

## Contact Information

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

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## K-12 Instructional Approach

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

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

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

- a. Our 4th-8th grade relies heavily on the use of primary sources to teach differing perspectives of the Black experience. Middle School takes multiple trips to the Public Archives to look at primary sources and learn about Delaware History.
- b. The curriculum is a collaborative experience at our school. All teachers gave input on how and what they were teaching in regard to this bill. It was important for me to get their input because they are the experts in their grade level and they know what is appropriate for their age group.
- c. If there are sensitive subjects being taught, especially in the lower grades we send out information to parents so that they are in the know. We also encourage our students to go home and talk about what they have learned in the classroom so that parents are able to help their children process information. Our student support team is also made aware of the topics being taught at each grade level and they provide check-ins to students they believe may need someone to talk to.
- d. In K-1, students learn what it means to be a leader and a citizen. They learn about their general rights and responsibilities as a citizen in different types of communities. In 4th-8th, they learn more about their roles in

changing their communities for the better and how they have a voice. Students learn more about how to stand up for something they believe in and that there are ways for them to be leaders. They learn about recent protests and rallies for equality and how they are shaping our community and the communities that surround them.

- e. 4th - 8th-grade dive into current events through reading Scholastic News and watching different online news shows. During advisories and Morning Meetings sometimes students bring current events into the sharing portion of this routine. Teachers then weave these current events into what they are learning, primarily in ELA and Social Studies.
- f. We develop respect for differing cultures and traditions through Morning Meeting where students are able to share about their families and their cultures and traditions. We also have a culture day where all classes study one culture and then they present that culture to the school. Classes walk around and present their culture to other classes. Classes typically study food, clothes, geography, traditions, holidays, and other things about that culture.
- g. Students learn about the consequences of racism, segregation, and inequality in their social studies classes as well as in the novels they read in their ELA classes. Teachers are given the freedom to choose read-aloud books in their classrooms. Middle School has made sure that many different cultures are represented in their novels, including the Black experience as well as other cultures. Discussions that happen within these read-aloud allow students and teachers a space to talk about inequalities from the past and current. Students are also able to celebrate the Black experience through these novels as well. Students are able to see themselves represented in books that they read in class.
- h. Combined with g.
- i. Students in middle school go to the Public Archives to learn about Delaware History past and current. In first grade, students learn about Delaware leaders through their leader's past and present unit.
- j. Students learn about restorative justice firsthand in our school. We use problem-solving circles and restorative circles to discuss problems as whole groups and small groups. We discuss how these types of meetings help us to see other people's perspectives when facing a conflict.

## 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	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					
g. The socio-economic struggle Black people endured, and continue to 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					

*Currently, Campus Community Charter School 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
3	ELA	Class reads <i>Mufaro's Beautiful Daughters</i> , an African folktale
4	Social Studies	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.
6-8	Social Studies	Black Americans after the Trans-Atlantic slave trade. Research projects; essays from people they have never heard economists, educators, scientists,

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

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	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.
5	Social Studies	Trimester 2 - Geography Unit.  Students will learn about migration and segregation based on communities and red-lining..
7	Social Studies	Delaware public archive, referenced The Green Book. Took colored people to where their money could be spent and how some of those towns are still impacted. How much money they would lose if they got rid of their slaves?

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

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	Discussions from Unit 4 (Enslavement) naturally lend themselves to discussions about racism, white supremacy and American slavery.
5	Social Studies	Trimester 2- Geography Unit  Students will explore the relationships between white supremacy, racism, American slavery and migration patterns.
8	Social Studies	Watch Crash Course in African American history. Talk about how much it really changed and compare that to the jobs, education, and why blacks are still the lowest minority

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

Grade-level	Content Area(s)	Lessons/Resources
3	ELA	Class reads <i>A Patchwork Path: A Quilt Map to Freedom</i> . After reading, class discusses the purpose of the quilt and what it represents. Students together create a class quilt.
8	Social Studies	Was Abraham Lincoln really a good person? Who had the best deal for the Civil War?  Liberty Kids - Moses was free, and his brother wasn't

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

Grade-level	Content Area(s)	Lessons/Resources
2	Social Studies/ELA	Through the Famous Americans project students are able to choose Black people who have contributed to society. Biographies of Famous Black People  Videos on Brain Pop.
4	ELA	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.
6-8	Soc	Discussion about whether slavery has changed, or if there is still slavery  Talking about BLM  Equal Justice Calendar...On this day in History different injustices

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

Grade-level	Content Area(s)	Lessons/Resources
K	Science and Social Studies	In the Social Studies - Leaders unit students will be introduced to leaders such as MLK Jr., Ruby Bridges, Barrack Obama, Rosa Parks, Jimmy Allen, Margaret Henry.  Read Alouds: <i>Martin's Big Words, I am Martin Luther King Jr., The Story of Ruby Bridges, National Geographic - Barrack Obama, I am Rosa Parks</i>  In the Science Unit - Pushes and Pulls students will be introduced to Black inventors through the ABC's of Black History  Read Alouds: <i>I Want to be an Engineer, Jabari Tries, Hidden Figures, Whoosh!, Anna, Kid Engineer</i>
1	ELA/Social Studies	Unit - Leaders Past and Present Students learn about leaders in Delaware and US History. Examples of those leaders are Barack and Michelle Obama, Kamala Harris, MLK Jr., Rosa Parks, Thurgood Marshall, Barbara Jordan, Harriet Tubman, Lisa Blunt Rochester.  Unit - MLK Day Students learn about who Martin Luther King Jr. was, why we celebrate him, and his impact on the US  Unit - Read Across America Week Students read books by African American authors as part of a book study.

