

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: Janet Owens
Position: Assistant Head of School
Email: janet.owens@saas.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.

Members of the social studies department have invested time improving lessons and gathering more robust resources to address the requirements of HB 198. Our K-2 teachers continue to use picture books to share the contributions of Black people to American and Delaware history. Teachers of grades 3-5 are delving into the history of slavery and its impact on our country's modern day culture. Students at this level begin to look at the impact racism and white supremacy have had on our country as a whole.

Students use primary documents to learn how enslavement was endorsed by state, local, and federal laws. In grades 6-8, students gain a deeper understanding of enslavement in this country by using introductory lessons from Stanford History Group's "Reading Like a Historian." Students read slave narratives and learn some of the harsh realities of enslavement. The book "To Be a Slave", by Julius Lester, is a prominent resource in grade 8 as they gain a deeper understanding of the injustices that Black people endured during the enslavement period. In high school, students begin to take this knowledge a step further, and begin to look at the ramifications of prejudices and racism by taking a closer look at the civil rights movement and local, state and federal laws that have contributed to those

ramifications. Students also begin to look at their responsibilities as citizens in creating a society that helps correct the tragedies of the past. We will hope to add an African-American studies course and are researching the feasibility of offering an AP African-American Studies course to give students an opportunity to advance this knowledge even further.

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 | |
| 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 | |
| d. The central role racism played in the Civil War. | X | X | 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 | 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 |
| 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 | | |
|---|---|---|---|---|---|---|---|--|--|--|---|--|--|

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 | Unit 2 Lesson 1 Ways of Thinking about People and the Past- 4th grade U.S History and Civics Model Lessons |
| 6 | Social Studies | African culture, historic figures, Primary Document Research: March on Selma, MLK/Civil Rights Speeches |
| 10/11 | U.S. History | Primary Sources: Harlem Renaissance, Jacob Lawrence’s and Horace Pippin’s paintings - Read short bios on each and examine a piece of artwork for each. Primary source letters of Black Americans wiring to home during the Great Migration in the 1920s. Study of related advertisements in “The Crisis” as well as descriptions in the textbook. |

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

| Grade-level | Content Area(s) | Lessons/Resources |
|-------------|-----------------|--|
| 4 | Social Studies | Unit 4 Lesson 2 Enslavement in History -4th grade U.S. History and Civics Model Lessons |
| | | Unit 4 Lesson 3 Servants on Trial- 4th grade U.S. History and Civics Model Lessons |
| | | Unit 4 Lesson 5 Hidden History-Olaudah Equiano- 4th grade U.S. History and Civics Model Lessons |
| | | Unit 4 Lesson 6 Resistance to Enslavement- 4th grade U.S. History and Civics Model Lessons |
| | | Unit 4 Lesson 7 Enslavement in Delaware: Origins and Growth- 4th grade U.S. History and Civics Model Lessons |
| | | Unit 5 Lesson 6 1619: A Particularly Important Year in American History- 4th grade U.S. History and Civics Model Lessons |
| | | Unit 5 Lesson 7 Hidden History Elizabeth Key Sues for Freedom- 4th grade U.S. History and Civics Model Lessons |

| | | |
|---|----------------|---|
| 5 | Social Studies | Unit 8 Lesson 3 A “Bett” on Freedom- 4th grade U.S. History and Civics Model Lessons |
| | | Unit 8 Lesson 4 Benjamin Banneker to Thomas Jefferson-4th grade U.S. History and Civics Model Lessons |
| | | Savvas My World Interactive 5 p. 342-345 Slavery Spreads |
| | | Savvas My World Interactive 4 p. 51 Enslavement in the European Colonies |
| | | Savvas My World Interactive 4 p. 246 Plantations |
| 7 | Social Studies | Project Citizen and Redlining, “unbankable”, disaggregation of inflation |

