

## 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:** Kelly Holt

**Position:** Director of Curriculum

**Email:** [kelly.holt@smyrna.k12.de.us](mailto:kelly.holt@smyrna.k12.de.us)

## 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.*

In looking at HB 198 our district has looked at our resources, met as a team to determine areas of focus and participated in state level meetings to ensure we developed a plan to look at our materials, determine areas of need for new resources and education for our staff to change practice.

- a. All DOE Model Lessons include Primary (artifacts, photographs - Library of Congress, documents) and secondary sources (HMH/Savaas digital textbooks, , biographies, folktales, newspaper accounts, children's literature) to learn more about the Black the challenges, contributions, and triumphs.
- b. Working with Team to incorporate children's literature with primary sources in K-5 while incorporating primary sources text for secondary so that all materials are age and grade-level appropriate, standards-based lessons.
- c. District employees have had trauma informed training that includes restorative and responsive practices and District will continue to have training on the impact of racial and historical trauma. District level Diversity, Equity, and Inclusion Culturally Responsive Education professional development for multiple cohorts K-12, Implicit Bias Training from United Way 9-12 Grades.
- d. Students have civics lessons K-5 that include demonstrating skills on being a good citizen, what makes a good leader, respect in a civil society, rights, responsibilities, and privilege of citizens, Due Process when taking actions against citizens, and the civil rights movement as well as history units on enslavement, slavery in the

Constitution, resistance to oppression lessons, the impact of the Civil War, and emancipation in standards-based lessons that now include elements of inequality, discrimination, and racism.

- e. Historical to contemporary events and people have been included in K-12 lessons of Black History with lessons on 1619 through the Children’s March and Bus Boycott to Juneteenth.
- f. Additional lessons and/or additions to lessons include multicultural perspectives of different races/ethnicities through read alouds in K-5 with stories of William Still, Opal Lee, Georgia Gilmore, Mary Fields, and Tuskegee Airman.
- g. Lessons will enable students to better understand prejudice, racism, and stereotyping.
- h. Students will have opportunities within lessons and units to discuss and uplift the Black experience.
- i. Continue to develop lessons that include enslavement, segregation, and civil rights in Delaware and throughout our nation.
- j. While eliciting student feedback through the use of restorative circles and classroom discussion students focus on problem solving various viewpoints while learning the perspective of others.

### K-12 Black History Content Implementations

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

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

### Implementation Summary Table

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

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	X	X	X	X	X	X	X	X		X		X	X
b. The significance of enslavement in the development of the American economy.					X	X		X	X		X	X	

c. The relationship between white supremacy, racism, and American slavery.										X			X	
d. The central role racism played in the Civil War.						X				X			X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	X	X	X	X	X	X			X	X	X	X	X	
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	X	X	X	X	X	X	X	X	X	X	X	X	X	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	X	
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X	X	X	X	X	X

**Minimum Content Requirement**

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

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

Grade-level	Content Area(s)	Lessons/Resources
K-5	ELA	-African folk tales and Traditional Tales through ARC Curriculum Core Text and materials
4	Social Studies	-Onesimus and Small Pox – How an enslaved African helped human race, - Ways of Thinking About People and places – West Africa Before Columbus
6	Social Studies	- <u>Discovery Ed Techbook</u> - North Africa and Sub Saharan Africa, Early Civilizations of Africa <u>Primary Source Readers</u> - What was Africa like prior to the Diaspora? - <u>Mansa Musa Leader of Mali</u> -the largest empire that encouraged arts, literature, and architecture, the Kingdom of Kush and Egyptian culture <u>Sub-Saharan Africa</u> , Christianity in Ethiopia, Swahili People trade of gold, ivory, and slaves, and Zimbabwe and the great stone city.
7	ELA	-The People Could Fly – Black Folktales
9	Social Studies	-World Stones and Bones African Unit
11	ELA	-Narrative Olaudah Equiano, Barracoon – Story of the Last Black Cargo
12	Social Studies	-The Rise of Islam, Mansa Musa, Islamic Malian African King who became the richest man in the world through trade -Indian Ocean and Sub-Saharan Trade Networks – Review of trade networks that connect regions and cultures - East Africa and Ming Dynasty Trade Exchange – Interactions of East coast

		of Africa with trade to gold, exotic animals, ivory, and pelts -Ibn Battuta – Journey Map of Western Africa of Muslim traveler to East Africa, Mali, Sahara
--	--	--

