

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Dr. Kate Bowski

Position: District ELA and Social Studies Specialist

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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.

The Milford School District continues to do extensive work reviewing and assessing the curriculum to determine alignment with HB 198. We reviewed our initial work from the 2022-2023 SY and identified further areas of strength and areas where improvement or replacement was necessary. The following are actions we completed that address curriculum:

1. We realigned our K-3 Social Studies curriculum and created lessons with a lens on Black history. Additionally, we implemented multiple model lessons, endorsed by the DDOE and Social Studies Coalition, in grades 4, 5, 6, 7, and 8. Our team ensured all lessons were age-appropriate, incorporated many primary and secondary sources, and scaffolded student understanding of cultural and racial diversity, racism, prejudice, and discrimination then and now.
2. At the K-5 level, we reviewed our ELA curriculum that puts a greater emphasis on indigenous and marginalized communities with the expectation that this would further develop students' respect for cultural and racial diversity and knowledge of Black history.
3. We began reviewing the various lessons used in Related Arts classrooms to determine the extent the elements of HB 198b are integrated.

K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- b. The significance of enslavement in the development of the American economy.
- c. The relationship between white supremacy, racism, and American slavery.
- d. The central role racism played in the Civil War.
- e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- h. Black figures in national history and in Delaware history.

Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.					X		X			X			
b. The significance of enslavement in the development of the American economy.									X	X		X	
c. The relationship between white supremacy, racism, and American slavery.			X					X	X	X	X	X	
d. The central role racism played in the Civil War.						X		X	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	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
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	X	X	X
h. Black figures in national history and in Delaware history.	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
4	Social Studies	In Unit 2 of the 4th grade Social Studies lessons, students will read and learn about the flourishing culture and cities of Africa before European Colonization. The students look at maps and learn and clarify misconceptions about Africa, including the major misconception that Africa is one country and not the diverse continent that it is.
6	Social Studies	In 6th grade world regional geography, students will learn about North Africa and Sub-Saharan Africa. Lessons cover the diversity of Africa prior to the African and Black diaspora; current connections and contributions to science, art, literature and history by teaching the African Cultural Hearths and how it influenced the development of ancient civilizations. Lessons also cover the regions of West Africa, boundaries were influenced by the slave trade and the European colonization of Africa. Students will also compare and contrast the economic and human rights issues that African and Black Diaspora populations faced in different regions.
9	World Geography & History	<u>9th Grade World Geography and History</u> <i>McGraw-Hill World History and Geography textbook</i> Students use New Visions lessons on the Abbasid Golden Age, Trans Saharan Trade and why the West African Empires prospered to learn about the history and culture of Black people prior to the African and Black Diaspora. They also examine the growth of trade networks and power relations in the Songhai Empire and in East African city-states.

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

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	Underground Railroad and beginnings of abolition Slavery throughout the westward expansion. Exodusters, treatment/discrimination in main events like the Gold Rush, etc. Debate between free and slave states being admitted into the Union Slavery leading up to and during the Civil War Causes of war, African American soldiers, Emancipation Proclamation, 13th

9	AP Human Geography	<p><u>AP Human Geography</u> <u>CED: Course and Exam Description from College Board for AP Human Geography</u></p> <p>Topic 2.10 from CED Describe types of forced and voluntary migration: Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.</p> <p>Topic 3.5 from CED Explain how historical processes impact current cultural patterns. Colonialism, imperialism, and trade helped to shape patterns and practices of culture.</p> <p>Topic 6.8 from CED Explain the effects of different urban design initiatives and practices. Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.</p> <p>Topic 6.10 from CED Explain causes and effects of geographic change within urban areas. As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity zones or zones of abandonment. Urban renewal and gentrification have both positive and negative consequences.</p>
11	<p>US History</p> <p>AP US History</p>	<p>Topic 7.1 from CED Explain how the Industrial Revolution facilitated the growth and diffusion of industrialization. Investors in industry sought out more raw materials and new markets, a factor that contributed to the rise of colonialism and imperialism.</p> <p>In order to show the significance of enslavement in the development of the American economy, 11th grade students will examine the economic structure of both Northern and Southern parts of the United States prior to the Civil War and identify why the Southern United States economy was dependent on the enslavement of African Americans compared to the Northern United States.</p> <p><u>AP U.S. History</u> <i>Fabric of a Nation supplemental textbook</i> From the Course Exam and Description (CED) document: Topics 1.5, 2.3, 2.4</p>

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

Grade-level	Content Area(s)	Lessons/Resources
2	Social Studies	The 2nd grade Social Studies curriculum utilizes a variety of products pulled from the Delaware Recommended Curriculum as well as teacher created products. The year begins by building a foundation for understanding and

