

## 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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## 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.*

Our core focus this year was obtaining and deploying materials that directly met the needs of our content areas that incorporated culturally responsive materials, specifically in ELA and Social Studies classrooms. Primarily we wanted to increase the diversity of texts we exposed students to that are written and curated by black authors, as well as materials and texts that addressed the themes and history in the core content requirements.

It was our belief that the best way to address the above elements in c-j was to use literature and supplementary texts in our literacy based classrooms to touch upon the current and historical black experience in our country and globally. We are piloting two new ELA curriculums to address this need, an updated version of our HS ELA with a revised range of culturally responsive texts and and companion MS program that aligns with our elementary ELA curriculum that already brought these important elements to the forefront in their text analysis.

We are utilizing our HQIM and our monthly PLCs to continue to identify gaps in meeting the above requirements. We will couple our Professional Development days with our PLC days to begin to address and fill the existing gaps to ensure that all requirements are met. Our cross-content PLCs will help foster responsibility for this work across all contents. The Equity Summit provided valuable learning that aligned the work from PD to PLC and across contents.



### 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	ELA	In Unit 2; lessons 41-45 <u>Rap a Tap Tap</u> , Rap a Tap Tap is a narrative text highlighting the experience of a real life tap dancer written by Leo Dillon and Diane Dillon. Rap a Tap Tap is a tribute to Bill “Bojangles” Robinson and captures the rhythm of the famous tap dancing he did all over the city.
1	ELA	In Module 2, Unit 1 “Stories from our Past”, Lesson 19, students learn that Duke Ellington was a revolutionary jazz pianist and composer. His contributions to jazz music are regarded as some of the most influential of the 20th century. This book is a biography of his exceptional life and an explanation of his musical genius.
2	NA	There is no specific text example that discusses history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature in Grade 2. However, in My Brother Martin, the illustrator Chris Soentpiet, used the spirit and generosity of Mrs. Farris, the staff at both the Ebenezer Baptist Church and the National Historic Site, and the King family to make the illustrations as genuine and authentic as possible and to have Dr. King’s vision of justice and harmony live on.
3	ELA	In Module 3, Unit 2 “Astonishing Accomplishments”, Lessons 11-14 , <i>Snowflake Bentley</i> is a text about the journey of Wilson Bentley’s snowflake photographs. Although this book is a biography, it is written in a narrative format so you will use a story map structure.
4	Social Studies	Unit 2, Lesson 1, in the lesson “Ways of Thinking About People and Places in the Past,” students explore misconceptions about people, specifically about the people of West Africa Before Columbus (1492). Students learn that ancient West African people were once thought to be less advanced than other populations around the time that Christopher Columbus landed in the “New World” (in 1492). In reality, students learn that the people of West Africa had rich and diverse histories and cultures hundreds of years before Europeans arrived in the 1400s. Africans had kingdoms and empires, each with its own language and culture. The empire of Songhai and the kingdoms of Mali, Benin, and Kongo were large and powerful with kings and queens who ruled over well-developed governments that served hundreds of thousands of people. In other areas, there were smaller governments for people living in villages. Art, learning and technology flourished i.e., the achievements in Africa were reaching new heights. Africans were especially

		skilled with medicine, mathematics, and astronomy. Before the Europeans started exploring Africa, African people were making fine luxury items in bronze, ivory, gold, and terracotta. Students view photographs in an article of these artifacts.
6	Social Studies	<p>In a unit titled, <i>North American Cultural Patterns and Diffusion</i>, students will learn the meaning of the words culture, cultural diffusion, cultural hearth, and cultural fusion. Students will learn about the cultural aspects of Africans prior to the diaspora. They will study how that culture changed as it spread and fused with other cultures as a result of African slavery in the Americas. They will specifically learn about Gullah culture through a video and text. They will do so through class discussions, reading comprehension assessments, and short-answer written responses.</p> <p><b>ELA:</b> While <i>The Boy Who Harnessed the Wind</i> chronicles the scientific accomplishments of a young boy (the author and narrator) who lives in Malawi, no anchor text in 6th grade addresses this specific standard.</p>
9	Social Studies	<p>In the Geography Unit, Continent of Africa, students will have the opportunity to research and report on the cultural contributions of the various African countries that were the source of the slave trade and report out on their cultural contributions.</p> <p><b>Spanish:</b> In Unit 1, Hispanic Heritage Month, students celebrate Hispanic Heritage month by learning about remarkable people with African-Latino origin: read a text to get to know the achievements of the following remarkable Afro-Latino people as a role model like Celia Cruz and Roberto Clemente and research information about remarkable Afro-Latino people who influenced American History from different Spanish speaking countries.</p>
10	CTE	Plant and Soil Systems: In the Unit “History of Floral Design,” students learn about different historical periods of floral design, including those pertaining to African culture/history.
11	Social Studies	<p>In the Unit, “Rise of AME Church,” students explore how the AME Church was influenced by the cultural traditions passed down among enslaved Africans in America.</p> <p><b>CTE:</b> Financial Services: In Unit 2 “Origins of Money and Banking,” students learn about bartering and the creation of money that happened in parts of Africa and other countries before the United States. How the United States adapted to Africa and other countries' monetary values.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
K	N/A	There is no specific text example that discusses the significance of enslavement in the development of the American economy in Grade K. However, the text Harriet Tubman: Follow the North Star, describes the systems of enslavement in America