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

Grade-level	Content Area(s)	Lessons/Resources
4	Social Studies	-Enslavement in History – How enslavement was different in America -Olaudah Equiano Experiences of enslaved -Enslavement in Delaware – How and when did it begin in Delaware -Creating a Nation - Freedom Over Me: How enslavers viewed the enslaved -Banneker/Jefferson – How did Enslavement Impact Achievements of African Americans, Building a Nation – Brick by Brick
5		Banks Don't Serve Everyone Equally, Discrimination in the Memphis Bank Case
7		-Red Lining – Examining historical documents that contributed to household wealth inequalities between racial demographics, Economic Spotlights
8		-Share cropping, Reconstruction, Changes in African American Freedom, Expansion of slavery as the underpinning of South's Cotton economy
10		-Red Linking After New Deal – Federal Government color coded areas for bank loans, Economics and the Great Migration
11		-Reconstruction, The South and Industrialization, Sharecropping, Compromise of 1877, Voter Suppression

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

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	-Slavery in the Constitution, Pursuit of Freedom- Laws that empowered the enslavers, Memphis Riot – 1866-Sparking the Beginning of Reconstruction
11		-Confronting Racism – On the Backs of People Enslaved: Building the Nation, Free but NOT Equal: Life After Emancipation, Black Progress: Against All Odds, Separate but NOT Equal: Fighting Segregation

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

Grade-level	Content Area(s)	Lessons/Resources
5	Social Studies	-Core Knowledge – Historical events in American history with a focus on the reasons for the Civil War and the Tragedy of Enslavement
8		-African Americans in the Civil War – Black Codes from Opelousas
11		-Confronting Racism – On the Backs of People Enslaved: Building the Nation, Free but NOT Equal: Life After Emancipation, Reconstruction – The South and Industrialization

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

Grade-level	Content Area(s)	Lessons/Resources

KN	Social Studies	-Let Freedom Sing (Civil Rights and Segregation)
1		-Equality's Call – Struggle for Equal Rights including Voting through laws
2		-Learning About Long Ago–Segregation/Desegregation Laws Ruby Bridges
3		-Rights, Responsibilities and Privilege –Timeline of African American's Rights
4		-Freedom Over Me and Benjamin Banneker–Enslavement impacting achievements of African Americans
5		-Banks Don't Serve Everyone Equally and Twenty-Two Cents – Ways in which banks treat people differently based on law
7		-The Constitution and Enslavement – Luther Martin's argument, No Room at the Inn-Majority rule and civil rights to protect American Citizens, Mendez and the Greatest Civil Rights Issue, From Runaround to Remedy – Civil Rights protections for American Citizens.
8		-Red Lining – Examining historical documents that contributed to household wealth inequalities between racial demographics, Economic Spotlights
9		-African Americans in the Civil War – Black Codes from Opelousas
		-Reconstruction – The South and Industrialization
		-Landmark Court Cases – Dred Scott 1857 and the Missouri Compromise, 14 <sup>th</sup> Amendment – Loving vs. Virginia, Plessy vs. Ferguson, Brown vs. Board of Education
11		-Civil Rights Movement – Concept of Equal Protection" past Reconstruction
		-Civil War and Reconstruction, Sharecropping, Compromise of 1877
		WWI& 1920s – Fight for Equality, Chicago Race Riots, Red Summer of 1919
		Cold War Society – Civil Rights 1950s and 1960s – Civil Rights Movement, Civil Rights Act of 1964, Voting Rights Act of 1965, Freedom Rides
		Confronting Racism – On the Backs of People Enslaved: Building the Nation, Free but NOT Equal: Life After Emancipation, Black Progress: Against All Odds, Separate but NOT Equal: Fighting Segregation

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

Grade-level	Content Area(s)	Lessons/Resources
KN	ELA	-Story of Lonnie Johnson NASA Engineer, The Secret Garden of George Washington Carver, Look UP with Me – Neil DeGrasse Tyson, Astrophysicist, Dover with an Eye for Eyes Dr. Patricia Bath.
	Social Studies	-Biographies on Harriet Tubman, Rosa Parks, Martin Luther King Jr., Jackie Robinson, John Lewis, Muhammad Ali, and Oprah Winfrey. Harlem Grown Story of How One Big Idea Transformed a Neighborhood.
1	ELA	-Diverse stories and black authors in ARC Curriculum Core Text and materials
	Social Studies	Thinking Chronologically – with Sojourner Truth, Frederick Douglas, Rosa Parks, Martin Luther King Jr. to Barack Obama and Kamala Harris.
2	ELA	Diverse stories and black authors in ARC Curriculum Core Text and materials
	Social Studies	-Long Ago - Analyzing Artifacts and Primary Sources - Ruby Bridges Goes to School and Lois Redding Delaware's First African American Attorney
3	Social Studies	-Black Entrepreneurs – Madam CJ Walker and Oprah Winfrey
4	Social Studies	-Hidden History of Olaudah Equiano, Hidden History of Elizabeth Keys, Hidden History of Ona Judge, Onesimus and Smallpox, Benjamin Banneker – Enslavement Impacts Achievements of African Americans
5	ELA	- Diverse stories and black authors in ARC Curriculum Core Text and

