

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: Aaron Bass

Position: CEO

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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.

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 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	9E	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				
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	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				

East Side Charter School does not serve students in grades 9-12.

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

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
K-8	Core courses	<p>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.</p> <p>Via Performing Arts in grades K-8: A celebration of the Harlem renaissance</p> <p>In primary grades, there are a series of activities and actions including, but not limited to:</p> <ul style="list-style-type: none"> • 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. <p>In intermediate/middle grades:</p> <ul style="list-style-type: none"> • 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

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

Grade-level	Content Area(s)	Lessons/Resources
K-8	Core Courses	<p>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.</p> <p>Via Performing Arts in grades K-8: A celebration of the Harlem renaissance</p> <p>In primary grades, there are a series of activities and actions including, but not limited to:</p> <ul style="list-style-type: none"> ● 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. <p>In intermediate/middle grades:</p> <ul style="list-style-type: none"> ● 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

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

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		<p>point of view.</p> <ul style="list-style-type: none"> ● 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. <p>In intermediate/middle grades:</p> <ul style="list-style-type: none"> ● 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
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d. The central role racism played in the Civil War.

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		<p>minorities (Economics) and addressing racism through participation in a democratic society (Civics)</p> <ul style="list-style-type: none"> ● 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
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e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

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

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

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

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

Date	Description of Professional Learning
9/19, 10/14, 1/3, 2/14, 3/24	<p>We created a partnership with Nemours that resulted in a program called Actions Against Racism to address items discussed in HB198. We also used professional development with teachers in their content that related to HB198- indicators listed below.</p> <ul style="list-style-type: none">i. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.j. The significance of enslavement in the development of the American economy.k. The relationship between white supremacy, racism, and American slavery.l. The central role racism played in the Civil War.m. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.n. The contributions of Black people to American life, history, literature, economy, politics, and culture.o. The socio-economic struggle Black people endured, and continue to 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. Black figures in national history and in Delaware history.