1	N/A	There is no specific text example that discusses the significance of enslavement in the development of the American economy in Grade 1. However, the text, <i>Martin Luther King: A Peaceful Leader</i> , describes the fight for Black rights after enslavement.
2	N/A	There is no specific text example that discusses the significance of enslavement in the development of the American economy in Grade 2. However, the text, <i>In The Story of Ruby Bridges</i> , describes the racial segregation in schools after enslavement in America.
3	ELA	Module 4, Unit 1 “A Journey of Self Discovery”, Lessons 16-20, <i>The Boy Who Harnessed the Wind</i> is a true story about a Malawian boy that worked hard to create a better life for his community contributing to the development of the American economy. Module 4, Unit 1 “Actions and Consequences”, Lessons 4-7, <i>One Hen</i> is a true story based on a boy from Ghana named Kojo who utilized the town’s loan system to boost the overall economy of the village.
4	Social Studies	Unit 4, Lesson 2, in the lesson “Enslavement in History,” students learn the main purpose of American slavery was to make money for enslavers. The enslavers used enslaved people to make profits to help build the American economy, while not paying the enslaved people for their work. Student explore the following: Why were people enslaved? How did life change for those enslaved? How was enslavement in America different from enslavement in the “Old World?” In Unit 4, Lesson 2, in the lesson “The Middle Passage”, students learn that the Middle Passage involved the forced removal of Africans from their homeland - an event that traumatized enslaved victims, harmed areas of Africa from which people were enslaved, and helped build the emerging economies of the British colonies and eventually of the United States.
6	Social Studies	In a unit titled, <i>North American Cultural Patterns and Diffusion</i> , students will learn about the causes of African slavery in the Americas. They will learn about how African slavery contributed to the economic growth of various regions in North America, specifically through agriculture.  <b>ELA:</b> <i>Lizzie Bright and the Buckminster Boy</i> indirectly addresses the economic wealth as a result of slavery. The residents of Malaga Island are left out of the social and economic structure of Phippsburg and are, in fact, forced to abandon their generational homes because the white town leaders decide to develop the island for their own personal gain, without regard to the Black residents.
7	Social Studies	While students develop an understanding of pre-industrial United States history and its connections to Delaware history, including the Expansion and Reform (1801-1861), they explore why slavery become increasingly important to the South and how after the invention of the cotton gin, plantation owners needed more laborers to plow, plant, cultivate, and harvest. As a result, enslaved workers were in greater demand than ever.
8	Math	In a lesson titled, <i>Representing Proportional Relationships</i> , students examine how one crop, slave-grown cotton, provided over half of all US

		<p>export earnings. By 1840, the South grew 60 percent of the world's cotton and provided some 70 percent of the cotton consumed by the British textile industry. Thus slavery paid for a substantial share of the capital, iron, and manufactured goods that laid the basis for American economic growth. In addition, precisely because the South specialized in cotton production, the North developed a variety of businesses that provided services for the slaveSouth, including textile factories, a meat processing industry, insurance companies, shippers, and cotton brokers.</p> <p><b>ELA:</b> <i>Sugar Changed the World</i> explores slavery on sugar plantations in the American South. The text also follows how sugar plantations affected the American economy</p>
9	Social Studies	In Civics, Unit titled “Impact of the 13th Amendment on the southern economy,” students explore how the enactment of the 13 Amendment impact the southern economy, now that slave labor is now ended in the nation. Students can work together to understand the labor impacts and the migration from the south in search of work in the north.
10	Social Studies	As students learn about the Tulsa Race Massacre and economic impacts, they also look at the economic impact of slavery pre civil war (King Cotton) and economic impacts after the abolishment of slavery (Sharecropping, etc)
11	Social Studies	<p>In Unit 2: Gilded Age, Invention of the Cotton Gin, students study how the invention of the Cotton Gin ends up resulting in increased reliance on the labor of enslaved peoples and how this helps the economy in both the North and South. Students chart analysis tracking spread of enslavement into new territories, increase in the number of enslaved people in the south and new territories, as well as chart the increased profits for cotton plantations, shipping industry/railroad industry, and textile industry before and after invention of Cotton Gin.</p> <p><b>CTE:</b> Culinary and Hospitality Management: In the Unit “International Cuisines,” students connect various cultures migrating to America, including the involuntary slave trade, that developed and greatly influenced American Cuisine. They explore how the slave trade influenced the development of American Cuisine and how to relate cultural food tendencies stemming from the slave trade to the creation of soul food in American Cuisine</p>
12	Social Studies	Enlightenment Era: Students explore if slavery was indispensable to the growth of the western economies as well as which was more important in bringing about the abolition of slavery: economic interest or moral conviction.

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	In Shared Module 4: 16-20, Harriet Tubman: Follow the North Star is an informational text about the life of Harriet Tubman and her fight to free slaves. There are texts that discuss slavery as a cruel system in the American

