

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:	Sharvelle Cannon	Laurie Poore
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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:

- rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- ensure the material is presented in an age appropriate manner.
- Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- 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.
- Incorporate contemporary events into discussions of Black History and the tools of resistance.
- Develop students' respect for cultural and racial diversity.
- Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- Provide opportunities for students to discuss and uplift the Black experience.
- Provide students with a foundation for examining the history of discrimination in this State.
- 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.

For the 2022-2023 school year, Providence Creek Academy continued to rely heavily on our reading curriculum, Scholastic Literacy. We have found that this curriculum is aligned with the instructional framework requirements of HB 198, which is embedded throughout many resources within various grade level units. The authentic and diverse texts utilized within Scholastic Literacy support a culturally inclusive learning environment and present material in an age-appropriate manner to cultivate respect for diverse cultures.

In addition, PCA began utilizing other curriculum resources to help implement the HB 198 instructional framework. Our social studies curriculum, Savvas myWorld Interactive, used in conjunction with the social studies model lessons created by the state, covers several topics relevant to the HB 198 standards. This curriculum also promotes cultural responsiveness in the classroom. Students see themselves represented within the curriculum as their workbooks consist of primary sources, pictures, and biographies celebrating the roles and contributions of African Americans and many different types of people. Lesson activities for partner and small group work also allow for frequent interaction among students which promotes openness and working together with respect. The theme of respect and inclusion is also focused on in a special series of storybooks, *Thinking Like a Citizen*, for grades K-2 in this curriculum.

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:

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- 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.
- Black figures in national history and in Delaware history.

Implementation Summary Table

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

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.		X	X	X			X	X					
b. The significance of enslavement in the development of the American economy.	X	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			
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.		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			
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	X	X	X	X	X				X	X			
h. Black figures in national history and in Delaware history.	X	X	X	X			X		X				

Providence Creek Charter School does not serve students in grades 9 – 12.

Minimum Content Requirement

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the

requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

Grade-level	Content Area(s)	Lessons/Resources
1st	ELA	“The Water Princess” (Story of African Princess) by Susan Verde
2nd	ELA	African Folk Tales: <i>12 Dancing Princesses</i> by Rachel Isadora; <i>Mouse and Lion</i> by Rand Burkert
3rd	ELA	“Anansi the Spider: A Tale from the Ashanti” by Gerald McDermott; “Pretty Salma” by Francis Lincoln; “The Hunterman and the Crocodile” by Baba Wagué Diakité
6th	Social Studies	Topic 8: <i>Africa</i> (Savvas curriculum - myWorld Interactive World Geography); Grade 6 World Geography Model Lessons, Administration 2, Lesson 5: <i>Cultural Hearths in Southwest Asia/North Africa</i>
7th	ELA	“A Long Walk to Water” by Linda Sue Park; Washington D.C. field trip to National Museum of African American History and Culture

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

Grade-level	Content Area(s)	Lessons/Resources
KN	ELA	“Last Stop on Market Street” by Matt de la Pena
1st	ELA	“Last Stop on Market Street” by Matt de la Pena
3rd	Social Studies	Chp. 3: <i>Communities Build a Nation</i> (Savvas curriculum)
8th	Social Studies	Grade 8 U.S. History Model Lessons - Administration 1, Lesson 2: <i>Enslavement and the Development of the American Economy</i> ; Lesson 7: <i>Slavery in the Constitution</i>

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

Grade-level	Content Area(s)	Lessons/Resources
KN	ELA	“We Came to America” by Faith Ringgold
2nd	Social Studies	Chp. 5: <i>Making a Difference</i> (Savvas curriculum) – Rosa Parks as a primary source

3rd	Social Studies	Chp. 5: <i>Citizenship and Civic Engagement</i> (Savvas curriculum)
4th	Social Studies	Grade 4 U.S. History Model Lessons, Unit 4: <i>Enslavement</i>
7th	ELA	“The Narrative Biography of Frederick Douglass”
8th	ELA Social Studies	“One Crazy Summer” by Rita Williams Garcia Grade 8 U.S. History Model Lessons - Administration 2, Lesson 2: <i>In Pursuit of Freedom in Delaware</i>

