

## 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.*

Throughout the 2022-2023 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 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 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:

- 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.

### 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	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	
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
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	

*The Delmar School District does not serve students in grades K-4*

h. Black figures in national history and in Delaware history.		X	X	X	X	X	X	X	
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**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
5 <sup>th</sup> Grade	SS/ELA	<p><b>SS</b> - Economics/ Geography - Unit 3: Box Brown - Starting 2024: Bookworms Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole.</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul> <p>ELA- Achieve 3000 Reading Articles- Range of Reading and Level of Text Complexity.</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul>
6 <sup>th</sup> Grade	SS/ELA	<p>SS- World Regional Geography- <b>SS</b> - 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</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul> <p>ELA- Range of Reading and Level of Text Complexity/Poetry - Unit 3 – Poetry and Achieve 3000 articles.</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul>
7 <sup>th</sup> Grade	SS/ELA	<p><b>SS</b> - Civics/Economics - Unit 4: Civil Rights and Political Freedom and Unit 3: Expansion of Freedom –</p> <ul style="list-style-type: none"> <li>• Includes primary sources - letters from Bulah family to Governor Carvel - and virtual field trip to Hockessin Schools #29 and #107</li> <li>• 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.</li> </ul> <p>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.</p> <p>Poetry Unit and Achieve 3000 articles.</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul>

8 <sup>th</sup> Grade	SS/ELA	<ul style="list-style-type: none"> <li>● Poetry selections will include, but not be limited to: <ul style="list-style-type: none"> <li>○ “Mother to Son” by Langston Hughes</li> <li>○ “I Know Why the Caged Bird Sings” by Maya Angelou</li> </ul> </li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>● The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> <li>● The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul> <p>ELA: Common Lit, Courageous Characters:  The history and culture during the Harlem Renaissance, jazz music. · “The Treasure of Lemon Brown” author Walter Dean Meyers.</p>
11 <sup>th</sup> Grade	SS	<p><b>SS- Harlem Renaissance</b>  H2 Analysis  F. The contributions of Black people to American life, history, literature, economy, politics, and culture</p> <ol style="list-style-type: none"> <li>4. Develop students’ respect for cultural and racial diversity</li> <li>6. Provide opportunities for students to discuss and uplift the Black experience</li> </ol> <p>ELA- Their Eyes Were Watching God by Zora Neale Hurston  The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>
12 <sup>th</sup> Grade	SS	<p>SS- World History: <b>Unit 1: Prehistory</b>  <b>Unit 2: River Valley Civilization</b>  H1: Chronology  H2: Analysis  H3: Interpretation</p> <p>A. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature</p>

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

Grade-level	Content Area(s)	Lessons/Resources
5 <sup>th</sup> Grade	SS/ELA	<p><b>SS</b> - Economics/ Geography - Unit 3: Box Brown - Starting 2024: Bookworms Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole.</p> <ul style="list-style-type: none"> <li>● The significance of enslavement in the development of the American economy.</li> </ul> <p><b>ELA</b> - Range of Reading and Level of Text Complexity - Achieve 3000 articles.</p> <ul style="list-style-type: none"> <li>● The contributions of Black people to American life, history,</li> </ul>

