

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: Nikki Miller

Position: Supervisor of Instruction

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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 Seaford School District instructional team in collaboration with building administrators, teachers, statewide contributors and curriculum developers have worked diligently to meet the instructional framework requirements established by HB 198. Aligning the requirements of HB 198 with high quality instructional materials has been a priority.

Our K-8 ELA curriculum Bookworms enables us to meet many of the requirements found in HB 198. After identifying texts in the curriculum that meet the criteria, we ensured that they would be included in the student experience. In addition, other curriculums K-12 have been reviewed. As a part of this process, we have inventoried our student experience K-12 to determine where our curriculum meets the specific criteria established by HB 198.

Our team has determined that each criteria is covered multiple times K-12. Throughout the school year, other departments within the district are developing and implementing new units in the areas where we either have less opportunities for students or where the topics fit naturally within the grade level and content. The mathematics curriculum used in grades K-8, Imagine Learning Illustrative Mathematics (IM) provides a balance of images or information about people, representing various demographics and physical characteristics. As stated in the IM

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

Minimum Content Requirement

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

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

Grade-level	Content Area(s)	Lessons/Resources
K-2	Visual Arts	Composers
2	ELA	<u>My Brother Martin: A Sister Remembers: Growing Up with the Rev. Dr. Martin Luther King, Jr</u>
2	Math	Mancala
3	ELA	<u>The Boy Who Harnessed the Wind</u>
5	ELA	<u>Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole</u>
6	SS	Geography of Sub-Saharan Africa Micro-entrepreneurs: Women's Role in the Development of Africa Nigeria: A Country of Many Cultures South Africa
8	ELA	<u>Sugar Changed the World, A Story of Magic, Spice, Freedom, Slavery, and Science</u>
12	SS	Pre Slavery Africa Imperialism Apartheid

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

Grade-level	Content Area(s)	Lessons/Resources
1	ELA	<u>President's Day</u>
3	ELA	<u>When Marian Sang</u>
4	ELA	<i>Freedom on the Menu: The Greensboro Sit Ins</i>

4	SS	Early colonization of America
7	SS	Macroeconomics Lesson 14: Not All Unemployment is Created Equal Macroeconomics Lesson 20: How Does Where You Live Influence How You Live? (Redlining)
8	ELA	<u>Sugar Changed the World, A Story of Magic, Spice, Freedom, Slavery, and Science</u>
9	SS	Regional Planning
10	SS	Redlining

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

Grade-level	Content Area(s)	Lessons/Resources
1	ELA	<u>Long, Tall Lincoln</u>
2	ELA	<u>Dad, Jackie, and Me</u> <u>The Story of Ruby Bridges</u>
3	ELA	<u>Frederick Douglass</u> <u>Rosa</u>
5	ELA	<u>The Watsons go to Birmingham</u>
6	ELA	<u>Lizzy Bright and the Buckminster Boy</u>
7	SS	Plessy v Ferguson Jim Crow Shirley Bulah Brown v Board of Education Milord 11 Civil Right & voting acts
8	ELA	"Should I Sacrifice to Live 'Half-American?'" "Retired Engineer Remembers Segregated Langley"
9	ELA	<u>I Know Why the Caged Bird Sings</u> <u>To Kill a Mockingbird</u>
11	ELA	<u>Their Eyes were Watching God</u> <u>How it Feels to be Colored Me</u> <u>A Raisin in the Sun and The Negro Speaks of Rivers</u>

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

Grade-level	Content Area(s)	Lessons/Resources
1	ELA	<u>Harriet Tubman Freedom Fighter</u>

3	ELA	<u>Frederick Douglass</u>
5	ELA	<u>The Mostly True Adventures of Homer P. Figg</u>
8	SS	A Nation Divided: The Civil War (Massachusetts 54th Regiment) Sectionalism (Compromise of 1850 & Dred Scott Court Case)
9	ELA	Analysis of primary sources
11	SS	Civil War

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	<u>Happy Birthday, Martin Luther King</u> <u>Harriet Tubman: Follow the North Star</u>
1	ELA	<u>Martin Luther King Jr.: A Peaceful Leader</u>
2	ELA	<u>The Story of Ruby Bridges</u> <u>My Brother Martin: A Sister Remembers: Growing Up with the Rev. Dr. Martin Luther King, Jr</u>
3	ELA	<u>Frederick Douglass</u>
3	SS	The constitution and roles of congress
4	ELA	<u>A Strong Right Arm</u>
5	ELA	<u>Aunt Harriet's Underground Railroad in the Sky</u>
6	ELA	<u>Lizzy Bright and the Buckminster Boy</u> <u>Brown Girl Dreaming</u>
7	SS	Plessy v Ferguson Jim Crow Brown v Board of Education Civil Right & voting acts
8	ELA	<u>Just Mercy (Adapted for Young Adults): A True Story of the Fight for Justice</u>
9	ELA	<u>I Know Why the Caged Bird Sings</u>
10	SS	Redlining Income disparity Stock Market
11	SS	Civil War
12	ELA	Plessy v Ferguson U.S. v The Amistad

