

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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Position: Supervisor of Mathematics and Social Studies

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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.

- 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.

In grades K – 5 at least one whole class book comes from a Black author revealing their own perspective directly through a memoir or through a character in a realistic fiction story. In grades 6 – 12, our ELA curriculum *My Perspectives* includes stories from Black authors telling of Black triumphs, setbacks, and contributions that students will engage with.

- b. Ensure the material is presented in an age appropriate manner.

We are relying on the recommendations of authors and curriculum designers to teach these topics to the age-appropriate students. We do have different groups focused on social justice for grades K – 3, 4 – 8, and 9 – 12 to differentiate age-appropriate topics and tasks.

- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.

In an effort to be trauma-responsive and recognize the impact of racial and historical trauma on students, we have moved to a responsive classroom approach to classroom and school management. This approach seeks to heal and restore relationships damaged by behaviors that may have been rooted in racial or historical trauma. Each year we have at least one full day of PD focused on being trauma informed as well as creating a responsive classroom.

- 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.

On ongoing theme in our ELA and Spanish Language Arts (SLA) curricula are asking students to reflect and write about their role and responsibility as a citizen in a democratic society to promote justice, reduce inequality, undermine discrimination, and encourage peace. Throughout the school year but especially during Hispanic Heritage Month and Black History Month, tools of resistance used by marginalized groups are highlighted and celebrated. We also have celebrations for these marginalized cultures that include music, food, and dancing.

- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.

The history of Black Lives Matter is explicitly taught in our 8th grade Spanish course. In our high school social studies classes comparisons between Palestinians and American Blacks have been explicitly focused on in lessons. In our high school geography courses (AP Human Geography and Civics & Geography) the current global practices of sex trafficking and slavery are compared to American Black slavery.

- f. Develop students' respect for cultural and racial diversity.

Through our Diversity, Equity, Inclusion and Belonging (DEIB) focus K-12 students and team members work to develop students' respect for cultural and racial diversity. This includes school-wide cultural celebrations and heritage nights where parents and students are able to share cultural artifacts (dances, foods, clothing) from their ethnic origins.

- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.

Throughout the year students are engaged in activities to help them understand the ramifications of prejudice, racism and stereotyping. For example, our high school is a No Place for Hate school. As such we teach a minimum of 4 lessons with our students annually. These lessons focus on tools to respond to bias and bullying, increasing our students' sense of safety and belonging, and developing a greater respect for differences.

- h. Provide opportunities for students to discuss and uplift the Black experience.

Every grade provides opportunities for students to discuss and uplift the Black experience. One clear example of where this routinely happens is through read alouds (K – 5) and book analysis (6 – 12). Students read stories with Black protagonists and discuss their experiences ultimately focused on uplifting and supporting the Black protagonist.

- i. Provide students with a foundation for examining the history of discrimination in this State.

Whenever key historical events centered around discrimination—slavery, abolitionism, Jim Crow, red-lining—are taught, specific attention is paid to Delaware’s participation. Students are asked whether Delawareans deserve to celebrate Juneteenth as students are taught that slavery still existed in Delaware on that historical date. Students are explicitly taught that slavery was legal in Delaware longer than anywhere else in the country and that a Constitutional amendment was needed to abolish it here.

- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

We are a school that practices restorative justice and have several Restorative Justice Ambassadors (team members with complete training) who are supporting other team members in implementing Community Circles and Restorative Practices. Students are taught about the mistakes made historically when restorative justice was not sought (for example after World War I), and how restorative justice provides necessary healing both to individuals as well as entire communities/countries.

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.							X	X	X	X	X	X	X
d. The central role racism played in the Civil War.							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
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	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.							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	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
1	ELA	Lessons comparing Aesop’s Fables with Anansi
2	Morning meeting	Students read and discuss a new person every day using people in the deck of Urban Intellect Black History Flashcards. They learn about prehistoric and current men and women in all fields (including STEAM specifically). The conversations span the topics of segregation, economics, art, culture, history, and policies.
4	Social Studies	Unit on the states and empires of medieval Africa with a focus on West Africa before the year 1500.
5	ELA	Students listen to <i>Mufaro’s Beautiful Daughters: An African Tale</i> , read aloud and work on accompanying lessons.