7 <sup>th</sup> Grade	SS	<p>literature, economy, politics, and culture.</p> <ul style="list-style-type: none"> <li>• The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> <li>• Black figures in national history and in Delaware history.</li> </ul> <p>SS- Unit 4: Civil Rights and Political Freedom Unit 3: Expansion of Freedom</p> <ul style="list-style-type: none"> <li>• Includes primary sources - letters from Bulah family to Governor Carvel - and virtual field trip to Hockessin Schools #29 and #107</li> <li>• 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.</li> </ul>
8 <sup>th</sup> Grade	SS	<p>SS- US History:</p> <p>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</p> <ul style="list-style-type: none"> <li>• The significance of enslavement in the development of the American economy.</li> <li>• The relationship between white supremacy, racism, and American slavery.</li> </ul>
9 <sup>th</sup> Grade	ELA	<p>ELA- To Kill a Mockingbird</p> <ul style="list-style-type: none"> <li>• The significance of enslavement in the development of the American economy</li> </ul>
10 <sup>th</sup> Grade	SS/ELA	<p>SS- Economics: <b>Your Consumer Role in the Economy Unit</b> FL 3: Saving and Investing G. The socio-economic struggle Black people endured, and continue to 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- “Everyday Use”: Malcom X Black Power Movement</p> <ul style="list-style-type: none"> <li>• The socio-economic struggle Black people endured</li> </ul> <p>“I Have a Dream” – Dr. King</p> <p>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.</p>

11 <sup>th</sup> Grade	SS	<ul style="list-style-type: none"> <li>The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul> <p>SS- US History: <b>Emancipation and the Civil War</b>  H3 Interpretation  <b>Evaluating Reconstruction Lesson</b>  H2 Analysis  G. The socio-economic struggle Black people endured, and continue to 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>
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c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
5 <sup>th</sup> Grade	SS	<p>SS - Economics/ Geography - Unit 3: Box Brown - Starting 2024: Bookworms Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole.</p> <ul style="list-style-type: none"> <li>The relationship between white supremacy, racism, and American slavery</li> </ul>
8 <sup>th</sup> Grade	SS	<p>SS- US History:  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</p> <p>Unit 3: Changes in Lincoln’s Views on Slavery</p> <ul style="list-style-type: none"> <li>The relationship between white supremacy, racism, and American slavery.</li> </ul>
9 <sup>th</sup> Grade	ELA	<p>ELA- To Kill a Mockingbird</p> <ul style="list-style-type: none"> <li>The significance of enslavement in the development of the American economy</li> </ul>
11 <sup>th</sup> Grade	SS	<p>SS- US History:  <b>Emancipation and the Civil War</b>  H3 Interpretation  D. The central role racism played in the Civil War  C. The relationship between white supremacy, racism, and American slavery  3. Reaffirm the commitment of free peoples to the 13<sup>th</sup> Amendment to the United States Constitution</p>

		6. Provide students opportunities to discuss and uplift the Black experience
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d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
8 <sup>th</sup> Grade	SS	SS- US History Unit 1: Emancipation in the North Unit 1: Slavery in the Constitution Unit 1: In Pursuit of Freedom in Delaware The central role racism played in the Civil War.
11 <sup>th</sup> Grade	SS	SS- US History: <b>Emancipation and the Civil War</b> H3 Interpretation D. The central role racism played in the Civil War C. The relationship between white supremacy, racism, and American slavery 3. Reaffirm the commitment of free peoples to the 13 <sup>th</sup> Amendment to the United States Constitution 6. Provide students opportunities to discuss and uplift the Black experience.

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

Grade-level	Content Area(s)	Lessons/Resources
6 <sup>th</sup> Grade	SS	World Regional Geography: Unit 2 Cultural Patterns and Diffusion <ul style="list-style-type: none"> <li>How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</li> </ul>
7 <sup>th</sup> Grade	SS	SS- Civics/Economics: Unit 4, Civil Rights and Political Freedom <ul style="list-style-type: none"> <li>Provide students with a foundation for examining the history of discrimination in this State.</li> <li>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.</li> </ul>
8 <sup>th</sup> Grade	SS	SS- US History Unit 1: Emancipation in the North Unit 1: Slavery in the Constitution Unit 1: In Pursuit of Freedom in Delaware <ul style="list-style-type: none"> <li>How the tragedy of enslavement was perpetuated through</li> </ul>

