

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: Tamara Price

Position: Principal

Email: tprice@greatoakswilm.org

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.

Great Oaks collaborates with ELA teachers to intentionally plan the framework for students to develop understanding of and respect for others' culture. Students are engaged in recognizing, understanding, and critiquing social inequities.

Lessons have been planned about the history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Engageny ELA 9 Module 2 - Unit 1

ELA 2 - Engage NY Module 2-Unit 1-3 - G

[10.2.1.L1.pdf](#)

[10.2.1.L2.pdf](#)

ELA 3 - Engage NY Module 2 - Unit 1 - E

[ela-g11-m2-unit-1-lesson-1.pdf](#)

[ela-g11-m2-unit-1-lesson-2.pdf](#)

[ela-g11-m2-unit-1-lesson-3.pdf](#)

ELA 4 - Engage NY Module 1- Unit 1 - G

[Copy of Lesson 1 \(9/6/23\).docx](#)

[Copy of Lesson 11.docx](#)

Social Studies will [Learning for Justice Resource](#) The contributions of Black people to American life, history, literature, economy, politics, and culture. [March on Washington](#) an interactive timeline of the civil rights movement and a glossary of terms.

Walking School Trip: <https://dehistory.org/> Based on North Market Street in Historic downtown Wilmington for over 100 years, we have grown from a single rented room in a library to occupy multiple historic properties: the Delaware History Museum and the Jane & Littleton Mitchell Center for African American Heritage in a former Woolworth's; [Old Town Hall](#); [Wilmington Square](#); the [Research Library](#), formerly Artisans' Savings Bank; the Robert Porter House; and the Read House & Gardens, a National Historic Landmark located on The Strand in Old New Castle.

Student Government Advisor and the Student Government leadership has planned four panel discussions (Community representatives, college students, pastors and business owners) to provide opportunities for students to have deep discussions and uplift the Black experience.

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

a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	<i>Great Oaks Charter School does not serve students in grades K – 8.</i>		X		
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.		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	
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
h. Black figures in national history and in Delaware history.					

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
9th/10th	Science	Helping students see the possibilities of careers in STEM fields means providing them with diverse role models. Looking back at people that contributed to STEM provides students the opportunity to hear stories and voices of black scientists, engineers and mathematicians in the context of their science instruction. We have made a list of some of the top Black scientists, engineers, inventors and mathematicians, along with media resources to help you bring their work—and stories—into your classroom. Contributions to Science

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

Grade-level	Content Area(s)	Lessons/Resources

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
9th/10th	Social Studies	Teaching hard lessons Important big ideas and critical content students must know to understand the historical significance of slavery. Teachers will BE READY TO TALK ABOUT RACE. It is impossible to teach about slavery without addressing race, racism and white supremacy—something that makes many teachers, particularly white teachers, uncomfortable. But discussing race, especially encouraging students to understand it as a social construction rather than a biological fact, can be an opportunity to have productive and thoughtful conversations among students, if properly structured.

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
11th-12th	ELA/SS	Students examine the development of Black American identity and cultural achievements by learning about 1619, the Great Migration, the Harlem Renaissance, and how they connect to the present. 1619 Project Harlem Renaissance

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
11/12th	ELA/SS	ELA Khan Academy Lessons - This unit provides students to have deep discussion about the life black people endured. A house divided against itself cannot stand. The United States could no longer remain half-slave and half-free, and the ensuing war over the fate of slavery ripped apart the nation.

--	--	--

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

Grade-level	Content Area(s)	Lessons/Resources

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
	<ul style="list-style-type: none"> • August 24 HB198 Teacher Presentation and Content Workgroups • September 13 Cross Content Planning • January 2nd PD (invite a guest to talk to staff about tough discussions with students) • Bi-Weekly Content Meetings: Assessment of Goals and Resources (Check in with Content Teachers) • March 27th Assessment of Plan (Check in with Content Teams)