8	Social Studies	A pair of units are dedicated to slavery, the Atlantic Slave Trade, and what Africa looked like before the Atlantic Slave Trade.
8	Music/Choir	The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature is being explored through our singing of African American Spiritual songs in music and choir classes. We are talking about the origin of the lyrics, where the tradition started, and how they are culturally significant to black culture and the liberation of enslaved people.
9	Social Studies	Students learn about different African cultures and languages as well as their histories prior to the Black Diaspora. Students will complete different cultural landscape analysis of various countries within Africa and analyze how the cultures have shifted over time as well as identify partial causes of those shifts.
9 – 12	Art	We study African Art prior to the Black Diaspora. Students study techniques/skills, make connections to other art styles, and create their own similarly-themed art.

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

Grade-level	Content Area(s)	Lessons/Resources
3	Social Studies	The economic unit will include discussion of how slavery impacted the United States economy. Units of study include but are not limited to those provided by the DE Social Studies Coalition.
8	Social Studies	Students complete a project about the developments of the American economy, specifically how the use of slaves directly impacted the development of the economy in the South. Students also learn about how the North benefited from the use of slavery in the South and how the economy of the country relied on slavery.
11	Social Studies	Students learn about the significance slavery had in developing the American economy comparing and contrasting the economies of slave and non-slave states. Our primary resource is National Geographic US Histories.

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

Grade-level	Content Area(s)	Lessons/Resources
6	Social Studies	We will see the movie <i>Selma, Lord, Selma</i> on the March on the Edmund Pettus Bridge (Bloody Sunday) and the impact it had on the Civil Rights Movement.
6	Spanish	Students read a brief introduction in Spanish about Civil Rights Movements. We read in class the book: <i>Rosa Parks y el boicot de autobuses de Montgomery</i> by Connie Colwell Miller. It tells the story of Rosa Parks arrest in 1995 for not giving up her seat on a Alabama bus and the boycott it sparked.
7	ELA, Social Studies	<i>The Watsons's go to Birmingham</i> cross-curricular unit ELA/Social Studies which focuses on events surrounding the Civil Rights movement of the 1960s.
7	Social Studies	Students complete a Civil Rights Movement activity where they read about 6 different forms of protest used in the Civil Rights Movement and explore how/why these were crucial to the advancement of African Americans as well as how white supremacy created a need for the Civil Rights Movement.
8	Social Studies	A pair of units are dedicated to slavery, the Atlantic Slave Trade, and what Africa looked like before the Atlantic Slave Trade. The connections between white supremacy, racism, and American slavery are explicitly taught here. Students also complete a document analysis about white supremacy, racism, and American slavery in the time period leading up to the Civil War.
9	Social Studies	Students learn about the "Scramble for Africa" and discuss the implications of colonialism and imperialism on African nation development; including infrastructure, access to energy sources, education and the link to the Human Development Index. Connections are taught directly the links between this colonization and white supremacy, slavery, and racism.

10	ELA	We discuss the evolving situation of Black people as America developed—from the early colonial beginnings of American slavery to continued enslavement during the Revolutionary and Romantic eras, with a shift post-civil war as we entered the Age of Realism and had a boom of Black artists and culture in the Harlem Renaissance movement. Racism, white supremacy, and their links to slavery and segregation are directly addressed. Our primary resource is My Perspectives by Pearson.
11	Social Studies	Students study the slavery and analyze how racism and white supremacy supported this structure. Our primary resource is National Geographic US Histories.

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

Grade-level	Content Area(s)	Lessons/Resources
6	Social Studies	Brief history of the U.S. - Civil War, Abolitionist Movement, Civil Rights Movement, Leaders of Abolitionist Movement (online resources: Britannica.com, Black History in Two Minutes, Facing History Facing Ourselves and Nearpod videos and presentations)
8	Social Studies	Students learn the causes of the Civil War and the ways in which racism contributed to the causes and outcomes. They complete a project about the Civil War where they study the causes, the war, and the outcome all focusing on how racism contributes to the war. Our unit on Reconstruction starts with explicitly exploring the central role racism played in launching the Civil War and well as racism’s impact in post-war America both North and South.
11	Social Studies	Students learned about racism before and within the Civil War, focusing on different perspectives from the North and South not typically analyzed; emphasis is placed on racism as the primary factor leading to the onset of the Civil War. Our primary resource is National Geographic US Histories.