4	Social Studies	<p>developing respect and an appreciation for diversity in the Civics unit. Students explore what makes them unique through the <i>Best Part of Me</i> lesson and extend that to how we all create a diverse society. As we continue to build our curriculum, the History unit will include artifacts and primary sources that will help build an understanding of how notable events in Black history fit in with other historical events. These lessons provide a beginning understanding of the relationship between racism and American slavery.</p> <p>In Unit 4 of the 4th grade Social Studies lessons provided from DDOE, the topic is Enslavement. These sets of lessons have a goal of helping understand how America developed their system of enslavement and how it transformed and digressed from the systems of enslavement around the world being used at the time. The students will also look at a court case involving John Punch of indentured servitude that serves as a “turning point” where America moved from indentured servitude to race- based enslavement. These lessons also include the story of Olaudah Equiano, which focuses on telling a story that is not based on the victimization of people of color but also their agency and resistance. There are also additional lessons in this unit that emphasize resistance to enslavement. The lessons in this unit also cover what enslavement looked like in Delaware.</p>
7	Social Studies	<p>Reading from ICivics covering the Civil War, the Emancipation Proclamation, and the Reconstruction Period Students review and discuss the importance of the 13th-15th amendments</p> <p>Lessons on Plessy v Ferguson and Jim Crow laws</p>
8	Social Studies	<p>Underground Railroad and beginnings of abolition Slavery throughout the westward expansion. Exodusters, treatment/discrimination in main events like the Gold Rush, etc. Debate between free and slave states being admitted into the Union Slavery leading up to and during the Civil War Causes of war, African American soldiers, Emancipation Proclamation, 13th</p>
9	<p>World Geography and History</p> <p>AP Human Geography</p>	<p><u>9th Grade World Geography and History</u> Lessons from iCivics, the Stanford History Education Group lesson on the Middle Passage, and the film, <i>Roots</i>, explore the relationship between white supremacy, racism, and American slavery from colonization through the Civil War.</p> <p><u>AP Human Geography</u> <u>CED: Course and Exam Description from College Board for AP Human Geography</u></p> <p>Topic 2.10 from CED Describe types of forced and voluntary migration: Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.</p> <p>Topic 2.11 from CED Explain historical and contemporary geographic effects of migration.</p>

10	Government and Economics	<p>Topic 3.1 from CED Define the characteristics, attitudes, and traits that influence geographers when they study culture. Cultural relativism and ethnocentrism are different attitudes toward cultural differences.</p> <p><u>Government and Economics</u> <i>MacGruders American Government textbook</i></p> <p>Tenth grade students are taught various court cases during their Judicial Branch unit to help them understand how the courts have corrected the tragedy of enslavement. Court cases include Plessy v Ferguson and Brown v Board of Education. These cases will involve federal court decisions noting the supremacy of the Federal government. However during Brown v Board of education, students learn how Delaware was a part of the class action suit of Brown and the experience local of the Milford 11. Students also discuss the Civil Rights movement of the 1960s and how movements such as Black Lives Matter continue today. These lessons also examine actions of the government to enforce and make laws to promote fair and equal treatment.</p> <p>Other lessons include the contributions of Louis Redding and Orlando Camp (author of <i>The Milford Eleven</i>) in the work to integrate Delaware Schools; the work of Lisa Blunt-Rochester as an African American woman in federal politics; and the impact of Bryan Stevenson during discussions of the pursuit of equal justice for African Americans in court cases.</p>
11	American Literature	<p><u>11th Grade American Literature</u></p> <p>The 11th grade English course uses the My Perspectives curriculum. In this course, students study American Literature which involves the following topics:</p> <ul style="list-style-type: none"> - Exploration of the Foundational Documents, the Equiano narrative, the Gettysburg Address, and the concept of “all men are created equal.” - Examination of the continued struggle for freedom and equality across various groups in this country (particularly Black men and all women) through writers such as Frederick Douglass, Sojourner Truth, Langston Hughes. - Reading and discussion of the Brown v BOE court case. - Incorporation of the book <i>Of Mice and Men</i> and Ta-Nehisi Coates’ video about words that don’t belong.

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

Grade-level	Content Area(s)	Lessons/Resources
5	ELA	<i>The Mostly True Adventures of Homer P. Figg</i> in the Bookworms curriculum addresses the central role of racism in the Civil War.
7	Social Studies	<p>Reading from ICivics covering the Civil War, the Emancipation Proclamation, and the Reconstruction Period</p> <p>Underground Railroad and beginnings of abolition</p>

8		<p>Slavery throughout the westward expansion. Exodusters, treatment/discrimination in main events like the Gold Rush, etc. Debate between free and slave states being admitted into the Union Slavery leading up to and during the Civil War Causes of war, African American soldiers, Emancipation Proclamation, 13th</p>
9	World Geography and History	<p><u>9th Grade World Geography and History</u> Lessons from iCivics, the Stanford History Education Group lesson on the Middle Passage, and the film, <i>Roots</i>, explore the relationship between white supremacy, racism, and American slavery from colonization through the Civil War.</p>
11	US History	<p><u>11th Grade U.S. History</u> 11th Grade students will also study the Lost Cause Interpretation developed by the Confederate States at the conclusion of the Civil War and explain why the Confederate States developed this interpretation in order to mask how big the role of race was for their side during the Civil War.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
4	ELA and Social Studies	<p>Fourth graders read several books from the Bookworms reading program pertaining to the elements of HB 198. In <i>A Strong Right Arm</i>, students learn about segregation and Jim Crow laws as they read about Mamie Peanut Johnson's struggles as she and her Negro League baseball team travel through the south. The text compares the inequities Mamie's team and spectators faced compared to white teams and spectators at the time. Mamie's story also shares her struggle to find opportunities as a woman of color to grow her love and skills in baseball. This story also shares other influential Black athletes she encountered during her time in the pros: Satchel Paige, Toni Stone, Hank Baylis, Jackie Robinson, and more. The book illustrates their influence and importance on black culture during the 1950s and discusses the influence of the players on breaking the "colored lines" in baseball. Students also read <i>Freedom on the Menu: The Story of Greensboro Sit-ins</i>. Students learn about segregation laws and how African Americans fought for equality and freedom during that time period.</p> <p>In Social Studies, fourth grade teachers use the model lessons endorsed by the DDOE and the Social Studies Coalition. The lessons chosen allow students to learn to use and manipulate different types of timelines. Through this work students study accounts of the historic moment when Rosa Parks refused to give up her seat. They also have readings on Carter G. Woodson who helped create Black History Month and they create a timeline of his life. Students also participate in a read aloud of <i>Shaking Things Up</i> which features: Ruby Bridges, Mae Jemison, Molly Williams. This book illustrates how these women stood up to racial and gender barriers to reach their dreams.</p> <p>Fifth graders read <i>The Watsons Go to Birmingham - 1963</i>, <i>Bud Not Buddy</i>,</p>