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

Grade-level	Content Area(s)	Lessons/Resources
2nd	Social Studies	Chp. 5: <i>Making a Difference</i> (Savvas curriculum) – Lesson 2: Heroic Leaders
3rd	Social Studies	Chp. 5: <i>Citizenship and Civic Engagement</i> (Savvas curriculum)
5th	Social Studies	Chp. 2: <i>Americans and Their History</i> (Savvas curriculum - myWorld Interactive Grade 4) - Lesson 3: <i>Growth and Civil War</i>
8th	Social Studies	Grade 8 U.S. History Model Lessons - Administration 2, Lesson 5: <i>Manifest Destiny: Investigation Opposing Interpretations</i>

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

Grade-level	Content Area(s)	Lessons/Resources
1st	Social Studies	Chp. 4: <i>Life Today and Long Ago</i> (Savvas curriculum) - Citizenship: <i>Ruby Bridges, A Brave Girl</i>
4th	ELA/writing	“Where’s Rodney” by Carmen Bogan, “Grace for President” by Kelly Dipucchio, and “Duke Ellington” by Andrea Davis Pinkey (Scholastic curriculum); Ruby Bridges writing reflection
5th	ELA	“March On! The Day My Brother Changed the World” by Christine King Farris (Scholastic curriculum)
7th	Social Studies	Grade 7 Civics Model Lessons: Unit 2 - Lesson 6: <i>The Constitution and Enslavement</i> ; Lesson 7: <i>Our Nation’s Report Card</i>
8th	ELA Social Studies	“Handbook for Boys” by Walter Dean Myers, “Bad Boy: A Memoir” by Walter Dean Myers Grade 8 U.S. History Model Lessons - Administration 3, Lesson 8: <i>Changes in African American Freedom</i>

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

Grade-level	Content Area(s)	Lessons/Resources
KN	ELA Social Studies	<p>“Mae Among the Stars” by Roda Ahmed</p> <p>Black History presentation highlighting the contributions of African Americans (February); Scholastic <i>Let’s Find Out</i> weekly reader: <i>Colorful Alma</i> (Feb. 2023)</p>
1st	Social Studies Fine Arts (Art)	<p>Chp. 3: <i>Symbols and Traditions of the United States</i> (Savvas curriculum) - Lesson 5: American Heroes; Winter Holidays Around the World - Kwanza celebration</p> <p>Alma Thomas & abstract art project</p>
2nd	Social Studies	Chp. 5: <i>Making a Difference</i> (Savvas curriculum) – Lesson 3: Heroes Who Inspire Change; Holidays Around the World – Kwanza celebration
3rd	ELA Social Studies Fine Arts (Art)	<p>“The Broken Bike Boy and the Queen of 33rd Street” by Sharon Flake, “Oh, Brother!” by Nikki Grimes, “My Brother Charlie” by Holly Peete, “Pretty Salma” by Francis Lincoln, “Long Shot: Never Too Small to Dream” by Chris Paul</p> <p>Chp. 7: <i>Celebrating Our Communities</i> (Savvas curriculum)</p> <p>Christian Robinson & “Last Stop on Market Street” collage project</p>
4th	ELA Social Studies	<p>“Mufaro’s Beautiful Daughters: African Tale” by John Steptoe, “The Secret Olivia Told Me” by N. Joy, “Wangari’s Trees of Peace” - A true African story by Jeannete Winter, “Duke Ellington” by Andrea Davis Pinkey, and “Faith Ringgold” by Mike Venezia (Scholastic curriculum); “Holes” by Louis Sachar</p> <p>Grade 4 U.S. History Model Lessons, Unit 5: <i>English Colonies</i> (Lesson 7: <i>Hidden History: Elizabeth Key Sues for Freedom</i>; Lesson 12: <i>Onesimus and Smallpox</i>)</p>
5th	ELA	Wax Museum (research paper & presentation); “March On! The Day My Brother Changed the World” by Christine King Farris (Scholastic curriculum)

	Social Studies	Roles within a Community: Philanthropists - Oprah; Alicia Keys; George Washington Carver (J.A. Biztown curriculum)
6th	ELA/writing	“42: The Jackie Robinson Story”; “Hidden Figures”; “Poetry for Young People: Langston Hughes”
	Science	Research & present Black scientists/inventors
	Fine Arts (Art)	Jacob Lawrence & Frederick Douglass - Dreams, Poetry, & Art
7th	ELA	“Poetry for Young People: Langston Hughes”
	Fine Arts (Art)	Jacob Lawrence & Frederick Douglass - Dreams, Poetry, & Art
8th	ELA	“Gifted Hands” by Ben Carson
	Writing/Social Studies	Cross-curricular research project & presentation on Inventions of Industrial Revolution (featuring African American inventors such as Alexander Miles, Garrett Morgan, George Washington Carver)