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

Grade-level	Content Area(s)	Lessons/Resources
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6	Social Studies	<p>Discuss different ways that Blacks were prevented from voting in the South, such as Poll Tax, literacy test, Gum Ball Candy Jar, intimidation by Ku Klux Klan.</p> <p>Projects on Civil Rights Act of 1964, Voting Rights Act of 1965, Civil Rights Act of 1968 (Fair Housing Act), Abolitionist Movement, Civil Rights and Discrimination, Brown v Board of Education</p>
7	Social Studies	Students complete a reading/summarizing activity about federal, state and local laws that demonstrate how the tragedy of enslavement was evident through segregation.
8	Social Studies	An entire unit is dedicated to Reconstruction and Jim Crow laws and their impact on Black communities in America.
10	ELA	We discuss the evolving situation of Black people as America developed—from the early colonial beginnings of American slavery to continued enslavement during the Revolutionary and Romantic eras, with a shift post-civil war as we entered the Age of Realism and had a boom of Black artists and culture in the Harlem Renaissance movement. Racism, white supremacy, and their links to slavery and segregation are directly addressed; this leads to lessons about how enslavement was perpetuated through segregation and laws. Our primary resource is My Perspectives by Pearson.
11	Social Studies	Students then learned about the reconstruction efforts within the time period that followed and the disadvantages Black Americans suffered post ‘freedom.’ Students studied the implications of Jim Crow Laws and differences between the laws of the North and South. Students learned about the treatment of Black cowboys during westward expansion and the differences between the West and the East in terms of equality and racism. Students then learned about the Great Migration and how it affected the Harlem Renaissance and the Jazz Age. Our primary resource is National Geographic US Histories.

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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K	Art	We used the art of Alma Thomas to learn about abstract art and color theory. Students used her style of painting to illustrate understanding of these concepts.
K	ELA	Read alouds and biography studies addressing topics such as segregation and important figures such as Rosa Parks, Martin Luther King Jr., Ruby Bridges. <i>Hair Love</i> by Matthew A. Cherry
1	Art	We used the art of Alma Thomas to learn about abstract art and color theory. Students used her style of painting to illustrate understanding of these concepts.
1	ELA	Read Alouds about Barack Obama near President’s Day and videos of Barack and Michelle Obama reading aloud Read Alouds about Rosa Parks and Ruby Bridges with conversations about the Montgomery Bus Boycott and school integration Author Studies of Faith Ringgold and Eloise Greenfield
2	Morning meeting	Students read and discuss a new person every day using people in the deck of Urban Intellect Black History Flashcards. They learn about prehistoric and current men and women in all fields (including STEAM specifically). The conversations span the topics of segregation, economics, art, culture, history, and policies.
2	Science	Students do an introduction unit called “I Am a Scientist”. The teacher will show pictures of famous Black scientists, and students will use Multicultural Skin Tone crayons to draw themselves as scientists.
2	Social Studies	February and March focuses on the contributions of Black figures in United States and Delaware history. Students choose a person to research, write a short biography, and create a 3D model of the person to share with the class.

2	P.E.	Jackie Robinson is studied as an example of how racism has influenced athletics and fair play in athletics. Students will practice the striking skill of swinging a bat in honor of Jackie Robinson as well as a written assignment on the life of Jackie Robinson.
2	Art	We used the art of Alma Thomas to learn about abstract art and color theory. Students used her style of painting to illustrate understanding of these concepts.
3	Social Studies	The unit about Delaware history will include Black historical figures as well as current figures. Units of study include but are not limited to those provided by the DE Social Studies Coalition.
3	Science	Our current resource, STEMScopes, highlights contributions of black scientists. Readings and videos highlighting these scientists are included in each unit of study.
3	Music	Students engaged in a unit all about the history and origin of Jazz music. We listened to and analyzed music of different black jazz musicians--each class voted on who their favorite musician was.
3	Art	Students learned about the artist Jean Michel Basquiat. We engaged in a discussion of the life and art of Basquiat.
3	P.E.	Jackie Robinson is studied as an example of how racism has influenced athletics and fair play in athletics. Students will practice the striking skill of swinging a bat in honor of Jackie Robinson as well as a written assignment on the life of Jackie Robinson.
4	Art	Students learned about the artist Martin Puryear. Students were able to make a sculpture using similar materials inspired by Puryear's work. Students learned about the artist Jean Michel Basquiat. We engaged in a discussion of the life and art of Basquiat.