9 <sup>th</sup> Grade	SS/ELA	<p>segregation and federal, state, and local laws.</p> <p>SS- Civics/Geography- <b>Constitutional Amendments</b>  C2: Political Systems <b>Citizenship</b>  C4: Civic Participation</p> <p>3. Reaffirm the commitment of free peoples to the 13<sup>th</sup> Amendment to the United States Constitution</p> <p>8. Explore the various mechanisms of transitional and restorative justice that helps humanity move forward.</p> <p>ELA- ELA- To Kill a Mockingbird  Be trauma-responsive and recognize the impact of racial and historical trauma on students.</p>
11 <sup>th</sup> Grade	SS/ELA	<p>SS- US History: <b>Evaluating Reconstruction Lesson</b>  H2 Analysis</p> <p>E. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local law</p> <p>ELA- Their Eyes Were Watching God by Zora Neale Hurston</p> <ul style="list-style-type: none"> <li>• How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.</li> <li>• 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."</li> </ul>
12 <sup>th</sup> Grade	ELA	<p>ELA- British Literature: Independent Reading: 20% Classroom Library features Black and African American heritage and culture, authors, protagonists, and/or illustrators.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

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

Grade-level	Content Area(s)	Lessons/Resources
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5 <sup>th</sup> Grade	SS/ELA	<p>SS- Economics/Geo: Unit 3: Box Brown Starting 2024: <i>Bookworms Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole.</i></p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul> <p>ELA- Achieve 3000 articles, Range of Reading and Level of Text Complexity · The contributions of Black people to American life, history, literature, economy, politics, and culture</p>
6 <sup>th</sup> Grade	SS/ELA	<p>ELA: Unit 3 – Poetry Achieve 3000 articles, Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul> <p>SS- World Regional Geography: Unit 2: Cultural Patterns and Diffusion</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> </ul>
7 <sup>th</sup> Grade	SS/ELA	<p><b>SS</b> - Civics/Economics - Unit 4: Civil Rights and Political Freedom and Unit 3: Expansion of Freedom –</p> <ul style="list-style-type: none"> <li>• Includes primary sources - letters from Bulah family to Governor Carvel - and virtual field trip to Hockessin Schools #29 and #107</li> <li>• 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.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> <li>• Poetry selections will include, but not be limited to: <ul style="list-style-type: none"> <li>○ “Mother to Son” by Langston Hughes</li> </ul> </li> </ul> <p>“I Know Why the Caged Bird Sings” by Maya Angelou</p>
8 <sup>th</sup> Grade	SS/ELA	<p>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</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> <li>• The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul> <p>ELA: Common Lit, Courageous Characters:</p>

11 <sup>th</sup> Grade	SS/ELA	<p>The history and culture during the Harlem Renaissance, jazz music. · “The Treasure of Lemon Brown” author Walter Dean Meyers.</p> <p><b>SS- Harlem Renaissance</b>  H2 Analysis  F. The contributions of Black people to American life, history, literature, economy, politics, and culture  4. Develop students’ respect for cultural and racial diversity  6. Provide opportunities for students to discuss and uplift the Black experience</p> <p>ELA- Their Eyes Were Watching God by Zora Neale Hurston  The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>
12 <sup>th</sup> Grade	SS	<p>SS- World History: <b>Unit 1: Prehistory</b>  <b>Unit 2: River Valley Civilization</b>  H1: Chronology  H2: Analysis  H3: Interpretation  A. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature</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
5 <sup>th</sup> Grade	ELA	<p>ELA- Achieve 3000 articles, Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul>
6 <sup>th</sup> Grade	ELA/SS	<p>Unit 3 – Poetry Achieve 3000 articles.</p> <ul style="list-style-type: none"> <li>The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul> <p>SS-World Geography  Unit 2: Cultural Patterns and Diffusion  Unit 4: Purposes and Powers of Government  Unit 5: Economic Systems  Unit 6: Reasons for Regions</p>