		past or answer students' questions if they go beyond the information provided in the text.
1	ELA	In Module 3, Unit 2 "Learning Our History", Lessons 36-38, Harriet Tubman: Freedom Fighter is the true journey of a woman who helps enslaved people gain freedom. This book is a biography that includes historical information and domain-specific vocabulary.
2	ELA	In Module 3, Unit 3, Lessons 21 -22 The Story of Ruby Bridges white supremacy and racism were evident. In 1954, in a landmark, case, Brown v. Board of Education, the Supreme Court ruled unanimously that racial segregation of children in public schools was unconstitutional. Ruby was born the same year of the decision to desegregate schools and is notable in her journey as a civil rights activist.
3	N/A	There is no specific text example that discusses the relationship between white supremacy, racism, and American slavery in Grade 3. However, in the text, Rosa describes her lessons of standing up for justice and equality based on white supremacy and racism.  "A Picture Book of Frederick Douglass" features illustrations which depict mistreatment (beating) of slaves and the buying of his freedom with monetary funds.
4	Social Studies	Unit 4, Lesson 2, in the lesson "Enslavement in History", students learn enslavement in the areas that became part of the United States of America was different from the English colonies, most notably because American enslavement was based on race. Those who were enslaved included those who were different physically and culturally - Native Americans, then Africans. The enslavers justified enslaving those people by arguing to others and convincing themselves that, not only were these people different, but that they were inferior. Europeans frequently described the people of different races as "savages" simply because of their different ways of living, cultures, and religious practices. Europeans viewed them as less advanced or uncivilized compared to their own achievements and ways of living.  In Unit 4, Lesson 6 in the lesson "Resistance to Enslavement" students explore misleading representations and flawed conclusions drawn about enslavement. Students debunk the "happy slave" narrative and explore the idea of "silent sabotage" as a form of resistance that historians have framed that includes people hurting or killing themselves. One resource explains how silent sabotage sometimes led enslavers to draw flawed conclusions about Africans being inherently lazy, unintelligent, sneaky, or thieving. These flawed conclusions, and others like the "happy slave", were then used to prop up racist beliefs about the inferiority of Black people and white supremacy.
5	ELA	In Module 4, Unit 1: Demonstrating Courage, "The Mostly True Adventures of Homer P. Figg" is a text about a young boy in search of his brother who is a part of the Union Army. The main character, a white boy, travels to find his brother. During his travels he meets slave bounty hunters, a Puritan man who houses runaway slaves for the Underground Railroad, and troops of African American soldiers fighting in the Civil War. This story is set during



		the Civil War when slavery was still legal. Words like “Negroes,” “colored,” and “darkey” are used at various points throughout the book. Ideas such as lynching and race-based social hierarchy is evident in the text, along with other instances of prejudice and injustice.
6	ELA	The narrator of <i>brown girl dreaming</i> , a memoir in verse, describes personal stories of racism experienced by both the poet and her family members, who grew up during the 1960s Civil Rights Movement. <i>Lizzie Bright and the Buckminster Boy</i> also addresses the connection between white supremacy and racism, as the Black Malaga residents’ rights are completely disregarded by the white, wealthy town leaders.
8	ELA	<i>Sugar Changed the World</i> explicitly connects White supremacy, racism, slavery, and the society and the economy of the American South.
9	Social Studies	Civics - Explanation of the 13th, 14th and 15th Amendments- Students explore why it was necessary to add two additional amendments in order to safeguard the essential rights of black Americans and if these additional amendments achieved their goal.
11	Social Studies	In Unit 1: Causes of the Civil War: Cornerstone Speech, students analyze what phrases and language Douglass uses to justify the role of slavery in the formation of the Confederate States of America through the close reading of the Cornerstone Speech.  <b>CTE:</b> Culinary and Hospitality Management: Student explore the relationship between white supremacy, racism, and American slavery throughout the American Cuisine unit in international cuisine.

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	In Unit 2; lessons 41-45 <u>Rap a Tap Tap</u> , Rap a Tap Tap’s watercolor illustrations in sophisticated shades of tan, plum, aqua, mustard, olive, rust, black, and gray recall the pre-WWII era in which Robinson lived and danced.
1	N/A	There is no specific text example that discusses the central role racism played in the Civil War in Grade K. However, the text Martin Luther King: A Peaceful Leader, describes his role in the Civil Rights movement resulting from the Civil War.
2	N/A	There is no specific text example that discusses the central role racism played in the Civil War in Grade 2. However, in the text My Brother Martin, Christine King describes her lessons of standing up for justice and equality. It sets the stage for the historical journey that her brother would embark upon in his role in the Civil Rights movement resulting from the Civil War.
3	N/A	There is no specific text example that discusses the central role racism played in the Civil War in Grade 3. However, in the text, Rosa, describes her lessons of standing up for justice and equality during the Civil Rights movement.



4	N/A	
5	N/A	The central role racism played in the Civil war is not explicitly taught, however, in “The Mostly True Adventures of Homer P. Figg”, the main character meets troops of African American soldiers fighting in the Civil War.
6	ELA	<i>Lizzie Bright and the Buckminster Boy</i> indirectly addresses racism during the Civil War, as the events in this historical novel take place 50 years after the end of the war and the older townspeople display deep-seated racism. The Black residents of Malaga, descendants of enslaved people are victims of this racism
7	ELA	While reading <i>Code Talkers</i> , students read an article titled, <i>Enemies Within</i> and then compare the role of racism toward the Native Americans during WWII to the role of racism toward African Americans during the Civil War.
9	Social Studies	Geography - Mapping of America- Students look at geographic designations in our country (ie- Mason Dixon line, Missouri Compromise) based on slavery laws and social norms of the day and explore how the regions in the United States were designated based on the ideologies of white supremacy and the use of slavery.
11	Social Studies	In Unit 1: Causes of the Civil War: Cornerstone Speech, students analyze what phrases and language Douglass uses to justify the role of slavery in the formation of the Confederate States of America through the close reading of the Cornerstone Speech.