4	Music	Students engaged in a unit all about the history and origin of Jazz music. We listened to and analyzed music of different black jazz musicians--each class voted on who their favorite musician was.
5	Social Studies	In February we'll focus on Black History by looking at the contributions of Black people to American life, history, literature, economy, politics, and culture. Students will also study the history of the Underground Railroad including Delawareans' contributions.
6	ELA	Using the memoir "Brown Girl Dreaming" by Jacqueline Woodson. Students examined the impact of Black Voices in literature as they read the memoir and considered the author's own influences and contributions from Black culture.
6	Music	<p>The contributions of Black people to American life, history, literature, economy, politics, and culture were showcased in music by bringing in an African-American Opera singer who was currently performing at the Metropolitan Opera's Production of Porgy and Bess. We had a zoom session where students could ask questions and hear about the experience and challenges of being a black opera singer.</p> <p>Spotlight of African American singers and songwriters and musicals: exploration of artists and their music.</p>
6	Science	<p>Project where students need to research a Black scientist's contributions to science.</p> <p>Periodic Table of Black History bulletin board</p> <p>Science History Quilt - Scientists who have made contributions to the field focusing on scientists from marginalized communities</p> <p>Black History Month Fact of the Day</p>
6	Spanish	Make hands with Spanish language phrases supporting unity for the MLK display

6	Art	Sneaker project - Students learn about significant contributions of black artists, designers, and influencers to the creation of sneaker culture. Students design their own sneaker - encouraged to include as much of their own experiences into the design.
7	ELA	Mae Jamison and Neil DeGrasse Tyson writing prompt and research on whether or not humans should colonize Mars. These two individuals are used as field experts to give the students background information on space travel/exploration (Resources from My Perspectives ELA materials.)
7	Social Studies	A project that requires students to investigate an African-American of their choice and report how they contributed to the history of the United States as well as literature, economy, politics or culture.
8	Spanish	Students have had assignments on researching different Black Americans that have shaped the history of this country: musicians, current and past, scientists, poets, and authors. Students also have been taught about different Black history in the world, like famous Afro-Latinos such as Celia Cruz.
8	Social Studies	Students investigate American culture including the contributions of Black people to American life, history, literature, economy, politics and culture. This project requires students to study these areas in the 19th century. During this project students look at all aspects of culture and life in terms of Black people and analyze the works they created to interpret how they were influenced by society. Students are also exposed to history through film by viewing documentaries based on the history of Black people around the world.
8	English	Students have a creative writing project during The Harlem Renaissance unit where leading figures of the Harlem Renaissance are studied.
8	Math	Black History Month Project- Students research famous Black mathematicians. They learn how they made an impact in math class. Students make posters and celebrate Black mathematicians.

8	Science	Students learn about various African American scientists and scientific discoveries made by persons of color as they pertain to the current field of study. This is also reflected periodically in a daily science history fact which is part of the opening routine in science class.
9	English	We complete a unit focused on Civil Rights—students learn about the history of the movement, major events and figures, read poems, essay/memoir, as well as MLK’s “I have a Dream” speech, research a Black civil rights leader of choice, and watch the film, <i>Ruby Bridges</i> .
9-12	Music	We had an activity comparing and contrasting Corps Style vs. HBCU style in Drum Corps. We performed several HBCU style cadences.
9	Earth Science	We dedicated a lesson to the contributions of Neil DeGrasse Tyson and his contribution to astronomy and the education of the public. We researched then built a bulletin board honoring Black scientists.
9	Health	Students were assigned a poster project, where they were to identify an athlete, composer, singer, author, actor, etc.. and to represent a Black person who overcame adversity of any kind and has been involved in social/cultural diversity activism.
10	ELA	We read works from the following black writers: Olaudah Equiano (1700s—slave who was eventually freed and wrote a narrative about his experience crossing the Atlantic on a slave ship), Phillis Wheatley (1753-1784—slave who was eventually freed, educated by her owner-family and became an accomplished American poet), Frederick Douglass (1818-1895—former slave and national abolitionist leader who wrote about his experiences), Sojourner Truth (1797-1883—former slave, abolitionist and women’s rights activist), Harlem Renaissance (Hughes, Toomer, McKay, Cullen—all black writers from the 1920s-30s) Alice Walker (born 1944—short story writer).
9-12	Digital Media	Each semester we have a Black filmmaker in as a special guest to present his work to students and give input on their current projects.

