

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: Sara Vasko
Position: Instruction and Climate Coach, Middle School
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HB 198 Lead: Amy Novosel
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K-12 Instructional Approach

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

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

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

At the Charter School of New Castle, we are committed to ensuring that all scholars are represented and reflected in all core academic programming.

The Charter School of New Castle prides itself on being a trauma informed school. We understand that recent social uprisings, as well as long standing historical injustices, can result in strong emotions for our scholars. We have trained Social Emotional Learning professionals ready to support scholars as needed throughout the year.

Our elementary school scholars participate in weekly morning meetings connected to our character counts program. During these meetings, scholars learn how to be responsible citizens. They learn about the injustices of the past and why the laws were unjust. We discuss the power of peaceful protests and how they are effective in creating change. Elementary scholars learn that all people matter and deserve to be treated with kindness. Elementary leadership provides our scholars with actions they can perform daily to make a positive impact on school, at home, and in their communities.

Our scholars in grades three and four are invited to participate in discussions regarding current events impacting the African American community. Elementary leadership creates 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 that they deserve fair treatment. When unfair things do occur, elementary leadership provides scholars with suggestions and solutions for change.

At the end of every school year, the Charter School of New Castle elementary school hosts a multicultural celebration where all school cultures are recognized and celebrated. Scholars are invited to wear clothing that represents their culture. Scholars are given multiple opportunities to learn about diverse cultures in a hands-on way.

The Charter School of New Castle middle school celebrates Black History Month as a school community. Our Black History Month planning committee organizes the following events for our school community:

Staff and scholars decorate the school building with colors, flags, and images that reflect our school's diverse ethnic cultures and the contributions of Black people to life in America.

Classroom teachers and their homerooms decorate classroom doors with images, colors, photographs, and words that reflect the culture and contributions of Black people to life in America.

Our daily morning announcements feature quotes that showcase the culture and contributions of Black people to life in America.

Staff members dress up as characters from the Black Panther movie series.

The Black History Month planning committee organized a late spring (2023) whole-school book club. Students and their families, teachers, and staff members read and discussed Rita Williams-Garcia's *One Crazy Summer*. The planning committee intends to organize another whole-school book club in 2024.

Our Black History Month celebration culminates with a school-wide (grades five through eight) assembly where staff and scholars recite poetry, sing (individual and choral), dance, perform skits, and give speeches that celebrate Black history and culture.

Sorority and fraternity representatives from Historically Black Colleges and Universities also participate in our Black History Month assembly by performing songs, dancing, and sharing information about their organizations and philanthropic activities.

K-12 Black History Content Implementations

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

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

in the United States; as well as the agency they employ in this work for equal treatment.

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

Implementation Summary Table

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

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.							X						
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	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	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			
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 does not serve students in grades 9 – 12.

Minimum Content Requirement

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

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

Grade-level	Content Area(s)	Lessons/Resources
Sixth	Social Studies	Chapter 6: North Africa and Southwest Asia Concept 6.1: Geography of North Africa and Southwest Asia (Discovery Education Social Studies

		Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 6: North Africa and Southwest Asia Concept 6.2: Human-Environment Interaction in North Africa and Southwest Asia (Discovery Education Social Studies Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 6: North Africa and Southwest Asia Concept 6.3: People and Culture of North Africa and Southwest Asia (Discovery Education Social Studies Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 6: North Africa and Southwest Asia Concept 6.4: Government and Economy of North Africa and Southwest Asia (Discovery Education Social Studies Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 7: Sub-Saharan Africa Concept 7.1: Geography of Sub-Saharan Africa (Discovery Education Social Studies Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 7: Sub-Saharan Africa Concept 7.2: Human-Environment Interaction in Sub-Saharan Africa (Discovery Education Social Studies Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 7: Sub-Saharan Africa Concept 7.3: People and Culture of Sub-Saharan Africa (Discovery Education Social Studies Techbook World Geography and Cultures)
Sixth	Social Studies	Chapter 7: Sub-Saharan Africa Concept 7.4: Government and Economy of Sub-Saharan Africa (Discovery Education Social Studies Techbook World Geography and Cultures)