5	ELA	<p>and <i>Keep On! The Matthew Henson Story</i> as part of the Bookworms Reading program. Each of these books helps students understand how racial discrimination, prejudice, and segregation affected the characters, and thereby African Americans in the 1960s.</p> <p>The History of Civil Rights unit in the Bookworms reading curriculum culminates with students researching the Civil Rights movement using several primary and secondary sources. They will produce a news article that answers the question, <i>What was it like to live during the Civil Rights Movement?</i></p>
7	Social Studies	<p>Analysis of Delaware Inn Keeper’s Law of 1875 that allowed Delaware restaurants and service industry, as well as transportation, to refuse service to people of color</p> <p>Case of Sarah C. Roberts vs. the City of Boston</p> <p>Lessons on Plessy v Ferguson and Jim Crow laws</p>
9	<p>ELA</p> <p>World Geography and History</p> <p>AP Human Geography</p>	<p>In our 7th grade ELA Curriculum, which utilizes the Amplify ELA program, students read <i>A Raisin in the Sun</i>. They complete writing pieces and discussions about the themes of racism, segregation, family, oppression, and civil rights.</p> <p><u>9th Grade World Geography and History</u> Lessons from iCivics, the Stanford History Education Group lesson on the Middle Passage, and the film, <i>Roots</i>, explore the relationship between white supremacy, racism, and American slavery from colonization through the Civil War.</p> <p><u>AP Human Geography</u> <u>CED: Course and Exam Description from College Board for AP Human Geography</u></p> <p>Topic 2.11 from CED Explain historical and contemporary geographic effects of migration.</p> <p>Topic 3.1 from CED Define the characteristics, attitudes, and traits that influence geographers when they study culture. Cultural relativism and ethnocentrism are different attitudes toward cultural differences.</p> <p>Topic 6.8 from CED Explain the effects of different urban design initiatives and practices. Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.</p> <p>Topic 6.10 from CED Explain causes and effects of geographic change within urban areas. As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity</p>

10	Government & Economics	<p>zones or zones of abandonment. Urban renewal and gentrification have both positive and negative consequences.</p> <p>Topic 7.1 from CED Explain how the Industrial Revolution facilitated the growth and diffusion of industrialization. Investors in industry sought out more raw materials and new markets, a factor that contributed to the rise of colonialism and imperialism.</p> <p><u>Government and Economics</u> <i>MacGruders American Government textbook</i></p> <p>Tenth grade students are taught various court cases during their Judicial Branch unit to help them understand how the courts have corrected the tragedy of enslavement. Court cases include Plessy v Ferguson and Brown v Board of Education. These cases will involve federal court decisions noting the supremacy of the Federal government. However during Brown v Board of education, students learn how Delaware was a part of the class action suit of Brown and the experience local of the Milford 11. Students also discuss the Civil Rights movement of the 1960s and how movements such as Black Lives Matter continue today. These lessons also examine actions of the government to enforce and make laws to promote fair and equal treatment.</p> <p>Other lessons include the contributions of Louis Redding and Orlando Camp (author of <i>The Milford Eleven</i>) in the work to integrate Delaware Schools; the work of Lisa Blunt-Rochester as an African American woman in federal politics; and the impact of Bryan Stevenson during discussions of the pursuit of equal justice for African Americans in court cases.</p>
11	US History	<p><u>11th Grade U.S. History</u> 11th grade students will learn how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws by investigating the development of Black Codes and the Jim Crow laws to see the different avenues both local and federal governments went through in order to continue the disenfranchisement of the newly freed African Americans.</p> <p><u>AP U.S. History</u> <i>Fabric of a Nation supplemental textbook</i> From the Course Exam and Description (CED) document: Topics: 1.5, 1.6, 2.3, 2.4, 2.5, 3.12, 4.3, 4.12</p>
12	Multiple electives	<p>In 12th grade, students have the option to take any number of elective Social Studies courses as well as dual enrollment courses where the curriculum is defined by Higher Education institutions. For example, in Sociology, students study culture and cultural diversity, and they analyze social stratification and the causes and consequences of classifying people by race, ethnicity, and gender.</p>