11	Social Studies	Students completed a project on different Jazz Age contributors. Students learned how Jazz is considered to be one of the first authentic pieces of American culture credited to Black Americans. Students learned about Black regiments and their contributions to WWII. Students studied the Civil Rights Movement and the important figures within the movement.
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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
6	ELA	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 is addressed in part in the reading of “Black Cowboy, Wild Horse” by Julius Lester. Themes of inequality in agriculture/ranching and unfair treatment of Black people are discussed as part of the story analysis.
7	Social Studies	Students study the history of the Black Lives Matter movement and how it relates to the previous movements made by African Americans, demonstrating the struggles African Americans have endured and continue to endure.
8	Spanish	The history of BLM has been discussed and students were taught the principles to set in motion in their own school community.
9	English	We complete a unit focused on Civil Rights—students learn about the history of the movement, major events and figures, read poems, essay/memoir, as well as MLK’s “I have a Dream” speech, research a Black civil rights leader of choice, and watch the film, <i>Ruby Bridges</i> .
9-12	MLL	Students will watch and discuss the movie <i>Just Mercy</i> , which features Delawarean attorney Bryan Stevenson. <i>Just Mercy</i> is based on a true story and includes opportunities to discuss racial inequalities in the American justice system.

10	Biology	We discuss the case of Henrietta Lacks in cancer research and the research on Blacks without consent. We connect this to other instances of disparate treatment of Black people in the American healthcare system.
9-12	Teacher Academy Pathway	We discuss the inequalities in the United States education system. We work to dismantle stereotypes, bias, segregation, and other forms of racism by working towards systemic change for the future students we will educate. The primary resource used for this pathway and the 3 sequential courses comes from Educators' Rising.
11	Social Studies	Students learned about the effects of segregation and how it has impacted society today. Our primary resource is National Geographic US Histories. Students learn about the struggles and advancements Black Americans made during the 21st century, including the induction of the first Black American president Barack Obama.
12	Spanish	We study the topic of identity, including the different components that make up our identities and how different identities are valid. We discuss matters of racism, cultural appropriation vs. cultural appreciation, and the intersectionality that occurs among individuals. One poem that we read is by a Black Peruvian artist named Victoria Santa Cruz called "Me gritaron negra," in which she reflects on the power of the word "black" and how it was used in a harmful way but how she has reclaimed it and celebrates her identity as an Afrolatina.

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	Read alouds and biography studies addressing topics such as segregation and important figures such as Rosa Parks, Martin Luther King Jr., Ruby Bridges.
1	ELA	Read Alouds about Barack Obama near President's Day and videos of Barack and Michelle Obama reading aloud Read Alouds about Rosa Parks and Ruby Bridges with conversations about the Montgomery Bus Boycott and school integration

		Author Studies of Faith Ringgold and Eloise Greenfield
2	Morning meeting	Students read and discuss a new person every day using people in the deck of Urban Intellect Black History Flashcards. They learn about prehistoric and current men and women in all fields (including STEAM specifically). The conversations span the topics of segregation, economics, art, culture, history, and policies.
2	Science	Students do an introduction unit called "I Am a Scientist". The teacher will show pictures of famous Black scientists, and students will use Multicultural Skin Tone crayons to draw themselves as scientists.
2	Social Studies	February and March focuses on the contributions of Black figures in United States and Delaware history. Students choose a person to research, write a short biography, and create a 3D model of the person to share with the class.
2	P.E.	Jackie Robinson is studied as an example of how racism has influenced athletics and fair play in athletics. Students will practice the striking skill of swinging a bat in honor of Jackie Robinson as well as a written assignment on the life of Jackie Robinson.
2	Art	We used the art of Alma Thomas to learn about abstract art and color theory. Students used her style of painting to illustrate understanding of these concepts.
3	Social Studies	The unit about Delaware history will include Black historical figures as well as current figures. Units of study include but are not limited to those provided by the DE Social Studies Coalition.
3	Science	Our current resource, STEMScopes, highlights contributions of black scientists. Readings and videos highlighting these scientists are included in each unit of study.