6	ELA	materials - Civil War with Historical Figures and Slave Narratives “Spirits of Resistance- Heroes in the Fight Against Enslavement”, “Heroes of the Civil War” - Uncover the underrepresented history of enslavement and resistance in the U.S. - Mathilda Taylor Beasley, Harriet Tubman, Sojourner Truth, Frederick Douglass, Henry Brown, William Still, and more. - Unit 1-The Mighty Miss Malone - Story of Deza Malone who moved from Flint to Gary Indiana and was treated unfairly because of her race. Unit 3 - Langston Hughes’s works.
7	ELA	-Unit 1 - “In the Skin I’m In” story of Maleeka Madison with teacher Miss Sanders written by Sharon G. Flake “Thank You, M’am” written by Langston Hughes. Unit 2 - Simone Biles, Unit 3- “We Beat the Street, autobiography of Dr. George Jenkins. “Conductor of the Underground Railroad” and “The People Could Fly: American Black Folktales” comparing and contrasting a fictional portrayal with a historical account of the same time period.
8	ELA	-Unit 2 - “Slam, Dunk, & Hook” poem by Yusef Komunyakaa - Basketball player with racial tension that defined the 1950s Deep South and “Magic Bus, poems from Komunyakaa in the 1950s in Louisiana. Unit 3 - “Learning to Read” by Ellen Watkins Harper, and “Narrative of the Life of Frederick Douglass, An American Slave,” and “Mother to Son” by Langston Hughes comparing and contrasting the risks taken by African Americans. Unit 4 - Gettysburg Address, “Theories of Time and Space,” by Natasha Trethewey, daughter of interracial parents when it was illegal in Mississippi.
9	ELA	-“I Have a Dream” Speech by Martin Luther King, Jr. Primary and Secondary Sources Paired Reads using argumentative and claims. Paired Reading with Bessie Coleman, first African American pilot
10		-“Letter from Birmingham Jail” by Martin Luther King that described the struggle black people endured. “Claudette Colvin” - Explains her role in the Civil Rights movement.
11		1920s Culture Wars, Harlem Renaissance – Arts and Letters and the Political Thought

**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	-Let Freedom Sing – Picture book and primary sources of civil rights w/Martin Luther King, Rosa Parks, Montgomery, Little Rock 9, Greensboro 4
1		-Equality’s Call – Learn the struggle of equal rights addressing lack of justice, freedom, equality and equity of Black people including voting.
2		-How do we Learn About Long Ago – Analyzing photographs of segregation in schools.
3		-Rights, Responsibilities and Privilege – Learn important events in history, added amendments to extend rights, struggle after enslavement, segregation. Civil Rights: Let the Children March and The Youngest Marcher.
4		-Benjamin Banneker – How enslavement impacted the achievements of African Americans and perceptions of their abilities.
5		- <u>Core Knowledge</u> - Historical events in American History with focus on the reasons for the Civil War and the tragedy of enslavement. Economics - Banks Don’t Serve Everyone Equally - Discrimination in the Memphis Bank Case - Learning ways to stand up against discrimination.

7		-Red Lining- Students examine historical documents, analyze graphs, watch a video and listen to an interview to determine how the practice of redlining contributed to the household wealth inequalities that exist today between various racial demographics. (Redlining, segregation, wealth, inequality, homeownership)
8		- <u>Economic Spotlights</u> - Focusing on minorities who have made contributions to economics. - Dr. Sadie Alexander, Dr. Raphael William Bostic, <u>19 Black Economists to Celebrate and Know</u> , <u>“The Relevance of Juneteenth”</u>
9		-Emancipation in the North – race based laws and the gradual emancipation with invention of Cotton Gin and expansion of slavery in South’s cotton economy, Slavery in the Constitution, Pursuit of Freedom in Delaware, Rebellions – Nat Turner, Emancipation Proclamation Memphis Riot of 1866, Sharecropping and Reconstruction. Changes in Lincoln’s View and African American Freedom
10		-Landmark Court Cases – Dred Scott 1857 and the Missouri Compromise, 14 <sup>th</sup> Amendment – Loving vs. Virginia, Plessy vs. Ferguson, Brown vs. Board of Education
11		-Red Lining After New Deal - Use of primary source analysis - Federal Government color coded areas for bank loans as a damaging tool for promoting racial residential segregation and used by realtors, urban planners, and bankers. -Econ and the Great Migration The uses the art of Jacob Lawrence to teach the history and economics behind the early years of the Great Migration. The Harlem Renaissance, as well as the economic and societal challenges Harlem faced over the years. - Topic 5 - Discrimination in the Labor - How is government policy impacted the labor market through structural racism? Topic 7- Poverty and Income - How does U.S. policy impact the goal of equity? -Civil War and Reconstruction, Sharecropping, Compromise of 1877 WWI& 1920s – Fight for Equality, Chicago Race Riots, Red Summer of 1919 Cold War Society – Civil Rights 1950s and 1960s – Civil Rights Movement, Civil Rights Act of 1964, Voting Rights Act of 1965, Freedom Rides