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	<u>Rap a Tap Tap</u> <u>Harriet Tubman: Follow the North Star</u> <u>Amazing Grace</u>
1	ELA	<u>Duke Ellington</u>
2	ELA	<u>Jackie Robinson</u>
3	ELA	<u>Frederick Douglass</u>
4	ELA	<u>Shaking Things Up</u>
5	ELA	<u>Aunt Harriet's Underground Railroad in the Sky</u>
6	ELA	<u>Brown Girl Dreaming</u>
7	ELA	<u>Hidden Figures</u>
8	ELA	<u>Just Mercy (Adapted for Young Adults): A True Story of the Fight for Justice</u>
8	SS	Westward Expansion: Abolitionist Movement (Harriet Tubman, Frederick Douglass, Sojourner Truth, Nat Turner, Olaudah Equiano, Crispus Attacks)
9	ELA	Primary sources on Bessie Coleman, Martin Luther King Jr, and Leon Bridges
10	SS	Redlining Income disparity Stock Market
11	SS	Harlem Renaissance art, music, & literary significance

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	<u>In of Thee I Sing: A Letter to My Daughters by Former President Obama</u>
1	ELA	<u>Long, Tall Lincoln</u>
3	ELA	<u>Frederick Douglass</u> <u>Rosa</u> <u>When Marian Sang</u> <u>Snowflake Bentley</u>
4	ELA	<u>Shaking Things Up</u>
5	ELA/SS	Civil Rights research paper
6	ELA	<u>Brown Girl Dreaming</u>

7	ELA	<u>Hidden Figures</u>
8	ELA	<u>Just Mercy (Adapted for Young Adults): A True Story of the Fight for Justice</u>
9	SS	Regional Planning
10	SS	Redlining Income disparity Stock Market
11	ELA	<u>Their Eyes were Watching God</u> <u>How it Feels to be Colored Me</u>

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	<u>Happy Birthday, Martin Luther King</u> <u>In of Thee I Sing: A Letter to My Daughters by Former President Obama</u>
K-2	Performing Arts	History of Jazz
1	ELA	<u>Harriet Tubman Freedom Fighter</u>
2	ELA	<u>Jackie Robinson</u>
3	ELA	<u>Frederick Douglass</u> <u>Rosa</u> <u>When Marian Sang</u> <u>Snowflake Bentley</u>
4	ELA	<u>Shaking Things Up</u>
5	ELA/SS	Civil Rights research paper
6	ELA	<u>Brown Girl Dreaming</u>
7	ELA	<u>Hidden Figures</u>
8	SS	Westward Expansion: Abolitionist Movement (Harriet Tubman, Frederick Douglass, Sojourner Truth, Nat Turner, Olaudah Equiano, Crispus Attacks)
9	ELA	Primary sources on Bessie Coleman, Martin Luther King Jr, and Leon Bridges
11	SS	Analyze primary sources from Frederick Douglas & Martin Luther King Jr

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
10/17/23	Board presentation - sharing HB 198 & implementation
10/19/2022	Statewide sharing event & PD for district leads Elementary: ELA Publisher work to align HQIM with Cultural Responsiveness <i>Facilitators: Kathy Kelly and Dr. Paige Morgan</i> Secondary: Resources to Leverage the Diverse Texts from the ELA HQIM <i>Facilitator: Amy Baker-Sheridan</i> All: Supporting Culturally Competent Pedagogy within K-12 Related Arts <i>Facilitators: Dr. Lauren Conrad and Sabra Collins</i>
2/2/23	Principal PLC - Equity Focus & HB 198 alignment
2/3/23	Professional Development Day -HB 198 curriculum review
2/15/23	Curriculum Council meeting - share HB 198 and alignment progress
2/17/23	Professional Development Day - Lauren Conrad provided PD to our visual and performing arts staff and reviewed model lessons to implement HB 198 within their curriculum
3/3/23	HB 198 K-3 Professional Development Core Text: Pies from Nowhere by Dee Romito
3/17/23	Professional Development Day -HB 198 curriculum review within content
5/4/23	HB 198 virtual Sharing Session
5/5/23	HB 198 K-3 Dawnavyn James
8/24/23	Visual/Performing Arts PD
10/5/23	Principal PLC - Equity Focus & HB 198 alignment
10/13/23	Statewide Professional Development Equity Conference - all staff
10/26/23	DE Equity Leaders Cohort
10/10/23, 10/24/23, 1/17/24, 5/14/24	DE Pipeline for Racial Equity in CTE/STEM