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

| Grade-level | Content Area(s) | Lessons/Resources |
|-------------|---------------------------|---|
| 4 | Social Studies | <p>Unit 4 Lesson 7 Enslavement in Delaware: Origins and Growth- 4th grade U.S. History and Civics Model Lessons</p> <p>Unit 5 Lesson 7 Hidden History Elizabeth Key Sues for Freedom- 4th grade U.S. History and Civics Model Lessons</p> <p>Unit 8 Lesson 5 History Mystery Ona Judge- 4th grade U.S. History and Civics Model Lessons</p> <p>Savvas My World Interactive 5 (note the grade 5 book is used for 4th grade due to the reorganization of 4-5th social studies standards) p. 92 Class Structure in New Spain (talks about enslaved people being below the class system) p.152 Class system in the English colonies</p> |
| 9 | Integrated Social Studies | <p>iCivics: Dynamic and Changing Constitution</p> <p>We the People: Growth of Voting Rights with emphasis on Jim Crow Laws and Fifteenth Amendment</p> |
| 10/11 | US History | <p>Rise of the KKK and the relationship to post-war era.</p> <p>Readings/videos/primary source readings</p> |

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

| Grade-level | Content Area(s) | Lessons/Resources |
|-------------|-----------------|-------------------|
|-------------|-----------------|-------------------|

| | | |
|---|---------------------------|--|
| 1 | Social Studies | Savvas My World Interactive p.96-99-Harriet Tubman, Martin Luther King Jr. |
| 2 | Social Studies | Savvas My World Interactive p. 146-147- Harriet Tubman, Martin Luther King, Jr. , Wilma Rudolph |
| 3 | Social Studies | Savvas My World Interactive p.212-215 -Frederick Douglass, Harriet Tubman, Martin Luther King, Jr. |
| 5 | Social Studies | Savvas My World Interactive 4 p. 66-67 The North and the South/The Civil War |
| | | Savvas My World Interactive 4 p. 248-249 Slavery and the Civil War/ The Southeast After Slavery |
| 8 | Social Studies | Secession, anti-slavery politics, expansion of slavery into western territory Resource: https://www.essentialcivilwarcurriculum.com/popular-sovereignty.html#:~:text=The%20idea%20of%20popular%20sovereignty,to%20permit%20or%20prohibit%20slavery. |
| 9 | Integrated Social Studies | iCivics: Dynamic and Changing Constitution We the People: Growth of Voting Rights with emphasis on Jim Crow Laws and Fifteenth Amendment |

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/Social Studies | Savvas My World Interactive p. 10-Martin Luther King Jr. |
| | | Savvas My World Interactive p. 152-153-Booker T. Washington |
| | | Savvas My World Interactive p. 157-Martin Luther King Jr. |
| | | Savvas My World Interactive p. 160- Martin Luther King Jr. |
| 1 | ELA/Social Studies | Savvas My World Interactive p.96-99-Harriet Tubman, Martin Luther King Jr. |
| | | Savvas My World Interactive p. 138-Ruby Bridges |
| 2 | Social Studies | Savvas My World Interactive p. 146-147- Harriet Tubman, Martin Luther King, Jr. , Wilma Rudolph |
| | | Savvas My World Interactive p. 152-153- Rosa Parks |
| 3 | Social Studies | Savvas My World Interactive p.204-205-Thurgood Marshall, segregations |

| | | |
|-------|---------------------------|---|
| | | Savvas My World Interactive p.212-215 -Frederick Douglass, Harriet Tubman, Martin Luther King, Jr. |
| | | Savvas My World Interactive p.260-Mary McLeod Bethune |
| 4 | Social Studies | Unit 1 Lesson 11 Why and Where was Rosa Parks-4th grade U.S. History and Civics Model Lessons |
| 5 | Social Studies | Savvas My World Interactive 4 p. 248-249 Slavery and the Civil War/ The Southeast After Slavery |
| 6 | Social Studies | African culture, historic figures, Primary Document Research: March on Selma, MLK/Civil Rights Speeches |
| 7 | Social Studies | Project Citizen and iCivics: redlining, “unbankable”, disaggregation of inflation |
| 8 | Social Studies | The civil rights movement- court cases, roles of federal, state, and local governments, boycotts Resources: Choices curriculum, Think Like a Historian |
| 9 | Integrated Social Studies | Civic Online Reasoning: Dynamic and Changing Constitution Stanford History Group - Reading Like a Historian: Growth of Voting Rights with emphasis on Jim Crow Laws and Fifteenth Amendment |
| 10/11 | US History | Stanford History Group - Reading Like a Historian: Jim Crow and Black Codes Post-Reconstruction voting restrictions, Plessy v. Ferguson, race riots in Chicago and St. Louis at the turn of the century, military segregation during the World Wars. |