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	In Unit 2; lessons 41-45, Happy Birthday, Martin Luther King tells about the important events in the life of Dr. Martin Luther King, Jr. and describes segregation and federal, state, and local laws.
1	N/A	There is no specific text example that discusses how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws in Grade 1. However, the text Martin Luther King: A Peaceful Leader, describes segregation held up by federal, state, and local laws.
2	N/A	There is no specific text example that discusses how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws Grade 2. However, in the text In the Story of Ruby Bridges, the racial segregation of children in public schools held up by federal, state, and local laws were deemed unconstitutional.
3	N/A	There is no specific text example that discusses how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws in Grade 3. However, in the text, Rosa describes her determination for positive change demonstrating segregation held up by federal, state, and local laws. “A Picture Book of Frederick Douglass” focuses on segregation due to his inability to attend school and learn to read alongside White students.

		<p>“When Marian Sang” focuses on segregation due to her inability to attend music school and learn to perform alongside White students.</p>
4	ELA	<p>In Module 1, Unit 1: Our Changing Relationships, while reading “A Strong Right Arm: The Story of Mamie “Peanut” Johnson”, students learn about Mamie “Peanut” Johnson, one of only three women to play professional baseball in the Negro Leagues. In this group of lessons, students learn about the Negro Leagues, teams formed because Black players were not allowed to play on professional teams with White players due to racism and segregation. Students also learn that segregation in the United States was a practice where our laws required that Black people had to have separate places to live, separate schools, and other separate services, different from those of White people. Throughout the reading, students will explore how one Black woman navigated life in the 1950s and early 1960s in the United States as she worked to achieve her dream of playing professional baseball.</p> <p>ELA: In Module 4, Unit 2 Read Aloud, The book “Freedom on the Menu: The Greensboro Sit-Ins” is about true events that happened in Greensboro, North Carolina, in 1960. Students learn that Black and White people didn’t always get along, and Black people were often not given the same rights that White people enjoyed. Students learn about places that segregation affected, such as restaurants where Black people could not eat in the same restaurants that White people ate in. The book introduces students to a group of four Black college students decided to address segregation through the non-violent means of holding a sit-in; protesting by sitting down and not moving.</p> <p><b>Social Studies:</b> In Unit 1, Lesson 1, in the “Why and where was Rosa Parks?” lesson, students learn about the segregation going on in the City of Montgomery, AL in 1955. Students then learn that the Black people in Montgomery, Alabama started boycotting the buses. When Rosa Parks was asked about the boycott, she said, “Rather than ride in shame, we decided to walk with dignity.” Nine months after the boycott started, the bus company had lost so much revenue due to the boycott that they ended their discriminatory bus rules. Students analyze accounts of the day that Rosa Parks refused to give up her seat on the bus then draw conclusions and create accounts explaining why she chose to do so and where she was sitting.</p>
5	ELA	<p>Module 3, Unit 1: Hope and Perseverance, “Bud, Not Buddy” is a historical fiction piece taking place during the Great Depression. In the novel, a ten-year-old Black boy deals with many troubles of growing up in Flint, Michigan during the Great Depression of the 1930s as he tries to find his father. There are instances of discrimination and dated examples of children being “punished” in the story. For example, there are adults who threaten to “whip” or “beat” Bud with a belt and his foster parents lock him in a shed where there are hornets and bats for the night. This story includes descriptions of the horrors of the Great Depression and allows students to witness a snapshot of what life was like for Black people in Michigan during the Depression in the 1930s in a work of historical fiction. There are also other events and instances of prejudice and segregation from within that time period that are described in the text.</p> <p>In Module 2, Unit 2: History of Civil Rights, Lessons 15-32, “The Watsons Go to Birmingham — 1963” is a novel about a Black family that travels to</p>

		<p>Alabama during one of the most difficult times in history. This work of historical fiction depicts what life was like in America during the 1960s during the time of segregation and the Civil Rights Movement.</p> <p>In Module 2, Unit 2: History of Civil Rights, Culminating Task, "Informative Writing: Civil Rights Research Paper, In this Civil Rights research paper, students are expected to provide information from multiple informative sources about the Civil Rights Movement, including an accurate explanation of Civil Rights, race discrimination, and segregation, an accurate description of one event that occurred during the Civil Rights Movement, and an accurate description of one influential individual who was directly involved in the event the student chose to include</p> <p><b>Social Studies:</b> In their Civics Bill of Rights unit, students examine two high-profile Supreme Court case studies: Plessy vs. Ferguson and Brown vs. Board of Education. In Plessy vs. Ferguson, students learn that Plessy, who was technically black under Louisiana law, asked to sit in a "whites only" car of a Louisiana train and was denied access. In Brown vs. Board of Educations, students learn about segregation of public schools on the basis of race. Through their study of both cases, students examine issues of violation of one's Constitutional Rights under the Fourteenth Amendment.</p>
6	ELA	<p><i>Lizzie Bright and the Buckminster Boy</i> directly addresses the dichotomy between how white citizens and black citizens of Maine in the early 1900s are treated by the law. The Black residents of Malaga do not have the same rights as the white citizens: they are pushed off their generational land and the white leaders are able to declare the residents mentally incompetent and commit them to an insane asylum. <i>brown girl dreaming</i> also tells personal stories of the effects of institutional and generational racism on a particular family.</p>
7	ELA	<p><i>Hidden Figures</i> follows the stories of Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden, three African American women who lived and persevered during the Civil Rights Era.</p>
8	ELA	<p><i>Just Mercy</i> examines how enslavement and resulting racial oppression inform local and state laws; the enactment of those laws and racism in the judicial system. Also, In a lesson titled, <i>Racial Disparity in the Criminal Justice System</i>, students use primary and secondary sources to explore if there is a disparity between the racial composition of the United States and the racial composition of the correctional population in the United States.</p>
9	Social Studies	<p>Civics - Analysis of Supreme Court Cases: Students analyze the US Supreme Court cases such as Brown v Board of Education, vs Plessy V Ferguson in order to understand "separate but equal."</p>
10	ELA	<p>In lessons 7-10 of Guidebooks, students read about Abraham Lincoln and how slavery and segregation impacted minorities' ability to vote in the past and how we were not staying true to our founding principles by not allowing them to vote. They apply this to women's suffrage and how we continue to discriminate against certain groups of people.</p>

