

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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Position: Dean of Instruction

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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.

1. A. Social Studies classrooms utilize primary sources from a variety of resources such as Stanford's Reading Like a Historian, various primary source resource books, online resources and political cartoons, art and paintings.
1. B. The material is selected and presented in a manner that takes into account a student's grade, age, reading comprehension ability and nature of the course itself.
1. C. Studies on African-American history are presented in a manner that does not solely emphasize the trauma and suffering felt by generations of African-Americans in this country, but also the tremendous impacts, accomplishments and advances achieved by African-Americans.
1. D. Throughout the grades students are urged to reflect on the impact of oppressive and discriminatory practices felt by historically abused groups in American history as well as the current impacts discrimination has on American society, government and culture.
1. E. Current events regarding racial issues are brought up in a sensitive and open manner that encourages discussion while discouraging stereotypes and prejudice to reflect on how racism and discrimination affects the United States currently.

- 1. F. Students are introduced to a variety of peoples, cultures and nations with diverse backgrounds, belief systems and government styles in order to encourage less focus on ethnocentrism and more focus on open acceptance and tolerance for all peoples.
- 1. G. Students are instructed to embrace diversity and understand why stereotypes and prejudice are not only wrong and often ignorant, but often are symptoms of socio-economic issues within communities. Acceptance and tolerance lead to stronger communities and a stronger nation overall.
- 1. H. Students will be given the chance through discussion, projects and assignments to elevate voices not traditionally heard,
- 1. I. Students will learn about past events and actions, such as forced bussing and the high concentration of private/parochial schools in the state, to display Delaware’s own history in regards to race and discrimination.
- 1. J. Students will learn and discuss how society can be improved through government and social actions demanding social justice, equality under the law and fair practices implemented across a wide spectrum of peoples throughout the state.

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.	<i>Delaware Military Academy 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		

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

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
11th	US History II	The impacts on the country due to the Great Migration, Exo-Dusters and other African-American population shifts on culture and society throughout the 1800s and 1900s.
11th	American Literature	Reading and discussion on Olaudah Equiano’s slave narrative, Triangle of Trade/Middle Passage)
12th	World History	Studies of Africa, the development of slavery in the New World (focused on economics and race)

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

Grade-level	Content Area(s)	Lessons/Resources
10th	US History I	Tobacco and the agricultural south’s role in the solidification of slavery
12th	World History	Conquest and Exploitation: The TransAtlantic Economy - how the slave trade developed within the American colonies, Carribean, and South America.
12th	World History	- Black Wall Street/Tulsa Riot (resilience vs. destruction); Projects revolving around contributions made by people of African origin in the New World

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

Grade-level	Content Area(s)	Lessons/Resources
10th	US History I	Solidification of slavery and the decline of indentured servitude after Bacon's Rebellion. Discussion of religious and pseudoscientific justifications for slavery in the 19th century.
11th	US History II	Discussion of the rise of white nationalism with the KKK in Reconstruction, the 1920s, Jim Crow Laws, Segregation, the reaction to the Civil Rights Movement and Black Nationalism
11th	American Literature	Reading, analysis, and discussion of contemporary short stories from Nana Kwame Adjei-Brenyah which highlight modern white supremacy and racism.

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

Grade-level	Content Area(s)	Lessons/Resources
10th	US History I	Crises of the 1850s and the start of the Civil War culminated in a project in which an analysis of the root cause of the conflict must be identified with the support of primary and secondary sources.
11th	US History 2	Discussions of Racial inequality during the Civil War in regards to the the inclusion of African-American Soldiers, life of slaves in the Confederacy, passage of the Emancipation Proclamation and the 13th Amendment and discussion of Slavery as the key cause of the Conflict

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

Grade-level	Content Area(s)	Lessons/Resources
10th	US History I	Discussion of black codes and segregation in the North in Antebellum America.
11th	US History 2	Full discussion of the implementation of Segregation starting during Reconstruction, than Redemption, <i>Plessy V. Ferguson</i> , and the South's Redemption

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

Grade-level	Content Area(s)	Lessons/Resources
9th	Civics and Geography	Highlighting of influential black politicians throughout the history of American government including local and national politicians.
10th	World Literature	Study and analysis of <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah; discussions on how African children were forced into the Sierra Leone Civil War, and how Beah's rehabilitation led to and impacted his speech at the UN Conference in New York.