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

Grade-level	Content Area(s)	Lessons/Resources
K - Fourth Grade	Social Studies	In social studies scholars will be thinking and talking about what freedom means. Scholars will understand that slavery means that 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. Scholars will learn that families of enslaved people were often split up. Scholars will understand that racial divides in slavery. They will understand that Black people were enslaved and 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.
Third	Social Studies	Scholars will learn about slavery using primary documents. https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery

Fourth	Social Studies	Scholars will learn about slavery using primary documents. https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 1: Emancipation in the North (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 5: Slavery in the Constitution (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 9: Enslavement and the Development of the American Economy (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 2: 1820-1860 Lesson 1: In pursuit of Freedom in Delaware (Delaware DOE and Social Studies Coalition of Delaware model lesson)

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

Grade-level	Content Area(s)	Lessons/Resources
Third and Fourth Grade	Social Studies	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 learn about Juneteenth and the 13th amendment. Scholars will continue to learn about HBCUs. They will learn that they were created after the Civil War and will learn about their legacies and traditions.
Third	Social Studies	Scholars will learn about slavery using primary documents. https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery
Fourth	Social Studies	Scholars will learn about slavery using primary documents. https://www.learningforjustice.org/classroom-resources/texts/hard-history/slavery
Seventh	Social Studies	Unit 2: Civics Standard 2 (Politics) Lesson 6: The Constitution and Enslavement (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Social Studies	Unit 2: Civics Standard 2 (Politics) Lesson 7: Our Nation's Report Card (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 5: Slavery in the Constitution (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 9: Enslavement and the Development of the American Economy (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 2: 1820-1860 Lesson 1: In pursuit of Freedom in Delaware (Delaware

		DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 2: Emancipation Proclamation (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 8: Were African Americans free during Reconstruction? (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 9: Changes in Lincoln’s Views on Slavery (Delaware DOE and Social Studies Coalition of Delaware model lesson)

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

Grade-level	Content Area(s)	Lessons/Resources
Seventh	Social Studies	Unit 2: Civics Standard 2 (Politics) Lesson 7: Our Nation’s Report Card (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 1: Fort Sumter (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 2: Emancipation Proclamation (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 3: Memphis Riot (Delaware DOE and Social Studies Coalition of Delaware model lesson)

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

Grade-level	Content Area(s)	Lessons/Resources
Seventh	Social Studies	Unit 2: Civics Standard 2 (Politics) Lesson 7: Our Nation’s Report Card (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Social Studies	Unit 3: Civics Standard 3 (Citizenship) Lesson 1: No Room at the Inn (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Social Studies	Unit 3: Civics Standard 3 (Citizenship) Lesson 2: Mendez and “the greatest civil rights issue of our time” (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Social Studies	Unit 3: Civics Standard 3 (Citizenship) Lesson 3: From Runaround to Remedy (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 1: Emancipation in the North (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 1: 1783-1820 Lesson 5: Slavery in the Constitution (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 2: 1820-1860 Lesson 1: In pursuit of Freedom in Delaware (Delaware DOE and Social Studies Coalition of Delaware model lesson)

Eighth	Social Studies	Unit 3: 1860-1877 Lesson 3: Memphis Riot (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 6: Sharecropping (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 7: Reconstruction Success? (Delaware DOE and Social Studies Coalition of Delaware model lesson)