8 <sup>th</sup> Grade	ELA/SS	<ul style="list-style-type: none"> <li>• The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• The contributions of Black people to American life, history, literature, economy, politics, and culture.</li> <li>• The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.</li> </ul> <p>ELA: Common Lit, Courageous Characters:  The history and culture during the Harlem Renaissance, jazz music. · “The Treasure of Lemon Brown” author Walter Dean Meyers.</p>
9 <sup>th</sup> Grade	ELA	<p>ELA- ELA- To Kill a Mockingbird  Be trauma-responsive and recognize the impact of racial and historical trauma on students.</p> <ul style="list-style-type: none"> <li>• The socio-economic struggle Black people endured</li> </ul>
10 <sup>th</sup> Grade	SS/ELA	<p>SS- Economics: <b>Your Consumer Role in the Economy Unit</b>  FL 3: Saving and Investing  G. The socio-economic struggle Black people endured, and continue to 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- Everyday Use, I have Dream texts:</p> <ul style="list-style-type: none"> <li>• Malcolm X Black Power movement</li> <li>• 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.</li> </ul>
11 <sup>th</sup> Grade	SS	<p><b>SS- Double V Campaing</b>  H2 Analysis</p> <p>G. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in</p>

		<p>the United States; as well as the agency they employ in this work for equal treatment</p> <ol style="list-style-type: none"> <li>2. Prepare students to be responsible citizens in a pluralistic democracy</li> <li>3. Incorporate contemporary events into discussions of Black history and the tools of resistance</li> </ol> <p>ELA- Their Eyes Were Watching God by Zora Neale Hurston The contributions of Black people to American life, history, literature, economy, politics, and culture.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
5 <sup>th</sup> Grade	ELA	<p>ELA- Achieve 3000 articles, Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>• Black figures in national history and in Delaware history.</li> </ul>
6 <sup>th</sup> Grade	SS/ELA	<p>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</p> <ul style="list-style-type: none"> <li>• Black figures in national history and in Delaware history.</li> </ul> <p>ELA- Achieve 3000 articles, Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>• Black figures in national history and in Delaware history.</li> </ul>
7 <sup>th</sup> Grade	ELA	<p>ELA Poetry Unit: Figurative and Poetry Unit · The contributions of Black people to American 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.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
8 <sup>th</sup> Grade	ELA/SS	<p>ELA- Common Lit. Courageous Characters Informational Texts:</p> <ul style="list-style-type: none"> <li>• The history and culture during the Harlem Renaissance, jazz music. ·</li> </ul>

9 <sup>th</sup> Grade	ELA	<p>“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 figure in national history and in Delaware history.</p> <p>SS- US History: Unit 3, Changes in African American Freedom</p> <ul style="list-style-type: none"> <li>• Black figures in national history and in Delaware history.</li> </ul> <p>ELA- To Kill a Mockingbird</p> <p>Be trauma-responsive and recognize the impact of racial and historical trauma on students.</p> <ul style="list-style-type: none"> <li>• · Black figures in national history</li> </ul>
10 <sup>th</sup> Grade	ELA	<p>ELA- Everyday Use, I have Dream texts:</p> <ul style="list-style-type: none"> <li>• Malcolm X Black Power movement</li> <li>• 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.</li> </ul>
11 <sup>th</sup> Grade	SS	<p>SS- US History: Civil Rights Unit</p> <p>H. Black figures in national history and Delaware history</p> <ol style="list-style-type: none"> <li>2. Prepare students to be responsible citizens in a pluralistic democracy</li> <li>5. Enable students to understand the ramifications of prejudice, racism, and stereotyping.</li> <li>6. Provide opportunities for students to discuss and uplift the Black experience</li> <li>3. Incorporate contemporary events into discussions of Black history and the tools of resistance</li> </ol>

## 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
October 13th, 2023	Statewide Equity Summit PD Day
2023-2024 School Year	Planning to hold specific Professional Development with the Social Studies Depts in MS and HS later in the 2023-2024 school year.