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	Social Studies	<p>In Social Studies, students learn about the traditions and ceremonies of Kwanzaa as it relates to African American culture. Students read an informational text and participate in hands-on activities meant to increase student understanding of the holiday.</p>
1	<p>Art</p> <p>ELA and Social Studies</p>	<p>Alma Thomas art project - teaching mosaics and Black History Reggie Laurant - teaching abstract art and use of shapes</p> <p>Our Social Studies curriculum introduces students to Black American leaders, including their backgrounds, hardships if any, and contributions to society. The curriculum incorporates lessons about the lives and accomplishments of Martin Luther King Jr, Mae Jemison, George Washington Carver, and Ruby Bridges. Students use stories, videos, and a variety of activities and puzzles to learn about the contributions of these historical African Americans.</p> <p>These concepts are further explored through our Bookworms Reading curriculum when students are introduced to a variety of books such as: <i>Wings</i> (a celebration of diversity), <i>Duke Ellington</i> (a biography of his life and contributions to jazz music), <i>The Thing Lou Couldn't Do</i> (celebrating our differences and persevering), <i>Harriet Tubman: Freedom Fighter</i> (explores her life as well as her lesser-known accomplishments), and <i>Martin Luther King, Jr: A Peaceful Leader</i>. These books are read, discussed, and written about through student writing pieces.</p> <p>Art</p> <p>Students learned about Faith Ringgold and her story "Tar Beach". Students learned about Faith's father's struggle as an employee and how she persevered in following her dreams. Bernard Hoyes-talked about his family life and struggles; why he came to America and pursued art here instead of home of Jamaica; did paintings of his dancing lady Benjamin Banneker- taught of his life struggles and achievements; gave history of Benjamin Banneker school through the years up to date; did art of his watches Artwork by Blsa Butler, fabric artist, is viewed, discussed and used as inspiration to create student drawings. Discussed how MLK Jr. understood the need for societal changes, and through working together, used peaceful protests to further justice for African Americans. Created artwork using the peace symbol. Studied selected artwork by Jean-Michel Basquia while learning about his background and created artwork emulating his style.</p>
2	ELA	<p>The 2nd grade Bookworms Reading curriculum addresses the above referenced requirements through lessons linked to multiple texts that include two Jackie Robinson texts. A Jackie Robinson biography that highlights his struggles with segregation and inequality as well as the most important events and accomplishments in his life and <i>Dad, Jackie, and Me</i> (a narrative that explores prejudicial treatment based on race or disability). Other texts that address the above referenced requirements are <i>My Brother Martin</i>, <i>The Story of Ruby Bridges</i>, and <i>Starstruck: The Cosmic Journey of Neil deGrasse Tyson</i>. Lessons associated with these books include</p>

3	Art	<p>developing chronologies of important events in their lives, identifying prejudices, and writing pieces discussing how these individuals overcame adversity brought on by racism, segregation, and inequalities.</p> <p>Students learned about Alma Thomas and her life experiences dealing with segregation and how she became a teacher during this time.</p> <p>Jean Michel Basquiat- discussed life experiences; how he uses art to express feelings and emotions; did drawings of self expression and favorite things in life</p> <p>Benjamin Banneker- taught of his life struggles and achievements; gave history of Benjamin Banneker school through the years up to date; did art of his watches and clocks</p> <p>William H. Johnson’ art and style are discussed and emulated through a collage activity. Blind Singer is a particular reference used to highlight the enduring struggle of African Americans.</p>
	ELA	<p>In the 3rd grade Bookworms Reading program, students read books such as: <i>A Picture Book of Frederick Douglass</i> which outlines his life and times, his civic contributions, and the concepts of prejudice, slavery, and racial discrimination. <i>Rosa</i> tells the story of Rosa Parks’ work for equal rights. The book also outlines scenarios of segregation, racial discrimination, and prejudice. It describes the work of Martin Luther King, Jr and the events leading to the Civil Rights Movement.</p> <p><i>When Marian Sang</i> is a biography of Marion Anderson, the first African American singer to perform at the White House and to sing with New York's Metropolitan Opera. The lessons for this story cover the struggles of racial segregation and discrimination that Marian had to overcome to reach her goal.</p> <p>For each of these books, students discuss, respond to questions, and complete written responses to demonstrate understanding of the time period and empathy for the character. During one marking period, students do a research report called “Exposing Injustice” where they apply what they have learned about injustice to defend an opinion about the end justifying the means.</p>
	Art	<p>Students learned about Charles MaGee and how he felt it was important to create art that was meaningful to all races. He focused on the city of Detroit and explained that even though we have differences we can all come together and find the beauty in creativity.</p> <p>Benjamin Banneker - taught of his life struggles and achievements; gave history of Benjamin Banneker school through the years up to date; did art of constellations</p> <p>Clementine Hunter- taught of how she used art to allow others to see the lives of slaves; self taught; was first African American artist to have a solo exhibit in art museum but wasn’t allowed to go in herself because of segregation; did watercolor crayon resist painting of her zinnias</p> <p>MLK Jr. understood the need for societal changes, and through working together, used peaceful protests to further justice for African Americans. Paint portrait.</p>