4	Art	<p>Students learned about the artist Martin Puryear. Students were able to make a sculpture using similar materials inspired by Puryear’s work.</p> <p>Students learned about the artist Jean Michel Basquiat. We engaged in a discussion of the life and art of Basquiat.</p>
4	Music	<p>Students engaged in a unit all about the history and origin of Jazz music. We listened to and analyzed music of different black jazz musicians--each class voted on who their favorite musician was.</p>
5	Social Studies	<p>In February we’ll focus on Black History by looking at the contributions of Black people to American life, history, literature, economy, politics, and culture. Students will also study the history of the Underground Railroad including Delawareans’ contributions.</p>
6	ELA	<p>Using the memoir “Brown Girl Dreaming” by Jacqueline Woodson. Students examined the impact of Black Voices in literature as they read the memoir and considered the author’s own influences and contributions from Black culture.</p>
6	Music	<p>The contributions of Black people to American life, history, literature, economy, politics, and culture were showcased in music by bringing in an African-American Opera singer who was currently performing at the Metropolitan Opera’s Production of Porgy and Bess. We had a zoom session where students could ask questions and hear about the experience and challenges of being a black opera singer.</p> <p>Spotlight of African American singers and songwriters and musicals: exploration of artists and their music.</p>
6	Science	<p>Project where students need to research a Black scientist’s contributions to science.</p> <p>Periodic Table of Black History bulletin board</p> <p>Science History Quilt - Scientists who have made contributions to the field focusing on scientists from marginalized communities</p> <p>Black History Month Fact of the Day</p>

6	Spanish	Make hands with Spanish language phrases supporting unity for the MLK display
7	ELA	Mae Jamison and Neil DeGrasse Tyson writing prompt and research on whether or not humans should colonize Mars. These two individuals are used as field experts to give the students background information on space travel/exploration (Resources from My Perspectives ELA materials.)
8	Spanish	Students have had assignments on researching different Black Americans that have shaped the history of this country: musicians, current and past, scientists, poets, and authors. Students also have been taught about different Black history in the world, like famous Afro-Latinos such as Celia Cruz.
8	Social Studies	Students have a research project about abolitionists in the antebellum period. During this students study black figures in national history and learn about how their lives led to their crusade against slavery.
8	English	Students have a creative writing project during The Harlem Renaissance unit where leading figures of the Harlem Renaissance are studied.
8	Math	Black History Month Project- Students research famous Black mathematicians. They learn how they made an impact in math class. Students make posters and celebrate Black mathematicians.
8	Science	Students learn about various African American scientists and scientific discoveries made by persons of color as they pertain to the current field of study. This is also reflected periodically in a daily science history fact which is part of the opening routine in science class.
9	English	We complete a unit focused on Civil Rights—students learn about the history of the movement, major events and figures, read poems, essay/memoir, as well as MLK’s “I have a Dream” speech, research a Black civil rights leader of choice, and watch the film, <i>Ruby Bridges</i> .

9	Earth Science	We dedicated a lesson to the contributions of Neil DeGrasse Tyson and his contribution to astronomy and the education of the public. We researched then built a bulletin board honoring Black scientists.
9-12	MLL	Students will watch and discuss the movie <i>Just Mercy</i> , which features Delawarean attorney Bryan Stevenson.
9	Health	Students were assigned a poster project, where they were to identify an athlete, composer, singer, author, actor, etc.. and to represent a Black person who overcame adversity of any kind and has been involved in social/ cultural diversity activism.
10	ELA	We read works from the following black writers: Olaudah Equiano (1700s–slave who was eventually freed and wrote a narrative about his experience crossing the Atlantic on a slave ship), Phillis Wheatley (1753-1784–slave who was eventually freed, educated by her owner-family and became an accomplished American poet), Frederick Douglass (1818-1895–former slave and national abolitionist leader who wrote about his experiences), Sojourner Truth (1797-1883–former slave, abolitionist and women’s rights activist), Harlem Renaissance (Hughes, Toomer, McKay, Cullen—all black writers from the 1920s-30s) Alice Walker (born 1944–short story writer).
11	Social Studies	Students completed a project on different Jazz Age contributors. Students learned how Jazz is considered to be one of the first authentic pieces of American culture credited to Black Americans. Students learned about Black regiments and their contributions to WWII. Students studied the Civil Rights Movement and the important figures within the movement.

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
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01/12/2024	Each teacher of social studies will meet with the Social Studies supervisor by grade and will explain what they have done for HB-198 so far this year and will reveal their plans for Black History Month. HB-198 specific units, designed by the DDoE, will be analyzed to ensure that the units are taught with fidelity.
02/16/2024	<p>LAAA’s Equity Conference. Speakers will present on topics directly related to HB-198. The following instructional approaches will be directly addressed: (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; (c) trauma-responsive and recognize the impact of racial and historical trauma on students; (e) incorporate contemporary events into discussions of Black History and the tools of resistance; (g) enable students to understand the ramifications of prejudice, racism, and stereotyping; (j) explore the various mechanisms of transitional and restorative justice that help humanity move forward.</p> <p>The following content implementations will be directly addressed: (c) The relationship between white supremacy, racism, and American slavery and (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>