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

| Grade-level | Content Area(s) | Lessons/Resources |
|-------------|--------------------|---|
| K | ELA/Social Studies | Savvas My World Activity Guide Adapt p.35 Who Is Your Hero to discuss Black people who have made contributions to American life, history, literature, economy, politics, and culture |
| | | Savvas My World Interactive p. 10-Martin Luther King Jr. |
| | | Savvas My World Interactive p. 152-153-Booker T. Washington |
| | | Savvas My World Interactive p. 157-Martin Luther King Jr. |
| | | Savvas My World Interactive p. 160- Martin Luther King Jr. |

| | | |
|-------|--------------------|--|
| 1 | ELA/Social Studies | Savvas My World Interactive p.96-99-Harriet Tubman, Martin Luther King Jr. |
| 2 | ELA/Social Studies | Savvas My World Interactive p. 66-George Washington Carver |
| | | Savvas My World Interactive p.206- Jackie Robinson |
| 3 | ELA/Social Studies | Savvas My World Interactive p.204-205-Thurgood Marshall, segregations |
| | | Savvas My World Interactive p.212-215 -Frederick Douglass, Harriet Tubman, Martin Luther King, Jr. |
| | | Savvas My World Interactive p. 256-257-Jacob Lawrence, Louis Armstrong |
| | | Savvas My World Interactive p.260-Mary McLeod Bethune |
| | | Savvas My World Interactive p.291-Phillis Wheatley |
| | | Savvas My World Interactive p.293-Kadir Nelson |
| | | Savvas My World Interactive p.299-300- Juneteenth/ Kwanzaa |
| | | Savvas My World Interactive p.312-Marian Anderson |
| 4 | Social Studies | Savvas My World Interactive 5 p.158-167 Slavery in the Colonies |
| | | Savvas My World Interactive 5 p. 201-Crispus Attucks |
| | | Savvas My World Interactive 5 p.228-African Americans During the War (Revolutionary War) |
| | | Savvas My World Interactive 5 p.308-Benjamin Banneker |
| | | Savvas My World Interactive 5 p. 350 Frederick Douglass |
| 6 | Social Studies | African culture, historic figures, Primary Document Research: March on Selma, MLK/Civil Rights Speeches |
| 8 | Social Studies | Secession, anti-slavery politics, expansion of slavery into western territory Resource: https://www.essentialcivilwarcurriculum.com/popular-sovereignty.html#:~:text=The%20idea%20of%20popular%20sovereignty,to%20permit%20or%20prohibit%20slavery. |
| 10/11 | US History | Bios on Marcus Garvey, Ida B. Wells, the Harlem Hellfighters, Henry Flipper and the Buffalo soldiers, The "First 15" Black members of Congress, Eugene Bullard, Little Richard and Rock and Roll, Muhammed Ali, A. Phillip Randolph. These bios extracted from Congress.gov, and history.com |

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/Social Studies | Savvas My World Interactive p. 10-Martin Luther King Jr. |
| | | Savvas My World Interactive p. 157-Martin Luther King Jr. |
| | | Savvas My World Interactive p. 160- Martin Luther King Jr. |
| 1 | ELA/Social Studies | Savvas My World Interactive p.96-99-Harriet Tubman, Martin Luther King Jr. |
| | | Savvas My World Interactive p. 138-Ruby Bridges |
| 2 | ELA/Social Studies | Savvas My World Interactive p. 146-147- Harriet Tubman, Martin Luther King, Jr. , Wilma Rudolph |
| | | Savvas My World Interactive p. 152-153- Rosa Parks |
| | | Savvas My World Interactive p. 201- Martin Luther King Jr. |
| | | Savvas My World Interactive p.206- Jackie Robinson |
| 3 | ELA/Social Studies | Savvas My World Interactive p.204-205-Thurgood Marshall, segregations |
| | | Savvas My World Interactive p.212-215 -Frederick Douglass, Harriet Tubman, Martin Luther King, Jr. |
| | | Savvas My World Interactive p.297-Martin Luther King, Jr. |
| | | Savvas My World Interactive p.312-Marian Anderson |
| 4 | Social Studies | Unit 1 Lesson 11 Why and Where was Rosa Parks-4th grade U.S. History and Civics Model Lessons |
| | | Savvas My World Interactive 5 p.286-African Americans Get the Right to Vote |
| 5 | Social Studies | Savvas My World Interactive 4 p.68 Reconstruction/Segregation |
| | | Savvas My World Interactive 4 p. 80 The Civil Rights Era |
| | | Savvas My World Interactive 4 p.258 Rosa Parks |
| 8 | Social Studies | The civil rights movement- court cases, roles of federal, state, and local |