		<p><b>CTE: Teacher Academy:</b> In Chapter 4 titled “The Modern History of Education in America” students explore how the civil rights movement impacted the American Education System. And in Chapter 9, titled “Teaching Diverse Learners,” students learn why it is important to develop strategies to embrace cultural diversity.</p> <p><b>Social Studies:</b> Students learn how the welfare system was created through Federal &amp; State Laws such as New Deal Legislation and debate the reality of social responsibility versus individual responsibility. In addition, they explore Racial Inequities within the Housing System &amp; Laws</p>
11	Social Studies	<p>In Unit 7: WW2: Double V Campaign, students explore how Black American soldiers returning from WW2 react to the Jim Crow and Black Codes prevalent throughout America while they perform a Gallery Walk and Think Pair Share reflections, using primary and secondary sources of advertising, Black Codes, journals.</p> <p><b>ELA:</b> In Unit 3, students read and analyze John Brown’s Speech to the Court at his Trial.” They explore how, as an abolitionist, he fought to free slaves; however, his efforts were seen as acts of treason, insurrection, and murder.</p> <p><b>CTE: Culinary and Hospitality Management:</b> Students explore how slavery and segregation influenced cuisine development in America</p> <p><b>CTE: Teacher Academy:</b> In Chapter 14, “Role of Assessment and Guarding against Bias,” students explore how diversity training helps teachers to be attuned to any biases they may have that affects assessment.</p>
12	Social Studies	<p>Imperialism Unit: Students explore the role Christianity, Enlightenment-era philosophy, and democratic revolutions play in the abolishment of the slave trade, emancipating slaves in the Americas, and in achieving social reforms in various regions of the world.</p> <p><b>CTE: Plant Systems Management &amp; Sustainability:</b> As students study FFA History, they learn about the significance of the NFA (New Farmers of America) merger with the FFA. NFA was for African-American Farmers. Following desegregation, both organizations merged into one. Students also learn about the contributions of NFA and its members</p>

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	In Unit 2: lessons 16-20, Of Thee I Sing: A Letter to My Daughters, former President Barack Obama writes a letter to his daughters, including thirteen Americans who he believes demonstrate the United States’ best virtues. The author explains how he sees those virtues reflected in his daughters and all of the nation’s children.
1	ELA	In Module 3, Unit 2 “Learning Our History”, Lessons 41-45, Martin Luther King: A Peaceful Leader is the true story of a brave peaceful man that stood up for Black rights affecting the contributions of Black people to American

		life, history, literature, economy, politics, and culture. This book is a biography that includes historical information and domain-specific vocabulary.
2	ELA	In Module 3, Unit 3, Lessons 23 - 25, <i>My Brother Martin</i> , Christine King uses simple language as she describes race relations in the South during her childhood, shares the lessons that the King children learned from their families about standing up for justice and equality and sets the stage for the historic journey that her brother would embark upon in the years to come.
3	ELA	In Module 4, Unit 1 “A Journey of Self Discovery”, Lessons 16-20, <i>The Boy Who Harnessed the Wind</i> is a true story about a young boy that worked hard to create a better life for his community. His determination led to his success in providing wind electricity to his village. This text is identified as nonfiction, however, the author has chosen to use a narrative text structure. In Module 4, Unit 1 “Actions and Consequences”, Lessons 4-7 <i>One Hen</i> is a true story based on a boy from Ghana named Kojo who utilized the town’s loan system to boost the overall economy of the village.
4	ELA	In Module 1, Unit 1: Our Changing Relationships, while reading “A Strong Right Arm: The Story of Mamie “Peanut” Johnson”, students learn about Mamie “Peanut” Johnson, one of only three women to play professional baseball in the Negro Leagues. In this group of lessons, students learn about the Negro Leagues, teams formed because Black players were not allowed to play on professional teams with White players due to racism and segregation. Students also learn that segregation in the United States was a practice where our laws required that Black people had to have separate places to live, separate schools, and other separate services, different from those of White people. Throughout the reading, students will explore how one Black woman navigated life in the 1950s and early 1960s in the United States as she worked to achieve her dream of playing professional baseball. In Module 2, Unit 2 Read Aloud, in “Shaking Things Up: 14 Young Women Who Changed the World” students read two texts about black women in history and learn about their backgrounds and accomplishments. First, students read the poem “Taking the Heat” about Molly Williams, a Black woman who was the first known female firefighter in the United States and who lived from 1747–1821. Students then read the poem “Lift-off” about Mae Jemison, the first female Black astronaut to go to outer space, born in 1956. Students plot both women’s stories on a timeline and record important facts about both women on an anchor chart.
5	ELA	In Module 1, Unit 1: Writing with a Purpose, Lesson 11, while reading the biography “Keep On! The Story of Matthew Henson: Co-discoverer of the North Pole”, students learn about Matthew Henson, an African American man who co-discovered the North Pole Robert Perry. The book includes a timeline of the exploration and information that discusses how Matthew Henson did not initially get credit for the discovery until many years later
6	ELA	The students will read the memoir “Brown Girl Dreaming” by Jacqueline Woodson. In her memoir, Woodson describes the laws that she had to