		<p>Unit - Past and Present</p> <p>Students learn about life long ago and today. Focusing on Famous African Americans such as Jackie Robinson, Arthur Ashe, Billie Holliday, Louis Armstrong, Misty Copeland, Simone Biles, Jimmie Allen, Ruby Bridges, Booker T. Washington, Dr. Julius Mullen, Bessie Coleman, Benjamin O. Davis, Guion Bluford, Matthew Henson, Mae Jameson.</p>
2	Social Studies/ELA	Through the Famous Americans project students are able to choose Black people who have contributed to society.
4	Social Studies	<p>The new model lessons for 4th grade - Unit 1</p> <p>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?"</p> <p>Students complete a research project, choosing an African American and studying their contributions to American culture, history, literature, economy, and/or politics.</p>
6-8	Social Studies	<p>Research projects; essays from people they have never heard, economists, educators, scientists, mathematicians.</p> <p>Black History Fact of the Day in Advisory.</p> <p>Divine 9 and the HBCUs</p>

**g. The socio-economic struggle Black people endured, and continue to 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
4	ELA	ELA discussions about Ruy 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.
5	Social Studies	<p>Economics Unit</p> <p>Students will have discussions about different socio-economic statuses and how they are decided based on neighborhoods or communities. Students will also explore fair treatment of Black people in terms of working conditions, availability of resources, education, jobs, and equal pay.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies/Science	In the Social Studies - Leaders unit students will be introduced to leaders such as MLK Jr., Ruby Bridges, Barrack Obama, Rosa Parks, Jimmy Allen,

		<p>Margaret Henry.</p> <p>Read Alouds:  <i>Martin's Big Words, I am Martin Luther King Jr., The Story of Ruby Bridges, National Geographic - Barrack Obama, I am Rosa Parks</i></p> <p>In the Science Unit - Pushes and Pulls students will be introduced to Black inventors through the ABC's of Black History</p> <p>Read Alouds: <i>I Want to be an Engineer, Jabari Tries, Hidden Figures, Whoosh!, Anna, Kid Engineer</i></p>
1	Social Studies/ELA	<p>Unit - Leaders Past and Present  Students learn about leaders in Delaware and US History. Examples of those leaders are Barack and Michelle Obama, Kamala HARRIS, MLK Jr., Rosa Parks, Thurgood Marshall, Barbara Jordan, Harriet Tubman, Lisa Blunt Rochester.</p> <p>Unit - MLK Day  Students learn about who Martin Luther King Jr. was, why we celebrate him, and his impact on the US</p> <p>Unit - Read Across America Week  Students read books by African American authors as part of a book study.</p> <p>Unit - Past and Present  Students learn about life long ago and today. Focusing on Famous African Americans such as Jackie Robinson, Arthur Ashe, Billie Holiday, Louis Armstrong, Misty Copeland, Simone Biles, Jimmie Allen, Ruby Bridges, Booker T. Washington, Dr. Julius Mullen, Bessie Coleman, Benjamin O. Davis, Guion Bluford, Matthew Henson, Mae Jameson.</p>
2	Social Studies/ELA	<p>Through the Famous Americans project students are able to choose Black people who have contributed to society.</p> <p>"Guest Speaker - contributions, struggles, and things for Famous Americans"</p>
3	ELA	<p>ELA - Character Trait lesson focuses on Michelle Obama. Class reads, <i>I Look up to Michelle Obama.</i></p> <p>Sojourner Truth, George Washington Carver</p> <p>Something Beautiful</p> <p>White Socks Only.</p>
4	ELA	<p>In ELA students read essays about Ruby Bridges to discuss segregation laws.</p> <p>Students watch a CBS morning show segment on Emmett Till, discuss the relationships between his story and the story of Holes by Louis Sachar</p> <p>Students complete a research project, choosing an African American and</p>

		studying their contributions to American culture, history, literature, economy, and/or politics.
5	ELA	Throughout the year -  Students will be exposed to different Black people in history through reading short stories, biographies and essays.

## 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
Aug. Inservice	HB198 updates for new staff and presenting the HB198 chart for teachers to use to update their curriculum.  Discussion of having hard conversations with students around tough topics.
10/13	Statewide Inservice Offerings
12/21	New Early Literacy Curriculum and how it affects HB198