| | | |
|-------|------------|---|
| | | governments, boycotts Resources: Choices curriculum, Think Like a Historian |
| 10/11 | US History | <p>The Green Book- resources focus on the automobile, industrialization, consumer culture, the Jim Crow Era, and African American history.</p> <p>The New Deal and African Americans-Using Evidence: Did the New Deal provide relief and recovery for all Americans?</p> <p>Early civil rights; The “First 15” Black members of Congress, Truman, integration of the military, Eisenhower and 101st Airborne in Ark., Little Rock Nine, LBJ and the Great Society and the Civil Rights Act of 1968, MLK compared to Malcom X, March on Washington. The Civil Rights act of 1875, Compare and Contrast Booker T. Washington and W.E.B. DuBios tactics’</p> <p>Pullman Porters and the creation of the first Black union. Several links from history.com, primary source from “Puck” political satire from the early 1900s.</p> |

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

| Grade-level | Content Area(s) | Lessons/Resources |
|-------------|--------------------|---|
| K | ELA/Social Studies | Savvas My World Activity Guide Adapt p.35 Who Is Your Hero to discuss Black people who have made contributions to American life, history, literature, economy, politics, and culture |
| | | Savvas My World Interactive p. 10-Martin Luther King Jr. |
| | | Savvas My World Interactive p. 152-153-Booker T. Washington |
| | | Savvas My World Interactive p. 157-Martin Luther King Jr. |
| | | Savvas My World Interactive p. 160- Martin Luther King Jr. |
| 1 | ELA/Social Studies | Savvas My World Interactive p.96-99-Harriet Tubman, Martin Luther King Jr. |
| 2 | ELA/Social Studies | Savvas My World Interactive p. 138-Ruby Bridges |
| | | Savvas My World Interactive p. 66-George Washington Carver |
| | | Savvas My World Interactive p. 146-147- Harriet Tubman, Martin Luther King, Jr. , Wilma Rudolph |
| | | Savvas My World Interactive p. 152-153- Rosa Parks |

| | | |
|---|--------------------------------|--|
| | | Savvas My World Interactive p. 201- Martin Luther King Jr. |
| | | Savvas My World Interactive p.206- Jackie Robinson |
| 3 | ELA/Social Studies | Savvas My World Interactive p.204-205-Thurgood Marshall, segregations |
| 3 | ELA/Social Studies | Savvas My World Interactive p.212-215 -Frederick Douglass, Harriet Tubman, Martin Luther King, Jr. |
| 4 | Social Studies | Savvas My World Interactive 5 p. 201-Crispus Attucks |
| | | Savvas My World Interactive 5 p.308-Benjamin Banneker |
| | | Savvas My World Interactive 5 p. 350 Frederick Douglass |
| 5 | Social Studies/Performing Arts | Savvas My World Interactive 4 p. 188-190-Crispus Attucks, Phillis Wheatley, Frederick Douglass, Sojourner Truth |
| | | Savvas My World Interactive 4 p. 80 The Civil Rights Era |
| | | Savvas My World Interactive 4 p. 252-254 The Culture of the Southeast/Music in the Southeast/Cultural Traditions: Gullah culture, jazz, Aretha Franklin, Zora Neal Hurston |
| | | Savvas My World Interactive 4 p.258 Rosa Parks |
| | | Savvas My World Interactive 4 p. 300 Jean Baptiste Point DuSable |
| | | Savvas My World Interactive 4 p.334-Nat Love |
| 6 | Social Studies | African culture, historic figures, Primary Document Research: March on Selma, MLK/Civil Rights Speeches |

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 |
|--------|---|
| 8/2023 | Social Studies teachers in Grades 3-12 participated in PLC work which included researching SORA's book collections for HB198 for all levels, investigating resources available through the UDLibSearch list entitled: House Bill 198: UDLib/SEARCH Teaching and Learning Resources. |

10/14/2022

The entire social studies department participated in the social studies coalition's conference: Expanding the Narrative in Social Studies Classroom: How to meet HB 198 with an Inclusive Lens held on October 14.