		endure living with in New York and South Carolina in the era of Jim Crow. In her memoir, Woodson describes the Civil Right Movement and some of the African-American heroes who led it. The students will explore these heroes and their contributions, as well as Woodson herself who has made many contributions to literature.
7	ELA	<i>Hidden Figures</i> tells the story of the contributions of four notable African American scientists who contributed to the field of Aeronautics
8	Math	In Unit 4, students are introduced to Benjamin Banneker, a mathematician who was born in MD and assisted in the construction of the capital, created almanacs and worked towards racial equality.  <b>ELA:</b> In <i>Just Mercy</i> , the author details how he attempts to disrupt an unjust judicial system. His work towards equity is a contribution to society. Also, the freedom to disrupt oppression in society is part of the American ethos.
9	Social Studies	Civics & Geography - Highlight individual contributions, when appropriate, on historic dates and through related current events. Students study Reaching of the North Pole by Perry and Matthew Henson. (Both are buried in a prominent location in Arlington National Cemetery.) And explore who Matthew Henson truly was.  <b>CTE: Finance:</b> In the Unit titled, History of Banking and Financial Careers, students discuss the contributions of black owned banks, as well as the contributions and destruction of the Black Wall Street. We also talk about ethics and the history of discrimination against women and African Americans when it comes to getting loans and getting jobs.  <b>CTE: BioMed:</b> Students, in a variety of units, explore the contributions of black individuals through career connections and scientific discoveries related to biomedical sciences
10	ELA	In Unit 2 “The Horse and the Olive,” students read and analyze a text by an influential African American author, James Baldwin. And in Unit 3 “Henrietta’s Dance,” students learn about the contributions of Henrietta Lacks to modern science. Additionally, in this unit, students read and analyze two poems by African American poet Alice Walker and discuss a painting by African American painter Faith Ringgold.  <b>Social Studies:</b> Students explore Black peoples’ contributions such as Machinery, telescopes, computer programming, GPS, IBM, Traffic Signals, etc. and their impact on the economy.  <b>CTE: Plant and Soil Systems:</b> Students study FFA history, SAEs and Career Exploration to learn about important historical figures within the national FFA organization and important historical events involving Black History within the organization. Additionally, students see examples of SAE projects and careers held by all races and cultures, including Blacks.
11	Social Studies	In Unit 6: Interwar: Harlem Renaissance, students discover how the art,

		<p>music, and literature produced during the Harlem Renaissance provide examples of Black American culture being centered in mainstream American society.</p> <p><b>CTE:</b> Human Body Systems: Students explore the contribution of black individuals through career connections and scientific discoveries related to biomedical sciences.</p> <p><b>CTE:</b> Financial Services: In Unit 2 “Origins of Money and Banking,” students learn about bartering and the creation of money that happened in parts of Africa and other countries before the United States. How the United States adapted to Africa and other countries' monetary values.</p>
12	CTE	<p>Plant Systems Management &amp; Sustainability: As students study FFA History/Opportunities in FFA, SAEs &amp; Career Exploration/Preparation, they learn about important historical figures within the national CTE: FFA organization and important historical events involving African American History within the organization. They also see the opportunities available to all individuals involved in the National FFA Organization. Additionally, students see examples of SAE projects and careers held by all races and cultures, including African Americans.</p>

**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
K	ELA	Amazing Grace is a realistic fiction story about a girl who loves pretending to be many different people and characters until others tell her that she cannot do things because of who she is. Even though her classmates discourage Grace from trying out for Peter Pan in the school play because she is Black and a girl.
1	ELA	In Module 3, Unit 2 “Learning Our History”, Lessons 36-38, Harriet Tubman: Freedom Fighter is the true journey of a woman who helps enslaved people gain freedom. This book is a biography that includes historical information relating to the struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States.
2	ELA	In Module 3, Unit 3, Lessons 23 - 25, In My Brother Martin, renowned educator Christine King Farris, older sister of the late Dr. King recalls the birth of her two younger brothers and reflects on life in the King household from the vantage point of an older sibling.
3	ELA	In Module 3, Unit 1 “Fearless American Females”, Lessons 1-5 , Rosa is a text about Rosa Parks and her determination for positive change demonstrating the socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States.
4	ELA	In Module 2, Unit 2 Read Aloud, The book “Freedom on the Menu: The Greensboro Sit-Ins” is about true events that happened in Greensboro, North Carolina, in 1960. Students



