS									X	X	X	X	X
Kuumba Academy CS	X	X	X	X	X	X	X	X	X				
Las Americas Aspira Academy			X		X		X		X				
MOT CS				X	X	X	X	X				X	X
Newark CS		X	X		X	X	X	X	X	X	X		X
Odyssey CS			X	X	X	X	X	X	X	X	X	X	X
Positive Outcomes CS									X			X	
Providence Creek CS	X	X	X	X			X	X	X				
Sussex Academy of Arts & Sciences								X	X		X	X	
Sussex Montessori CS													
Thomas Edison CS					X	X	X	X	X				

Minimum Content Requirement: The central role racism played in the Civil War.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS													
Academy of Dover CS							X	X					
Campus Community School					X				X				
Charter School of New Castle	X	X	X	X	X			X					
Charter School of Wilmington												X	
Delaware Military Academy										X	X	X	X
Early College School @ DSU								X	X	X	X	X	X
East Side CS		X		X	X	X	X	X	X				
First State Military Academy												X	
First State Montessori Academy								X	X				
Freire CS									X			X	
Gateway CS									X				
Great Oaks CS										X			
Kuumba Academy CS				X	X	X	X						
Las Americas Aspira Academy							X		X	X			
MOT CS				X		X			X			X	
Newark CS			X			X	X		X		X		
Odyssey CS			X					X	X	X		X	X
Positive Outcomes CS									X			X	
Providence Creek CS					X								
Sussex Academy of Arts & Sciences									X				
Sussex Montessori CS					X	X							
Thomas Edison CS						X	X	X	X				

Minimum Content Requirement: How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS	X			X		X	X						
Academy of Dover CS					X		X	X					
Campus Community School				X	X	X	X	X	X				
Charter School of New Castle			X	X	X	X		X	X				
Charter School of Wilmington										X		X	
Delaware Military Academy										X	X	X	X
Early College School @ DSU									X	X	X	X	X
East Side CS					X	X	X	X	X				
First State Military Academy										X		X	
First State Montessori Academy					X	X	X	X	X				
Freire CS									X		X	X	
Gateway CS													
Great Oaks CS									X		X	X	
Kuumba Academy CS	X	X	X	X	X	X	X		X				
Las Americas Aspira Academy		X	X				X	X	X	X			
MOT CS			X	X			X	X	X	X		X	X
Newark CS					X	X	X	X	X	X	X		
Odyssey CS			X		X	X	X	X	X	X		X	X
Positive Outcomes CS								X	X	X	X	X	
Providence Creek CS				X	X	X	X	X	X				
Sussex Academy of Arts & Sciences					X	X		X		X	X	X	
Sussex Montessori CS			X	X	X	X							

Thomas Edison CS					X	X	X	X	X	
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Minimum Content Requirement: The contributions of Black people to American life, history, literature, economy, politics, and culture.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS	X	X	X	X	X	X	X						
Academy of Dover CS		X	X	X	X	X	X	X					
Campus Community School	X	X	X	X	X	X	X	X	X				
Charter School of New Castle	X	X	X	X	X	X	X	X	X				
Charter School of Wilmington										X	X	X	X
Delaware Military Academy										X	X	X	X
Early College School @ DSU								X	X	X	X	X	X
East Side CS		X	X	X	X	X	X	X	X				
First State Military Academy										X		X	X
First State Montessori Academy	X	X	X	X	X	X	X	X	X				
Freire CS									X	X	X	X	X
Gateway CS	X			X	X	X	X	X	X				
Great Oaks CS									X	X	X	X	X
Kuumba Academy CS	X	X	X	X	X	X	X	X	X				
Las Americas Aspira Academy	X	X	X	X	X	X	X	X	X	X	X		
MOT CS	X	X	X	X	X	X	X	X	X	X	X	X	X
Newark CS	X		X	X	X	X	X		X	X	X	X	X
Odyssey CS	X	X	X	X	X	X	X	X	X	X	X	X	X
Positive Outcomes CS								X	X		X	X	
Providence Creek CS	X		X	X	X	X	X	X	X				
Sussex Academy of Arts & Sciences	X	X	X		X	X		X			X	X	X

