

## 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: Marlin White

Position: Principal

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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.*

Gateway Charter School is a member of Social Studies Coalition of Delaware. We will utilize resources from the coalition to reinforce our plan for Black History Month. We have contacted a local school district for advice. Our hope is that they will give us a better understanding of how to implement HB 198 into our board approved curriculum.

In addition, we are partnering with the Delaware Institute for Arts in Education (DiAE) to assist in the implementation of Black History Education. The goal of the partnership is to collaborate arts integrated curricula for Black History Education. As a school, we do an annual arts integration focus on black history in the form of performance, research, presentations, and projects.

## 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	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.													
d. The central role racism played in the Civil War.									X				
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.	X	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.													
h. Black figures in national history and in Delaware history.	X	X		X	X	X	X	X	X				

*Gateway Charter School does not serve students in grades 2, 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
3rd to 8th		We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

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

Grade-level	Content Area(s)	Lessons/Resources
6th to 8th		We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

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

Grade-level	Content Area(s)	Lessons/Resources

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

Grade-level	Content Area(s)	Lessons/Resources
8th		We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

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

Grade-level	Content Area(s)	Lessons/Resources

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

Grade-level	Content Area(s)	Lessons/Resources
K to 8th		We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

- 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

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

Grade-level	Content Area(s)	Lessons/Resources
K to 8th		We intend to follow the curriculum in Schoology that details the Key Concepts and Essential Knowledge.

## 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
1-11-24 & 1-25-24	DIAE will conduct black history professional development in preparation for back history performance. We have 3 Artist in Residence programs planned. They are Senegalese Dance, African Drumming, and African Mask Making.