

## 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: Sean Hamilton

Position: Assistant Head of Academics

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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.*

Freire Charter School of Wilmington meets this framework in several key ways: (1) strong social studies leadership and coaching; (2) high quality curriculum and course offerings; (3) a commitment to peace and social justice. Additionally, we are committed to students experiencing primary and contemporary sources that drive their understanding of events as a vehicle for change. This year, our Social Studies team is led by two experienced educators with a history of leading social studies growth rooted in social justice and the contemporary and historical experiences of our students and community. Through this frame, our school celebrates Black History and Culture throughout the year across all classes. Within each of these classes best practices in social studies are utilized coupled with regularly occurring professional development. Our curricular materials, which were recently evaluated as Meets Expectations by the DDOE, are focused on applying historical thinking practices that empower students to see themselves in the histories they study. We offer a variety of required courses that further student connection to justice, equity, peace, and action. These courses include Social Change (contemporary change movements), Writing for Change (how the written word is used to promote justice), and Peace & Social Change (moving into action) are deeply connected to the history, cultures, and experiences of people of color. The latter course intends to directly focus upon standard d above: 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. In an effort to be more trauma-informed and responsive, our instructional administrators and teachers meet with our mental health team members to share upcoming content that may be sensitive and to proactively work to support students.

Below, we have selected several exemplar courses where these standards are driving forces, however, it is important to note that each of our humanities curriculum (ELA/Social Studies) meets these standards and the content implementations below. At Freire, materials used in these courses situate African Americans as makers of History and Culture. .

## 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	
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

*Freire Charter School does not serve students in grades K – 7.*

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

**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
8 & 9 & 11	World History/Social Change/US History II	<p>In World History, students study the history of great African Empires including major contributions in development and arts.</p> <p>In Social Change, students focus on contemporary culture and issues facing African American. However, within this class, students are first given a primer on African empires that builds on what was covered in World History.</p> <p>While empires of Africa are not explicitly taught, the contributions and advancements of Africa are studied through the lens of the enslaved Africans in the United States (i.e. the cultures brought to the Americas with enslaved Africans) in US History I &amp; II.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
8 & 11	US History I & II	<p>US History I covers this extensively. Students are positioned to evaluate both the humanitarian and economical ethics of enslavement as a pillar of early American development and economy.</p> <p>US History II continues to build upon prior knowledge with a more in-depth look at the economic ramifications of enslavement.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
8 & 12	Reading for	In 8th Grade, students read The Hate U Give and study the contextual roots

	Social Justice/Peace & Social Change	of white supremacy and racism as inextricably linked to American slavery. Students continue this through comparing their learnings to historical and contemporary issues. In 12th Grade, students study the role of protests, riots, and revolutions (Ferguson, Baltimore, NY, US-Wide) as contemporary events connected with historical values, opinions, ideas, and events.
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**d. The central role racism played in the Civil War.**

Grade-level	Content Area(s)	Lessons/Resources
8 & 12	US History I/ELA/Peace & Social Change	Capitalizing on what students learn about racism in ELA, US History I and ELA teachers collaborate to produce historical understanding of the Civil War as perpetuated by racism in 8th Grade.  In 12th Grade, students read <i>The New Jim Crow</i> in Peace & Social Change, crafting comparisons and evaluations of mass incarceration in the United States stemming from enslavement and the end of the Civil War.

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

Grade-level	Content Area(s)	Lessons/Resources
11	US History II	US History II covers this extensively in the de facto and de jure methods of perpetuating racism and white supremacy since the Civil War (Jim Crow Laws, Segregation, Voting Rights, Housing, etc.) as well as resistance measures against inequity and discrimination.

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

Grade-level	Content Area(s)	Lessons/Resources
9/10/11/12	Social Change/Power & Money/ELA/AP English/Peace & Social Change	Social Change is a celebration of marginalized people and their contributions to culture and change. Within this course, students are presented with a variety of possible units to cover all centered in marginalized voices, obstacles, and success. Units have included Black Wall Street, Marcus Garvey, and the Black Panther Party.  The 10th Grade Civics and Economics class has a multitude of Black History. In the first half of the year (Civics) we examine different forms of Government around the World, highlighting their similarities and differences and how they treat their citizens. When we get to the US, we trace civil rights and how Confederation has played a major part in America's Republic. Students learn about the Little Rock Nine, and how the Federal Govt and the State Govt clash about Power in the education system for Black students. When we study the 3 branches of the US Govt, students examine Supreme Court decisions like <i>Brown v Board of Education</i> and <i>Plessy v Ferguson</i> , and when we cover Congress, we learn about the TVA. Particularly how the TVA attempted to improve the lives of Tennessee Valley citizens but at the same time had racist hiring and paying policies.

		<p>The second half of the year students cover Economics. We examine the socio-economic struggles that Americans have, with a focus on Black people’s disadvantages stemming from racist policies like Red Lining. Students try to break the cycles of poverty by learning about money and by playing the Stock Market but also attempting to practice Social Justice by divesting from certain companies and spreading awareness on Social Media about unfair treatment of workers.</p> <p>In 11th Grade ELA, students read a variety of texts from Black authors including Fredrick Douglass, WEB DuBois, and Malcolm X to name a few. AP English uses numerous texts (both Novel and Poem) by black writers that highlight their contributions to American literature and cultural cannon. Some examples include Langston Hughes, Lorraine Hansberry, Maya Angelou, Ralph Ellison, Audre Lorde, Amanda Gorman, and others.</p>
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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.**

Grade-level	Content Area(s)	Lessons/Resources
9/11	Social Change/ELA/US History II	<p>In Social Change, students are presented with a variety of possible units to cover all centered in marginalized voices, obstacles, and success. Units have included Black Wall Street, Marcus Garvey, and the Black Panther Party. Within each of these units, Black communities and people are centered as change makers working to overcome inequitable and racist policies, actions, attitudes, and beliefs.</p> <p>In 11th Grade ELA, students read a variety of texts from Black authors including Fredrick Douglass, WEB DuBois, and Malcolm X to name a few. AP English uses numerous texts (both Novel and Poem) by Black writers that highlight the treatment and resistance efforts of Black folks. Some examples include Langston Hughes, Lorraine Hansberry, Maya Angelou, Ralph Ellison, Audre Lorde, Amanda Gorman, and others that often focus on concepts of equality, freedom, hope, change, and critical resistance.</p> <p>In US History II, students focus on this as a major theme of the course interrogating “We the People” as a conceptual and changing understanding particularly when it comes to marginalized people.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
8-12	All	<p>Our Social Studies &amp; ELA classes regularly teach about Black figures in national history and in Delaware history throughout the year. For example, our 8th Grade US History I course studies “Black Changemakers” as a series of micro-learnings throughout the year. Annually, our school holds a 2 month long celebration called the Blackout Experience. One component of this time includes all classrooms engaging in learning about Black figures as they apply to the contents of study.</p>

## 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
8/25	All Social Studies and ELA teachers met for training on NewsELA/SHEG and accessing primary and secondary sources from our libraries that complement our high quality curriculum.
12/8	All Social Studies teachers will attend in-service training related to HB 198 requirements aligned to our curriculum and effective practice for implementation.
Alternating Weekly	Staff will engage in bi-weekly prompting about implementation during professional learning communities to further learn, practice, and reinforce expectations around the teaching of Black History and Culture. Black History and Culture is currently embedded in all of our humanities contents each year.