4	Social Studies	<p>In Unit 4 of the 4th Grade Social Studies lessons provided from DDOE, the topic is Enslavement. These sets of lessons have a goal of helping understand how America developed their system of enslavement and how it transformed and digressed from the systems of enslavement around the world being used at the time. The students will also look at a court case involving John Punch of indentured servitude that serves as a “turning point” where America moved from indentured servitude to race- based enslavement. These lessons also include the story of Olaudah Equiano, which focuses on telling a story that is not based on the victimization of people of color but also their agency and resistance. There are also additional lessons in this unit that emphasize resistance to enslavement. The lessons in this unit also cover what enslavement looked like in Delaware.</p>
5	Art	<p>The reasons behind MLK Jr “I have a dream” speech are discussed and how working cooperatively can facilitate change. Discussed reasons why society must continue to be aware of bias and prejudice.</p> <p>Students learned about Jacob Lawrence and “The Migration Series”. Our focus was on the struggles of black people leaving the south to find a better way of life.</p> <p>Benjamin Banneker- taught of his life struggles and achievements; gave history of Benjamin Banneker school through the years up to date; created our own stamps of Benjamin Banneker</p> <p>Lois Malou Jones- discussed her art styles and life struggles; became a teacher and used her artwork to share history of her life; made masks in her style with oil pastels.</p> <p>Shirley Chisholm, first African American woman elected to the senate, is studied and drawn.</p>
6	Social Studies	<p>Fifth graders read <i>The Watsons Go to Birmingham - 1963</i>, <i>Bud Not Buddy</i>, and <i>Keep On! The Matthew Henson Story</i> as part of the Bookworms Reading program. Each of these books helps students understand how racial discrimination, prejudice, and segregation affected the characters, and thereby African Americans in the 1960s.</p> <p>View and discuss short sections of this online reading of the book “I am MLK Jr.” by Brad Meltzer.</p> <p>Students pick one item from the online book and draw/sketch it.</p> <p>Students complete a MLK portrait painting, either in abstract or realistic fashion, after comparing/contrasting various portraits of him.</p> <p>Students learned about Aaron Douglas and how he was an important figure during the Harlem Renaissance. They learned how his art reflected the culture of Harlem during this time of change.</p> <p>Lois Malou Jones- discussed her art styles and life struggles; became a teacher and used her artwork to share history of her life; made masks and different designs with oil pastels.</p>
6	Social Studies	<p>In 6th grade world regional geography, students will learn about North Africa and Sub-Saharan Africa. Lessons cover the diversity of Africa prior to the African and Black diaspora; current connections and contributions to science, art, literature and history by teaching the African Cultural Hearths</p>

		<p>and how it influenced the development of ancient civilizations. Lessons also cover the regions of West Africa, boundaries were influenced by the slave trade and the European colonization of Africa. Students will also compare and contrast the economic and human rights issues that African and Black Diaspora populations faced in different regions.</p>
7	<p>Health & PE</p> <p>Art</p>	<p>Discussions and lessons about impactful black athletes in America</p> <p>Lessons incorporate a project using 2 African ancient civilizations and one Japanese culture era to combine a mask/monument artwork based on their culture. The combination of the 3 cultures into one visual art project helps the students relate to the struggles these civilizations endured. We know little about them in literature, but their visual footprint is widely known. Many of our ancestors were at one point or another related to these civilizations.</p>
	Social Studies	<p>The experience of the Milford 11 Students read from the book written by Orlando Camp detailing society in Milford at the time Students watch interviews from Orland Camp explaining what happened in the town after integration</p> <p>Underground Railroad and beginnings of abolition Slavery throughout the westward expansion. Exodusters, treatment/discrimination in main events like the Gold Rush, etc. Debate between free and slave states being admitted into the Union Slavery leading up to and during the Civil War</p>
8	Art	<p>Causes of war, African American soldiers, Emancipation Proclamation, 13th Students learn about different African cultures and the masks of those cultures. Students then look at how those masks influenced western art.</p>
	Art	<p>Students learn about different African American artists as they relate to different class projects. Those artists include, but are not limited to: Charles McGee, Jacob Lawrence, Kehinde Wiley, Jean Michel-Basquait, and Kara Walker.</p>
10	Government and Economics	<p><u>Government and Economics</u> <i>MacGruders American Government textbook</i></p> <p>Tenth grade students are taught various court cases during their Judicial Branch unit to help them understand how the courts have corrected the tragedy of enslavement. Court cases include Plessy v Ferguson and Brown v Board of Education. These cases will involve federal court decisions noting the supremacy of the Federal government. However during Brown v Board of education, students learn how Delaware was a part of the class action suit of Brown and the experience local of the Milford 11. Students also discuss the Civil Rights movement of the 1960s and how movements such as Black Lives Matter continue today. These lessons also examine actions of the government to enforce and make laws to promote fair and equal</p>

10, 11, 12	Art	<p>treatment.</p> <p>Other lessons include the contributions of Louis Redding and Orlando Camp (author of <i>The Milford Eleven</i>) in the work to integrate Delaware Schools; the work of Lisa Blunt-Rochester as an African American woman in federal politics; and the impact of Bryan Stevenson during discussions of the pursuit of equal justice for African Americans in court cases.</p> <p>We create a project using 2 African ancient civilizations and one Japanese culture era to combine a mask/monument artwork based on their culture. The combination of the 3 cultures into one visual art project helps the students relate to the struggles these civilizations endured. We know little about them in literature, but their visual footprint is widely known. Many of our ancestors were at one point or another related to these civilizations.</p> <p>Students learn about different African cultures and the masks of those cultures. Students then look at how those masks influenced western art.</p> <p>Students learn about different African American artists as they relate to different class projects. Those artists include, but are not limited to: Charles McGee, Jacob Lawrence, Kehinde Wiley, Jean Michel-Basquait, and Kara Walker.</p>
11	US History	<p><u>11th Grade U.S. History</u></p> <p>In 11th grade, students learn about the contributions of Black people to American life by investigating key African American figures in the Harlem Renaissance and the different contributions they made to American Culture during the early 20th century.</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
2	ELA	<p>The 2nd grade Bookworms Reading curriculum addresses the above referenced requirements through lessons linked to multiple texts that include two Jackie Robinson texts. A Jackie Robinson biography that highlights his struggles with segregation and inequality as well as the most important events and accomplishments in his life and <i>Dad, Jackie, and Me</i> (a narrative that explores prejudicial treatment based on race or disability). Other texts that address the above referenced requirements are <i>My Brother Martin</i>, <i>The Story of Ruby Bridges</i>, and <i>Starstruck: The Cosmic Journey of Neil deGrasse Tyson</i>. Lessons associated with these books include developing chronologies of important events in their lives, identifying prejudices, and writing pieces discussing how these individuals overcame adversity brought on by racism, segregation, and inequalities.</p>
3	ELA and Social Studies	<p>The 3rd grade Social Studies curriculum utilizes the Delaware Recommended Curriculum and teacher curated materials. In the Social</p>