Sussex Montessori CS	X	X	X	X	X	X				
Thomas Edison CS	X	X	X	X	X	X	X	X	X	

Minimum Content Requirement: 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.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Academia Antonia Alonso CS	X	X	X	X	X	X	X						
Academy of Dover CS				X	X		X	X					
Campus Community School					X	X	X	X					
Charter School of New Castle			X	X	X	X	X	X	X				
Charter School of Wilmington										X		X	
Delaware Military Academy										X	X	X	X
Early College School @ DSU								X	X	X	X	X	X
East Side CS					X	X	X	X	X				
First State Military Academy										X		X	
First State Montessori Academy			X	X	X	X	X	X	X				
Freire CS									X		X		X
Gateway CS					X								
Great Oaks CS										X	X		
Kuumba Academy CS	X	X	X	X	X	X	X	X	X				
Las Americas Aspira Academy		X	X	X		X	X	X	X	X	X		
MOT CS				X		X	X	X	X	X	X	X	X
Newark CS			X	X	X	X	X	X	X	X	X		X
Odyssey CS			X	X	X	X	X	X	X	X	X	X	X
Positive Outcomes CS								X	X	X	X	X	
Providence Creek CS	X	X	X	X	X	X	X	X					
Sussex Academy of Arts & Sciences							X	X	X	X	X	X	X
Sussex Montessori CS													

Thomas Edison CS					X	X	X	X	X	
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Minimum Content Requirement: Black figures in national history and in Delaware history.



Indicates reported implementation of (or plans to implement) the content requirement at that grade level.



Indicates that this charter school did not serve students at this grade level during the 2022-2023 school year.

Charter School	Grade-Level Implementations													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Academia Antonia Alonso CS		X	X	X	X	X								
Academy of Dover CS	X	X	X	X	X	X	X	X						
Campus Community School	X	X	X	X	X	X	X	X	X					
Charter School of New Castle	X	X	X	X	X	X	X	X	X					
Charter School of Wilmington										X		X		
Delaware Military Academy										X	X	X	X	
Early College School @ DSU								X	X			X	X	
East Side CS	X		X	X	X	X	X	X	X					
First State Military Academy												X		
First State Montessori Academy	X	X	X	X	X	X	X	X	X					
Freire CS									X				X	
Gateway CS	X			X	X	X	X	X	X					
Great Oaks CS									X	X	X	X	X	
Kuumba Academy CS	X	X	X	X	X	X	X	X	X					
Las Americas Aspira Academy	X	X	X	X	X	X	X	X	X	X	X	X		
MOT CS	X	X	X	X	X	X	X	X	X			X	X	
Newark CS	X		X	X	X	X	X	X	X	X	X	X	X	
Odyssey CS	X	X	X	X	X	X	X	X	X	X	X	X	X	
Positive Outcomes CS								X	X		X	X		
Providence Creek CS	X	X			X	X	X	X	X					
Sussex Academy of Arts & Sciences	X	X	X		X	X		X	X	X	X	X	X	

Sussex Montessori CS	X	X	X	X	X	X				
Thomas Edison CS	X	X	X	X	X	X	X	X	X	

Appendix I
School District Summary Tables: Reported HB 198 Grade-level Implementation
2022-2023

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Appoquinimink School District

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

Brandywine School District

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

Caesar Rodney School District

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

Cape Henlopen School District

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

Capital School District

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

Christina School District

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

Colonial School District

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

Delmar School District

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.	<i>*As of the 2022-2023 school year, the Delmar School District does not serve students in grades K - 4.</i>								X				X
b. The significance of enslavement in the development of the American economy.						X			X	X	X	X	
c. The relationship between white supremacy, racism, and American slavery.						X		X	X	X	X	X	X
d. The central role racism played in the Civil War.									X		X	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	X	X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.						X	X		X	X	X	X	
h. Black figures in national history and in Delaware history.						X	X	X	X	X	X	X	X

Indian River School District

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

Lake Forest School District

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

Laurel School District

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

Milford School District

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

New Castle County Vocational-Technical School District

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

**As of the 2022-2023 school year, the New Castle County Vocational-Technical School District does not serve students in grades K - 8.*

POLYTECH School District

Minimum Content Requirements	Grade-Level Implementations													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.										X	X	X	X	
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	

**As of the 2022-2023 school year, the POLYTECH School District does not serve students in grades K - 8.*

Red Clay School District

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

Seaford School District

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

Smyrna School District

Minimum Content Requirements	Grade-Level Implementations													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X			X	X	X	X			X			X	
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		
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	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	X		X	X	X		X		

Sussex Tech School District

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.	<i>*As of the 2022-2023 school year, the Sussex Technical School District does not serve students in grades K - 8.</i>									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	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	
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	X	

Woodbridge School District

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

Appendix J

Charter School Summary Tables: Reported HB 198 Grade-level Implementation

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Academia Antonia Alonso Charter School