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
KN	Social Studies	Dr. Martin Luther King, Jr. and equal rights lesson; Scholastic <i>Let’s Find Out</i> weekly reader: <i>Do What is Right</i> (Jan. 2023);
	ELA	“All Are Welcome” by Alexandra Penfold, “I Love My Hair” by Natasha Anastasia Tarpley
1st	ELA	“Daddy Calls Me Man” by Angela Johnson, “Bigmamma’s” by Donald Crews
2nd	ELA	“Those Shoes” by Maribeth Boelts, “Looking Like Me” by Walter Dean Myers; Dr. Martin Luther King, Jr. flipbook

3rd	ELA	“Oh, Brother!” by Nikki Grimes, “Pretty Salma” by Francis Lincoln, “A Bike Like Sergio’s” by Maribeth Boelts, “Juneteenth for Mazie” by Floyd Cooper
4th	ELA	“Tar Beach” by Faith Ringgold, “Faith Ringgold” by Mike Venezia, and “Where’s Rodney” by Carmen Bogan (Scholastic curriculum)
	Fine Arts (Library)	“Memphis, Martin, and the Mountaintop: The Sanitation Strike of 1968” by Alice Faye Duncan
7th	Social Studies	Grade 7 Civics Model Lessons: Unit 3 - Lesson 1: <i>No Room at the Inn</i> ; Lesson 2: <i>Mendez and “the greatest civil rights issue of our time”</i> ; Lesson 3: <i>From Runaround to Remedy</i> ; Lesson 6: <i>At the Hands of Persons Unknown: The Case of George White</i> ; Lesson 7: <i>Jury Duty</i> ; Lesson 12: <i>Equity for the Taking</i> ; Lesson 13: <i>Not for Sale</i>
8th	ELA	“Handbook for Boys” by Walter Dean Myers

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

Grade-level	Content Area(s)	Lessons/Resources
KN	Social Studies	Black History presentation in February highlighting Black figures in history (such as Barack Obama); Savvas curriculum, Chp. 6: <i>Learning About the Past</i> – Booker T. Washington and Dr. Martin Luther King, Jr.
	Fine Arts (Library)	“My Daddy, Dr. Martin Luther King Jr.” by Martin Luther King III
1st	ELA	Scholastic News, My Weekly Reader articles: <i>Home Run, Jackie!</i> ; <i>The Coolest Inventions</i> ; <i>Mae Reaches for the Stars</i> ; <i>Brave Ruby</i> ; “Bigmamma’s” by Donald Crews
	Social Studies	Chp. 3: <i>Symbols and Traditions of the United States</i> (Savvas curriculum) - Lesson 5: American Heroes
	Fine Arts (Library)	“My Daddy, Dr. Martin Luther King Jr.” by Martin Luther King III
2nd	Social Studies	Chp. 5: <i>Making a Difference</i> (Savvas curriculum) – Lesson 3: Heroes Who Inspire Change;
	Writing	Research paper on Black historical figures
3rd	ELA	“The Story of Misty Copeland” by Frank Berrios
	Social Studies	Chp. 5: <i>Citizenship and Civic Engagement</i> (Savvas curriculum)

6th	ELA	“The Story of Misty Copeland” by Frank Berrios
	Fine Arts (Library)	“Hand in Hand: Ten Black Men Who Changed America” by Andrea Davis Pinkney
8th	ELA	“Gifted Hands” by Ben Carson
	Social Studies	Grade 8 U.S. History Model Lessons - Administration 2, Lesson 3: <i>Nat Turner</i> ; Administration 2, Lesson 12: <i>John Brown</i>

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
8/18/2022	New Teacher Academy: Social Studies Curriculum & HB 198 overview
8/23/2022	Professional Development: HB 198 review for all staff
1/23/2023	Professional Development: HB 198 - existing connections in fine arts
on-going	Dawnavyn James recorded sessions - view & discuss during grade-level and content PLCs held throughout the year