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	<p>In ELA scholars in kindergarten utilize the Bookworms ELA curriculum which underwent a revision for the 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 contribution of Bill Robinson as <u>Bojangles</u> who is a tap dancer. Scholars will be asked to read to Thee I sing which is a text written by President Obama. They will also read a text entitled Happy Birthday Dr. King and contributions to our society.</p> <p>Scholars will also 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 survivalist skills to their children.</p>
K - Fourth Grade	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 students will learn about are Kerry James Marshall, Romare Bearden, and Gordon Parks.
K - Fourth Grade	Math	Scholars will complete culturally relevant math tasks.
K - Fourth Grade	Music	In music scholars will learn about a variety of African American musicians and their contributions to the music world. Scholars will learn about Duke Ellington, BB King, Ella Fitzgerald, Louis Armstrong.
K - Fourth Grade	Science	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.
First Grade	ELA	In first grade scholars will read texts from African American author Patricia Polacco
Second Grade	ELA	<p>Scholars will be reading the following culturally relevant texts:</p> <p>Sky Sash So Blue Henry’s Freedom Box Following the Drinking Gourd</p>

		This Patchwork Path Secret to Freedom Seven Miles to Freedom Crossing Bok Chitto Dove the Potter Brick by Brick
Third-Fourth Grade	Music	In third and fourth grade scholars will learn about Spirituals. They learn the tradition of African Spirituals and the purposes of singing them. Scholars will learn the influence and impact that African spirituals have on contemporary music. 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 the era.
Fifth-Eighth Grade	Music	Teacher created lessons: Scholars will learn about the purpose and tradition of African Spirituals. Scholars will learn about the influence and impact of African Spirituals on contemporary music.
Fifth-Eighth Grade	Music	Teacher created lessons: Scholars will 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.
Seventh	Science	Teacher created lessons: Scholars will research a black scientist of their choosing. Students will create a visual display that highlights their research subject's accomplishments.
Seventh	ELA	CommonLit: "Thank You, M'am" Lesson (CCSS.ELA-Literature. RL. 7.2)
Eighth	Social Studies	Unit 2: 1820-1860 Lesson 2: Nat Turner (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 2: 1820-1869 Lesson 4: Henry Brown (Delaware DOE and Social Studies Coalition of Delaware model lesson)

g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

Grade-level	Content Area(s)	Lessons/Resources
Seventh	Social Studies	Unit 2: Civics Standard 2 (Politics) Lesson 7: Our Nation's Report Card (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Social Studies	Unit 3: Civics Standard 3 (Citizenship) Lesson 2: Mendez and "the greatest civil rights issue of our time" (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Social Studies	Unit 3: Civics Standard 3 (Citizenship) Lesson 3: From Runaround to Remedy (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 2: 1820-1860 Lesson 1: In pursuit of Freedom in Delaware (Delaware DOE and Social Studies Coalition of Delaware model lesson)

Eighth	Social Studies	Unit 2: 1820-1860 Lesson 2: Nat Turner (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 2: 1820-1869 Lesson 4: Henry Brown (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 3: Memphis Riot (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 5: Women’s Suffrage (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 6: Sharecropping (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Eighth	Social Studies	Unit 3: 1860-1877 Lesson 7: Reconstruction Success? (Delaware DOE and Social Studies Coalition of Delaware model lesson)

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

Grade-level	Content Area(s)	Lessons/Resources
K - Fourth Grade	Social Studies	Black History Month projects: teacher created
Fifth through Eighth grade	Social Studies	Black History Month projects: teacher created
Seventh	Social Studies	Unit 3: Civics Standard 3 (Citizenship) Lesson 3: From Runaround to Remedy (Delaware DOE and Social Studies Coalition of Delaware model lesson)
Seventh	Science	Teacher created lessons: Scholars will research a black scientist of their choosing. Students will create a visual display that highlight’s their research subject’s accomplishments.
Seventh	ELA	CommonLit: “Thank You, M’am” Lesson (CCSS.ELA-Literature. RL. 7.2)

Professional Learning

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

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

Date	Description of Professional Learning
8/21/2023	Angela Perry: full middle school staff training on the Achievement Gap and Successfully working with students of color
8/22/2023	Letisha Laws: full middle school staff training on Culturally Responsive boundaries

1/2/2024

Nadia Bennett: full middle school staff training on our “why” and the importance of being culturally responsible in and out of the classroom