4	ELA and Social Studies	<p>Studies Civics unit, third graders learn about rights, responsibilities, and privileges and how they evolved from the Constitution, the Bill of Rights, and the creation of a civilized society. Respect for diversity is a focus throughout much of the Civics unit. This will create the foundation for moving into the Regions and Places unit from the DRC which will focus heavily on culture - house design, dress, food, or language and how places are connected to each other through culture and for the History Unit which will utilize primary and secondary sources to learn about Black History.</p> <p>In the Bookworms Reading program, students read books such as: <i>A Picture Book of Frederick Douglass</i> which outlines his life and times, his civic contributions, and the concepts of prejudice, slavery, and racial discrimination. <i>Rosa</i> tells the story of Rosa Parks' work for equal rights. The book also outlines scenarios of segregation, racial discrimination, and prejudice. It describes the work of Martin Luther King, Jr and the events leading to the Civil Rights Movement.</p> <p><i>When Marian Sang</i> is a biography of Marion Anderson, the first African American singer to perform at the White House and to sing with New York's Metropolitan Opera. The lessons for this story cover the struggles of racial segregation and discrimination that Marian had to overcome to reach her goal.</p> <p>These lessons provide a beginning understanding of the struggles historical Black figures endured by incorporating how the laws and regulations of the time period impacted the lives of these figures.</p> <p>Fourth graders read several books from the Bookworms reading program pertaining to the elements of HB 198. In <i>A Strong Right Arm</i>, students learn about segregation and Jim Crow laws as they read about Mamie Peanut Johnson's struggles as she and her Negro League baseball team travel through the south. The text compares the inequities Mamie's team and spectators faced compared to white teams and spectators at the time. Mamie's story also shares her struggle to find opportunities as a woman of color to grow her love and skills in baseball. This story also shares other influential Black athletes she encountered during her time in the pros: Satchel Paige, Toni Stone, Hank Baylis, Jackie Robinson, and more. The book illustrates their influence and importance on black culture during the 1950s and discusses the influence of the players on breaking the "colored lines" in baseball. Students also read <i>Freedom on the Menu: The Story of Greensboro Sit-ins</i>. Students learn about segregation laws and how African Americans fought for equality and freedom during that time period.</p> <p>In Social Studies, fourth grade teachers use the model lessons endorsed by the DDOE and the Social Studies Coalition. The lessons chosen allow students to learn to use and manipulate different types of timelines. Through this work students study accounts of the historic moment when Rosa Parks refused to give up her seat. They also have readings on Carter G. Woodson who helped create Black History Month and they create a timeline of his life. Students also participate in a read aloud of <i>Shaking Things Up</i> which features: Ruby Bridges, Mae Jemison, Molly Williams. This book illustrates how these women stood up to racial and gender barriers to reach</p>
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		<p>their dreams.</p> <p>In Unit 5 of the Social Studies lessons provided from DDOE, students will learn about 1619, the year the first enslaved person arrived in the colonies and how this arrival allowed for the survival and growth of the colonies. They will then learn about a historical figure, Elizabeth Key, as an illustration of how enslaved people worked for agency and sued for their freedom even when obstacles were purposely put in their way. In Unit 6, regarding the revolution, students learn how throughout the turmoil enslaved people were still fighting for their freedom (including Ona Judge and Mum Bett). In Unit 9, students also learn about how enslaved people helped build America and especially, its architecture. During this time they also learn to question perspectives of stories that they are reading to be sure they are reading an accurate account of the events. Finally, in Unit 10 students will learn about the Bill of Rights and their rights and responsibilities as citizens of America.</p>
7	Social Studies	<p>Voter suppression Students watch clips from movies showing voter intimidation at the end of the reconstruction period, and the use of the literacy test Actual literacy tests are shared with the students, and students discuss the experience of trying to answer those questions, and how it was unfair and not constitutional</p> <p>Students discuss the influence of White Citizen Councils that created economic pressures on people to comply with the racist policies of the local and state governments</p> <p>Students read about the Voting Rights Act and how it increased voter registration, and then analyze a recent case of Shelby County vs Holder to determine whether that decision was good or not in their viewpoint</p> <p>Students analyze newspaper articles and interviews concerning the experiences of the Little Rock 9</p> <p>Microeconomics lesson on the importance of access to banking, and how some areas with higher percentages of people with color and lower socioeconomic status do not have these banks available to them</p>
8	Social Studies	<p>Underground Railroad and beginnings of abolition Slavery throughout the westward expansion. Exodusters, treatment/discrimination in main events like the Gold Rush, etc. Debate between free and slave states being admitted into the Union Slavery leading up to and during the Civil War Causes of war, African American soldiers, Emancipation Proclamation, 13th</p>
9	AP Human Geography	<p><u>AP Human Geography</u> <u>CED: Course and Exam Description from College Board for AP Human Geography</u> <u>Geography</u></p> <p>Topic 6.8 from CED Explain the effects of different urban design initiatives</p>