		learn that Black and White people didn't always get along, and Black people were often not given the same rights that White people enjoyed. Students learn about places that segregation affected, such as restaurants where Black people could not eat in the same restaurants that White people ate in. The book introduces students to a group of four Black college students decided to address segregation through the non-violent means of holding a sit-in; protesting by sitting down and not moving. Students are also introduced to the role of the NAACP, The National Association for the Advancement of Colored People, a civil rights organization in the United States, who works toward promoting justice for African Americans.
5	ELA	In Module 2, Unit 2: History of Civil Rights, Lessons 15-32, "The Watsons Go to Birmingham — 1963" is a novel about a Black family that travels to Alabama during one of the most difficult times in history. This work of historical fiction depicts what life was like in America during the 1960s during the time of segregation and the Civil Rights Movement.
6	ELA	<i>Lizzie Bright and the Buckminster Boy</i> gives examples of socio-economic struggles that the residents of Malaga experience in the lack of access to town services, access to jobs, and in the flagrantly racist treatment the residents receive from the town leaders. Much of the poetry in <i>girl dreaming</i> tells of the experiences of the author's family members in their struggles during the Civil Rights movement and after.
7	Social Studies	In a Macroeconomics unit titled, <i>How does where you live impact how you live?</i> , students examine how redlining contributed to wealth inequalities that exist today. By analyzing graphs, understanding how different groups of people are affected differently by unemployment and how the rate of unemployment among groups has many different causes. In addition, students learn how from 1968 to 1974, Congress passed several federal laws and policies preventing lending discrimination by race and gender, and the pattern of residential segregation started to change.  <b>ELA:</b> <i>Hidden Figures</i> recounts the discrimination Black, women scientists experienced in gaining recognition, funding, and respect for their invaluable contributions to the field of Aerospace Engineering
8	ELA	In <i>Just Mercy</i> the author discusses the socio-economic struggles faced by his Black clients. He traces a thorough line between racism, their socio-economic status, and their unjust incarceration.
9	Social Studies	Civics - Explanation of the 13th, 14th and 15th Amendments. Students explore why it was necessary to add two additional amendments in order to safeguard the essential rights of black Americans and if these additional amendments achieved their goal.  <b>CTE:</b> Finance: In the History of Banking unit, students discuss the contributions of black owned banks, as well as the contributions and destruction of the Black Wall Street. We also talk about ethics and the history of discrimination against women and African Americans when it comes to getting loans and getting jobs.

10	Social Studies	Students will learn about credit card debt and the legislative agencies that cause struggles for various minorities, such as Black people. They will also learn about the wealth gap within soci-economic status and how that impacts them on a personal finance level & the American Economy.
11	Social Studies	In Unit 10: Modern America: Redlining, students define the practice of redlining, locate areas in which the practice was more frequently employed, and describe the effect redlining has had on generational wealth in Black American communities.  <b>ELA:</b> In Unit 2 , while exploring the theme of the American Dream, students read and analyze “Let America Be America Again,” by Langston Hughes to uncover the impact of inequality on African Americans due to the lack of freedom. However, Hughes is encouraging African Americans to make America what it should be.
12	CTE	Plant Systems Management & Sustainability: During the Sustainability Unit, students learn about the three levels of agricultural sustainability (community, economy, environment) and how these factors disproportionately impact marginalized individuals and impoverished areas, such as some Black communities.

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	In Unit 2, Happy Birthday, Martin Luther King tells about the important events in the life of Dr. Martin Luther King, Jr. This nonfiction text is a biography with a sequence of events structure. Students will collaboratively create a list of events in Dr. King’s life as a national figure.
1	ELA	In Module 3, Unit 2 “Learning Our History”, Lessons 41-45, Martin Luther King: A Peaceful Leader Beginning readers will learn about the milestones in Martin Luther King Jr.’s life in this Level Two I Can Read biography, which combines a traditional, illustrated narrative with historical photographs at the back of the book—complete with a timeline, illustrations, and interesting facts as a national figure.
2	ELA	In Module 3, Unit 2, Lessons 31 - 35, Jackie Robinson is a biography with a narrative text structure. It tells the life story of Jackie Robinson, a talented baseball player who overcame prejudice to become the first Black person to play on a modern major league baseball team—the Brooklyn Dodgers. Students will collaboratively create a timeline documenting the most important events in Jackie Robinson’s life from the readings each day.
3	ELA	In Module 3, Unit 1 “Fearless American Females”, Lessons 1-5, Rosa is a text about Rosa Parks and her determination for positive change. The author offers a moving interpretation of Rosa Parks's momentous refusal to give up her bus seat. The author brings her heroine very much to life as she convincingly imagines Parks's thoughts and words while she rode the bus on December 1, 1955.