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X						
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	X	X					
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.	X				X			X	X				
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X					
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	X	X	X	X	X	X	X	X					
h. Black figures in national history and in Delaware history.		X	X	X	X	X	X						

**As of the 2022-2023 school year, the Academia Antonia Alonso Charter School does not serve students in grades 7 – 12.*

Academy of Dover Charter School

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.		X	X	X	X	X	X	X					
b. The significance of enslavement in the development of the American economy.				X	X		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					
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.		X	X	X	X	X	X	X					
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.				X	X		X	X					
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X					

**As of the 2022-2023 school year, the Academy of Dover Charter School does not serve students in grades 9 – 12.*

Campus Community School

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									*As of the 2022-2023 school year, the Campus Community Charter School does not serve students in grades 9 – 12.
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	X		X					
d. The central role racism played in the Civil War.					X					X				
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.				X	X	X	X	X	X	X				
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X				
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	X	X	X	X	X	X				

Charter School of New Castle

Minimum Content Requirements	Grade-Level Implementations													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X	X	X	X				*As of the 2022-2023 school year, the Charter School of New Castle does not serve students in grades 9 – 12.
b. The significance of enslavement in the development of the American economy.	X		X	X	X		X	X	X					
c. The relationship between white supremacy, racism, and American slavery.	X		X	X	X	X	X							
d. The central role racism played in the Civil War.	X	X	X	X	X			X						
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.			X	X	X	X		X	X					
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X				
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.			X	X	X	X	X	X	X					
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X				

The Charter School of Wilmington

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

**As of the 2022-2023 school year, the Charter School of Wilmington does not serve students in grades K – 8.*

Delaware Military Academy

Minimum Content Requirements	Grade-Level Implementations													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.										X	X	X	X	
b. The significance of enslavement in the development of the American economy.										X	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	X	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	

**As of the 2022-2023 school year, the Delaware Military Academy does not serve students in grades K – 8.*

Early College School at Delaware State University

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

**As of the 2022-2023 school year, the Early College School at Delaware State University does not serve students in grades K – 6.*

East Side Charter School

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

**As of the 2022-2023 school year, the East Side Charter School does not serve students in grades 9 - 12.*

First State Military Academy

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

**As of the 2022-2023 school year, the First State Military Academy does not serve students in grades K – 8.*

First State Montessori Academy

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

**As of the 2022-2023 school year, the First State Montessori Academy does not serve students in grades 9 - 12.*

Freire Charter School

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

**As of the 2022-2023 school year, the Freire Charter School Wilmington does not serve students in grades K – 7.*

Gateway Charter School

Minimum Content Requirements	Grade-Level Implementations													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.				X	X	X	X	X	X					
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.														
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.														
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X			X	X	X	X	X	X					
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.					X									
h. Black figures in national history and in Delaware history.	X			X	X	X	X	X	X					

**As of the 2022-2023 school year, the Gateway Charter School does not serve students in grades 1, 2, and 9 - 12.*

Great Oaks Charter School

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

**As of the 2022-2023 school year, the Great Oaks Charter School does not serve students in grades K – 7.*

Kuumba Academy Charter School

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

**As of the 2022-2023 school year, the Kuumba Academy Charter School does not serve students in grades 9 - 12.*

Las Américas ASPIRA Academy

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

**As of the 2022-2023 school year, the Las Americas Aspira Academy does not serve students in grade 12.*

MOT CS

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

Newark Charter School

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

Odyssey Charter School

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

Positive Outcomes Charter School

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
b. The significance of enslavement in the development of the American economy.								X	X		X	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	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	X		
h. Black figures in national history and in Delaware history.								X	X		X	X		

**As of the 2022-2023 school year, the Positive Outcomes Charter School does not serve students in grades K-6.*

Providence Creek Charter School

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

**As of the 2022-2023 school year, the Providence Creek Academy does not serve students in grades 9 - 12.*

Sussex Academy of the Arts & Sciences

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	X		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	X	X	
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X		X	X		X			X	X	X
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.								X	X	X	X	X	X
h. Black figures in national history and in Delaware history.	X	X	X		X	X		X	X	X	X	X	X

Sussex Montessori School

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X							
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.													
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	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.													
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X							

**As of the 2022-2023 school year, the Sussex Montessori Charter School does not serve students in grades 6 - 12.*

Thomas Edison Charter School

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

**As of the 2022-2023 school year, the Thomas Edison Charter School does not serve students in grades 9 - 12.*