<p>10</p>	<p>Government and Economics</p>	<p>and practices. Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.</p> <p>Topic 6.10 from CED Explain causes and effects of geographic change within urban areas. As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity zones or zones of abandonment. Urban renewal and gentrification have both positive and negative consequences.</p> <p><u>Government and Economics</u> <i>MacGruders American Government textbook</i></p> <p>Tenth grade students are taught various court cases during their Judicial Branch unit to help them understand how the courts have corrected the tragedy of enslavement. Court cases include Plessy v Ferguson and Brown v Board of Education. These cases will involve federal court decisions noting the supremacy of the Federal government. However during Brown v Board of education, students learn how Delaware was a part of the class action suit of Brown and the experience local of the Milford 11. Students also discuss the Civil Rights movement of the 1960s and how movements such as Black Lives Matter continue today. These lessons also examine actions of the government to enforce and make laws to promote fair and equal treatment.</p>
<p>11</p>	<p>US History</p> <p>American Literature</p>	<p>Other lessons include the contributions of Louis Redding and Orlando Camp (author of <i>The Milford Eleven</i>) in the work to integrate Delaware Schools; the work of Lisa Blunt-Rochester as an African American woman in federal politics; and the impact of Bryan Stevenson during discussions of the pursuit of equal justice for African Americans in court cases.</p> <p><u>11th Grade U.S. History</u> In the 11th grade U.S. History Reconstruction Unit, students will be exposed to primary and secondary sources related to segregation laws put in place due to the Compromise of 1877 and the abandonment of federal protection of the black freedmen. Within the unit, the socio-economic struggle Black people endured will be illustrated by the advent of the sharecropping system. Notable figures such as Hiram Revels and Frederick Douglass will be studied to understand the notable role African Americans played in politics.</p> <p><u>11th Grade American Literature</u> The 11th grade English course uses the My Perspectives curriculum. In this course, students study American Literature which involves the following topics:</p> <ul style="list-style-type: none"> - Exploration of the Foundational Documents, the Equiano narrative, the Gettysburg Address, and the concept of “all men are created equal.”

12	Multiple electives	<ul style="list-style-type: none"> - Examination of the continued struggle for freedom and equality across various groups in this country (particularly Black men and all women) through writers such as Frederick Douglass, Sojourner Truth, Langston Hughes. - Reading and discussion of the Brown v BOE court case. - Incorporation of the book <i>Of Mice and Men</i> and Ta-Nehisi Coates' video about words that don't belong. <p>In 12th grade, students have the option to take any number of elective Social Studies courses as well as dual enrollment courses where the curriculum is defined by Higher Education institutions. For example, in Sociology, students study culture and cultural diversity, and they analyze social stratification and the causes and consequences of classifying people by race, ethnicity, and gender.</p>
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h. Black figures in national history and in Delaware history.

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	<p>Kindergartners learn about Black figures in national and Delaware history as well as the contributions of Black people to American life, history, literature, economy, politics, and culture through the Reading (Bookworms) and Social Studies curriculums. In ELA, students read and discuss books from the Bookworms curriculum such as <i>Happy Birthday</i>, <i>Martin Luther King</i>, <i>Rap a Tap Tap</i>, <i>Harriet Tubman</i>, and <i>Of Thee I Sing</i>. Activities that accompany these books include comprehension questions, drawing illustrations that show understanding, and writing about why Dr. King was brave.</p>
1	ELA and Social Studies	<p>Our Social Studies curriculum introduces students to Black American leaders, including their backgrounds, hardships if any, and contributions to society. The curriculum incorporates lessons about the lives and accomplishments of Martin Luther King Jr, Mae Jemison, George Washington Carver, and Ruby Bridges. Students use stories, videos, and a variety of activities and puzzles to learn about the contributions of these historical African Americans.</p> <p>These concepts are further explored through our Bookworms Reading curriculum when students are introduced to a variety of books such as: <i>Wings</i> (a celebration of diversity), <i>Duke Ellington</i> (a biography of his life and contributions to jazz music), <i>The Thing Lou Couldn't Do</i> (celebrating our differences and persevering), <i>Harriet Tubman: Freedom Fighter</i> (explores her life as well as her lesser-known accomplishments), and <i>Martin Luther King, Jr: A Peaceful Leader</i>. These books are read, discussed, and written about through student writing pieces.</p>
2	ELA	<p>The 2nd grade Bookworms Reading curriculum addresses the above referenced requirements through lessons linked to multiple texts that include two Jackie Robinson texts. A Jackie Robinson biography that highlights his struggles with segregation and inequality as well as the most important events and accomplishments in his life and <i>Dad, Jackie, and Me</i> (a narrative that explores prejudicial treatment based on race or disability). Other texts that address the above referenced requirements are <i>My Brother</i></p>