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

Grade-level	Content Area(s)	Lessons/Resources
K-5 KN	ELA Social Studies	Diverse stories and black authors in ARC Curriculum Core Text and materials -Biographies on Harriet Tubman, Rosa Parks, Martin Luther King Jr., Jackie Robinson, John Lewis, Muhammad Ali, and Oprah Winfrey
1	Social Studies	--Let Freedom Sing – Picture book and primary sources of civil rights w/Martin Luther King, Rosa Parks, Montgomery, Little Rock 9, Greensboro 4
2	Social Studies	-Analyzing Artifacts and Primary Sources – Lois Redding, First African American Delaware Lawyer – Civil Rights and Segregation and Ruby Bridges
3	Social Studies	-Rights and Responsibilities- Sheyann Webb – Freedom Fighter, Let the Children March – Children of Birmingham, Audrey Faye Hendricks – The Youngest Marker
4	Social Studies	-Hidden History of Olaudah Equiano, Hidden History of Elizabeth Keys, Hidden History of Ona Judge, Onesimus and Smallpox, Benjamin Banneker – Enslavement Impacts Achievements of African Americans
5	ELA	-Civil War with Historical Figures and Slave Narratives “Spirits of Resistance-Heroes in the Fight Against Enslavement”” Heroes of the Civil War” - Uncover the underrepresented history of enslavement and resistance in the U.S. - Mathilda Taylor Beasley, Harriet Tubman, Sojourner Truth, Frederick

	Social Studies	Douglass, Henry Brown, William Still, and more.
6	ELA	-The Underground Railroad – Harriet Tubman Mapping/Geography Sheila Johnson – Banks Don’t Serve Everyone Equally
8	ELA	-The Mighty Miss Malone - Story of Deza Malone who moved from Flint to Gary Indiana and was treated unfairly because of her race.
	Social Studies	-Narrative of the Life of Frederick Douglas, An American Slave” Theories of Time and Space by Natasha Trethway – daughter of interracial parents in Mississippi,
9	Social Studies	-Narrative of the Life of Frederick Douglass An American Slave, Nat Turner – Enslaved who led a rebellion, Henry Brown’s Manuscript– Enslaved who escaped – Nailed and Mailed
	Social Studies	-Landmark Court Cases – Dred Scott 1857 and the Missouri Compromise, 14 <sup>th</sup> Amendment – Loving vs. Virginia, Plessy vs. Ferguson, Brown vs. Board of Education
10	ELA	-“Letter from Birmingham Jail” by Martin Luther King that described the struggle black people endured. Claudette Colvin - Explains her role in the Civil Rights movement.
11	ELA	-“On Being Brought from Africa to America” and “An Address to Miss Phillis Wheatley”, “The Interesting Narrative of the Life of Olaudah Equiano or Gustavus, The Africa,” “What to the Slave is the 4th of July,” by Frederick Douglas. “Barracoon, The Story of the Last Black Cargo” by Zora Neale Hurston. Interviews in 1927 with Oluale Kossola who, at that time, was presumed to be the last survivor of the Middle Passage.

## 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
Cohort 1	NY Metro Center – Culturally Responsive Sustaining Education – Cohort 1
8/21/2023	Perspectives on Race and Culture – Understanding the Effects of Disproportionality
8/22/2023	Talking About Race and Learning About Racism and Exploring our Own Racial Identity
10/9/2023	Unpacking Intersectionality and Implicit Bias to Deficit Thinking
11/3/2023	Understanding White Fragility and Microaggressions
11/21/2023	Equality vs. Equity, Racism vs. Prejudice – Eliminating Disparities in School
12/4/2023	Examining Curricular Tools of Whiteness
Cohort 2	NY Metro Center – Culturally Responsive Sustaining Education – Cohort 1
1/22/2024	Perspectives on Race and Culture – Understanding the Effects of Disproportionality
2/12/2024	Talking About Race and Learning About Racism and Exploring our Own Racial Identity
2/22/2024	Unpacking Intersectionality and Implicit Bias to Deficit Thinking
3/8/2024	Understanding White Fragility and Microaggressions
5/6/2024	Equality vs. Equity, Racism vs. Prejudice – Eliminating Disparities in School
6/10/2024	Examining Curricular Tools of Whiteness
10/13/2023	United Way of Delaware – Recognizing Organizational Culture
11/3/2024	Implicit/Explicit Bias



12/8/2024

Equity Challenge