4	ELA	<p>In Module 1, Unit 1: Our Changing Relationships, while reading “A Strong Right Arm: The Story of Mamie “Peanut” Johnson”, students learn about Mamie “Peanut” Johnson, one of only three women to play professional baseball in the Negro Leagues. In this group of lessons, students learn about the Negro Leagues, teams formed because Black players were not allowed to play on professional teams with White players due to racism and segregation. Students also learn that segregation in the United States was a practice where our laws required that Black people had to have separate places to live, separate schools, and other separate services, different from those of White people. Throughout the reading, students will explore how one Black woman navigated life in the 1950s and early 1960s in the United States as she worked to achieve her dream of playing professional baseball.</p> <p>ELA: In Module 2, Unit 2 Read Aloud, in “Shaking Things Up: 14 Young Women Who Changed the World” students read two texts about black women in history and learn about their backgrounds and accomplishments. First, students read the poem “Taking the Heat” about Molly Williams, a Black woman who was the first known female firefighter in the United States and who lived from 1747–1821. Students then read the poem “Lift-off” about Mae Jemison, the first female Black astronaut to go to outer space, born in 1956. Students plot both women’s stories on a timeline and record important facts about both women on an anchor chart.</p> <p><b>Social Studies:</b> In Unit 1, Lesson 11, “Why and where was Rosa Parks?,” students learn about the segregation going on in the City of Montgomery, AL in 1955. Students then learn that the Black people in Montgomery, Alabama started boycotting the buses. When Rosa Parks was asked about the boycott, she said, “Rather than ride in shame, we decided to walk with dignity.” Nine months after the boycott started, the bus company had lost so much revenue due to the boycott that they ended their discriminatory bus rules. Students analyze accounts of the day that Rosa Parks refused to give up her seat on the bus then draw conclusions and create accounts explaining why she chose to do so and where she was sitting.</p>
5	ELA	<p>In Module 3, Unit 2: The Underground Railroad, Lessons 5-8, while reading “Aunt Harriet’s Underground Railroad in the Sky” students learn how the real Underground Railroad operated, and follow one fictional character’s journey along the railroad. This story is about siblings on an educational journey to learn about their great-great-grandparent’s movement from slavery to freedom through the stories of Harriet Tubman.</p>
6	ELA	<p>Jacqueline Woodson, author of <i>brown girl dreaming</i>, is a winner of both the Coretta Scott King Award and the National Book Award.</p>
7	ELA	<p><i>Hidden Figures</i> tells the story of four historical figures: Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden. During the reading of the text, <i>Hidden Figures</i>, students listen to and discuss a podcast that discusses school desegregation in Southern Delaware to better understand why school desegregation was so difficult to achieve.</p>
8	ELA	<p>Using the article, <i>The Incredible Frederick Douglas</i>, and a newspaper article titled, <i>100 years of Frederick Douglas School in Seaford, DE.</i>, students examine Frederick Douglas’ impact on US history and the impact of his school on Delaware. In addition, The author of <i>Just Mercy</i>, Bryan Stevenson,</p>

		is from Milton, DE. Teachers can illuminate the connection to the state.
9	Civics & Geography	<p>Highlight individual contributions, when appropriate, on historic dates and through related current events. Students study Reaching of the North Pole by Perry and Matthew Henson. (Both are buried in a prominent location in Arlington National Cemetery.) And explore who Matthew Henson truly was. Additionally, students in Civics can research Thurgood Marshall and his contributions to the Supreme Court.</p> <p><b>CTE: Finance:</b> Students highlight black owned Bank owners, as well as the first African Americans involved in Economy research.</p> <p><b>CTE: BioMed:</b> Students explore the contributions of black individuals through career connections and scientific discoveries related to biomedical sciences. This area is lacking specifically in important figures in Delaware history.</p>
10	Social Studies	<p>Students study Black Entrepreneurs &amp; Inventors and their impact on the Economy such as: Pint-Sized CEO, Oprah Winfrey, Michael Jordan, George Foreman, Madam C.J. Walker, Robert Gordon, Annie Malone, etc.</p> <p><b>CTE: Principles of Accounting:</b> In Unit 5, “Careers in Accounting,” students highlight Black accountants and do research on the black owned accounting businesses in the US and Delaware.</p> <p><b>CTE: Plants and Soil Systems:</b> Students learn about important Black historical figures within both the Delaware and National FFA Organization.</p>
11	Social Studies	<p>In Unit 1: Civil War: Harriet Tubman, students study how Harriet Tubman impacted the lives of enslaved people through the state of Delaware.</p> <p><b>CTE: Human Body Systems:</b> Students explore the contributions of black individuals through career connections and scientific discoveries related to biomedical sciences. This area is lacking specifically in important figures in Delaware.</p> <p><b>CTE: Culinary and Hospitality Management:</b> Students discuss black leaders in the culinary field during International cuisine.</p> <p><b>CTE: Financial Services:</b> In Unit 5 “Careers,” students highlight black individuals in Financial Service Careers, Measure differences in Pay and write a persuasive essay on the need for consistency with women and people of color.</p>
12	Social Studies	<p>In Units on World Religions : Mansa Musa, European Slave Trade, and Imperialism students study the role of blacks in world history.</p> <p><b>CTE: Plant Systems Management &amp; Sustainability:</b> While studying FFA History/Opportunities in FFA, students learn about important historical figures within both Delaware and the National FFA Organization. Additionally, they learn about the opportunities afforded to all individuals who have participated in both Delaware FFA and National FFA.</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
	<p><b>Previous</b></p> <ol style="list-style-type: none"><li>1. Introduction to HB 198-the what, the why, and the how? (Aug. 25, 2022)</li><li>2. Culturally Responsive Education: What it is and What it is not. (Sept. 13, 2022)</li><li>3. Unpacking Culturally Responsive Education (Sept. 13, 2022)</li><li>4. Importance of Diversity (Sept. 13, 2022)</li><li>5. Whole Family Approach to Academics (Sept. 13, 2022)</li><li>6. Embedding HB198 in your classroom (August 24, 2023)</li><li>7. HB198 - Leading the Work (September. 18, 2023)</li><li>8. HB198 - Targeting the Learning Targets (October 13, 2023)</li><li>9. Statewide Equity Summitt - All Content Areas (October 13, 2023)</li></ol> <p><b>Upcoming</b></p> <ol style="list-style-type: none"><li>10. HB198 - Culturally Responsive Resources - Actively Learn Partnership (Nov. 20, 2023)</li><li>11. Exploring Black History- District Wide PL (January 2, 2024)</li><li>12. Recognizing the educational impact of cultural diversity</li><li>13. Addressing demographics inequities in achievement</li><li>14. Building relationships across cultural differences</li><li>15. Classroom Culture that Promotes Diversity- District Wide PL (On-going: Self- Paced)</li><li>16. Teaching Hard History- District Wide PL (On-going: Webinars; Podcasts)</li></ol>