3	ELA	<p><i>Martin</i>, <i>The Story of Ruby Bridges</i>, and <i>Starstruck: The Cosmic Journey of Neil deGrasse Tyson</i>. Lessons associated with these books include developing chronologies of important events in their lives, identifying prejudices, and writing pieces discussing how these individuals overcame adversity brought on by racism, segregation, and inequalities.</p> <p>In the 3rd grade Bookworms Reading program, students read books such as: <i>A Picture Book of Frederick Douglass</i> which outlines his life and times, his civic contributions, and the concepts of prejudice, slavery, and racial discrimination. <i>Rosa</i> tells the story of Rosa Parks' work for equal rights. The book also outlines scenarios of segregation, racial discrimination, and prejudice. It describes the work of Martin Luther King, Jr and the events leading to the Civil Rights Movement.</p> <p><i>When Marian Sang</i> is a biography of Marion Anderson, the first African American singer to perform at the White House and to sing with New York's Metropolitan Opera. The lessons for this story cover the struggles of racial segregation and discrimination that Marian had to overcome to reach her goal.</p> <p>For each of these books, students discuss, respond to questions, and complete written responses to demonstrate understanding of the time period and empathy for the character. During one marking period, students do a research report called "Exposing Injustice" where they apply what they have learned about injustice to defend an opinion about the end justifying the means.</p>
4	ELA and Social Studies	<p>Fourth graders read several books from the Bookworms reading program pertaining to the elements of HB 198. In <i>A Strong Right Arm</i>, students learn about segregation and Jim Crow laws as they read about Mamie Peanut Johnson's struggles as she and her Negro League baseball team travel through the south. The text compares the inequities Mamie's team and spectators faced compared to white teams and spectators at the time. Mamie's story also shares her struggle to find opportunities as a woman of color to grow her love and skills in baseball. This story also shares other influential Black athletes she encountered during her time in the pros: Satchel Paige, Toni Stone, Hank Baylis, Jackie Robinson, and more. The book illustrates their influence and importance on black culture during the 1950s and discusses the influence of the players on breaking the "colored lines" in baseball. Students also read <i>Freedom on the Menu: The Story of Greensboro Sit-ins</i>. Students learn about segregation laws and how African Americans fought for equality and freedom during that time period.</p> <p>In Social Studies, fourth grade teachers use the model lessons endorsed by the DDOE and the Social Studies Coalition. The lessons chosen allow students to learn to use and manipulate different types of timelines. Through this work students study accounts of the historic moment when Rosa Parks refused to give up her seat. They also have readings on Carter G. Woodson who helped create Black History Month and they create a timeline of his life. Students also participate in a read aloud of <i>Shaking Things Up</i> which features: Ruby Bridges, Mae Jemison, Molly Williams. This book illustrates how these women stood up to racial and gender barriers to reach</p>

5	ELA	<p>their dreams.</p> <p>Fifth graders read <i>The Watsons Go to Birmingham - 1963</i>, <i>Bud Not Buddy</i>, and <i>Keep On! The Matthew Henson Story</i> as part of the Bookworms Reading program. Each of these books helps students understand how racial discrimination, prejudice, and segregation affected the characters, and thereby African Americans in the 1960s.</p> <p>The History of Civil Rights unit in our Reading curriculum culminates with students researching the Civil Rights movement using several primary and secondary sources. They will produce a news article that answers the question, <i>What was it like to live during the Civil Rights Movement?</i> Research will also include notable figures of the time period.</p>
6	Social Studies	<p>In 6th grade world regional geography, students will learn about North Africa and Sub-Saharan Africa. Lessons cover the diversity of Africa prior to the African and Black diaspora; current connections and contributions to science, art, literature and history by teaching the African Cultural Hearths and how it influenced the development of ancient civilizations. Lessons also cover the regions of West Africa, boundaries were influenced by the slave trade and the European colonization of Africa. Students will also compare and contrast the economic and human rights issues that African and Black Diaspora populations faced in different regions.</p>
8	Social Studies	<p>Underground Railroad and beginnings of abolition Slavery throughout the westward expansion. Exodusters, treatment/discrimination in main events like the Gold Rush, etc. Debate between free and slave states being admitted into the Union Slavery leading up to and during the Civil War Causes of war, African American soldiers, Emancipation Proclamation, 13th</p>
10	Government and Economics	<p><u>Government and Economics</u> <i>MacGruders American Government textbook</i></p> <p>Tenth grade students are taught various court cases during their Judicial Branch unit to help them understand how the courts have corrected the tragedy of enslavement. Court cases include Plessy v Ferguson and Brown v Board of Education. These cases will involve federal court decisions noting the supremacy of the Federal government. However during Brown v Board of education, students learn how Delaware was a part of the class action suit of Brown and the experience local of the Milford 11. Students also discuss the Civil Rights movement of the 1960s and how movements such as Black Lives Matter continue today. These lessons also examine actions of the government to enforce and make laws to promote fair and equal treatment.</p> <p>Other lessons include the contributions of Louis Redding and Orlando Camp (author of <i>The Milford Eleven</i>) in the work to integrate Delaware Schools; the work of Lisa Blunt-Rochester as an African American woman in federal politics; and the impact of Bryan Stevenson during discussions of the pursuit</p>

11	US History	<p>of equal justice for African Americans in court cases.</p> <p>Notable figures such as Hiram Revels and Frederick Douglass will be studied to understand the notable role African Americans played in politics.</p>
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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
Summer 2023	Curriculum review and rewriting where necessary for ELA and Social Studies
Fall 2023	Individual PLC meetings with middle school teachers. Discussions centered on model lessons provided by DDOE and the Social Studies Coalition. How do we best support our students when teaching sensitive topics?
Ongoing	<p>Delaware Valley Consortium of Educational Equity - professional learning offerings for all staff</p> <p>Equity and Beyond - training for District and Campus leaders on processing cultural competence</p>