11th	US History 2	Starting with the contributions of slaves during the Civil War, the creation of the NAACP, Black Nationalism, the Harlem Renaissance, and other specific contributions of African-Americans in the Modern Era of the United States
11th	American Literature	Analysis of the life, historical context, and readings from Frederick Douglass (narrative), Phillis Wheatley (personal letters), Sojourner Truth (speech), Ida B. Wells (editorial), Zora Neale Hurston and James Baldwin (memoir), Arna Bontemps, Langston Hughes, Paul Laurence Dunbar, and Claude McKay (poetry of Harlem Renaissance).
11th-12th	Studies in Drama	Unit on <i>A Raisin in the Sun</i> by Lorraine Hansberry; discussion on the Civil Rights movement as part of the historical context of the play; discussion on how her life experiences and her father's life experiences and struggles led to her writing the play; analysis of major themes regarding racial injustice and symbolism, as well.

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

Grade-level	Content Area(s)	Lessons/Resources
9th	English - Intro to Literature	<i>To Kill a Mockingbird</i> by Harper Lee and <i>Just Mercy</i> by Bryan Stevenson: reading and analysis of both texts. A comparison of events in both texts in different eras of American history and how they relate to contemporary American society.
11th	Global Business Econ	Cost-Benefit Analysis: Gentrification Case Study. The case study is prefaced with real life examples, looking at areas predominantly of African American and Hispanic populations. Students complete a case study looking at urban areas selected for development. Students complete a look at the speed for plans for redeveloping, and analyze the impacts of what each pace of development would cost the community. This activity is derived from NAF Curriculum.
11th	American Literature	Reading, analysis, and discussion of Isabel Wilkerson's <i>Caste: The Origin of Our Discontent</i> and its discussion of racism as equivalent to a caste system that continues to affect all aspects of African-American life. Additional coverage of Martin Luther King Jr.'s <i>Stride Toward Freedom</i> and <i>Letters from the Birmingham Jail</i> .
11th	US History II	Discussions about the impacts of Post Civil War southern economics such as sharecropping and tenant farming and the cycle of poverty that is created through this economic system, the destruction of African generational wealth during the Red Summer of 1919 and the Tulsa Race Massacre, the push for equal pay through the Civil Rights Movement and equal opportunities in work through Affirmative Action.

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

Grade-level	Content Area(s)	Lessons/Resources
9th	Civics and Geography	Researching local black politicians and national black politicians throughout our history and current politicians that serve us now.
9th	English - Intro to Literature	"I Have a Dream" by Dr. Martin Luther King Jr.: a reading, viewing, and analysis of the text.
10th	US History	Continual discussion of the role enslaved peoples and free African-Americans played in abolition with an emphasis on the Stono Rebellion, first hand accounts of small forms of resistance, and the work of Phyllis Wheatley, Frederick Douglass, and others.
11th	US History II	Major discussions on a variety of very famous African-American individuals such as Frederick Douglass, Robert Smalls, Harriet Tubman, Marcus Garvey, Josephine Baker, Louis Armstrong, Bessie Smith, Martin Luther King Jr., Malcom X, Rosa Parks, Huey Newton, James Brown, Maya Angelou, W.E.B. DuBois and many, many, many others are all discussed along with their impacts on Delaware and National history.
11th	American Literature	Analysis of readings by a variety of African-American writers and figures, including:

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
9/22	HB 198 Leads Meeting to gain a better understanding of the house bill and how it's implementation and tracking considerations
10/13	Attendance of the Equity in Education Conference in Delaware
10/24	Multidisciplinary Department Meeting-Review focused on current practices including HB198 with department wide sharing of resources and collaboration
11/3	Multidisciplinary Department Meeting-Review focused on current practices including HB198 with department wide sharing of resources and collaboration
December 2023	Multidisciplinary Department Meeting focused on planning future courses and programming