

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.

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Position: Director of Teaching and Learning

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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.

Children experience read-alouds that feature Black figures in national history. They are introduced to poetry, music, art, dance and inventions made by African Americans that they can relate to, such as those given to us by Washington Carver's research and ingenuity. The curriculum is based on Understanding by Design Thematic Units and a variety of activities spin off from these lessons and approach to learning.

As we have multi-age groupings in Montessori classrooms our Kindergarteners are mixed with first graders. The content is the same but the depth of knowledge is greater and there are more extensions.

Our 2nd and 3rd graders are together in a mixed age grouping. The following goes for both grade levels. Harriet Tubman, Rosa Parks, Ruby Bridges, Jesse Owens, Jackie Robinson and Dr. Martin Luther King are taught through biographies, read-alouds, timelines designed by the learners, learners interview family and community members, watch videos, discuss desegregation and federal and state laws related to segregation and Jim Crow laws. The children also make timelines that show Olympic athletes across time as well as the timeline of the civil rights movement. Learners are introduced to acts of resistance, allies and protests.

Our 4-5 graders are also in a mixed age grouping. Their explorations are built across the two years. As a part of the history of inventors, students research an inventor and their inventions by putting on a wax museum type exhibit for their classmates and families. This highlights the impact that black inventors have had on American life. Students read books about enslavement, the underground railroad, and segregation. They visit the areas in Delaware that have historical connections to these events. They discuss their learning and write journal reflections. They are introduced to the art, music and authors of these times.

These works below are also part of our K-3 Montessori Curriculum:

- K-3a: Students will use clocks, calendars, schedules, and written records to record or locate events in time.
- K-3a: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.
- K-3a: Students will understand that American citizens have distinct rights, responsibilities, and privileges.

For 4-6 Grades:

- We follow the Social Studies Model Lesson Blueprint Units and Lesson Plans as outlined in the Units for each grade, 4-6.

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	X						

Sussex Montessori Charter School does not serve students in grades 7 – 12.

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
d. The central role racism played in the Civil War.						X	X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.							X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	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
h. Black figures in national history and in Delaware history.	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
1-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> • What is history and why learn it? • History Bags: How do we learn about the past? • How can we learn about the past? • Using timelines to analyze change over time. • Contributions of Black people prior to African and Black Diaspora? • Use of primary evidence to research African Culture, Science, Art and Literature. Montessori TimeLines and Migration Charts Montessori Globes and Geography Puzzles of Africa Waseca Biomes Materials Research/Interviews/Literature/Storytelling/Music of Black people

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

Grade-level	Content Area(s)	Lessons/Resources
4-6	Cultural Studies	All lessons outlined in 4th -6th Model Lesson Blueprints:

	Language Geography History	<ul style="list-style-type: none"> ● Seeking solutions to the labor problem? ● Enslavement in History-Why were they enslaved? ● How was enslavement in America different from enslavement in the “Old World?” <p>Social Studies, 4th Grade Model Lesson: <i>The Middle Passage</i></p> <ul style="list-style-type: none"> ● What might have changed from indentured servitude to permanent slavery? <p>Social Studies, 4th Grade Model Lesson: <i>Servants on Trial: The Case of John Punch</i></p> <ul style="list-style-type: none"> ● What has changed over time? ● How did life change for those enslaved? <p>Social Studies, 4th Grade Model Lesson: <i>Enslavement in History</i></p> <p>Social Studies, 4th Grade Model Lesson: <i>Seeking Solutions to the Labor Problem in the Colonies</i></p>
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c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
4-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> ● Understanding Evidence and why it is needed? ● Ways of thinking about people and places in the past ● What are some misconceptions about other places and people who live in them?

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

Grade-level	Content Area(s)	Lessons/Resources
5-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> ● Distinguishing Primary and Secondary Sources and their importance <p>This Is How Racist America Was During the Civil War History News Network</p>

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

Grade-level	Content Area(s)	Lessons/Resources
6	Cultural Studies Language	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> ● United States Slavery Laws and Restrictions PureHistory

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

Grade-level	Content Area(s)	Lessons/Resources
K-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> • How can I arrange things chronologically and why should I do it? • Hidden History: What were some of the experiences of enslaved people and how did they respond? <p>Social Studies, 4th Grade Model Lesson: <i>Hidden History: Olaudah Equiano</i></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
6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> • What was Black Wall Street? • What role did ‘progress’ of city planning and how did it impact the Black communities across the country? • What does ‘Why the Caged Bird Sings’ represent? • Who are the voices of Black Americans that shaped how people saw and viewed Black Americans? <p>Social Studies, 4th Grade Model Lesson: <i>Resistance to Enslavement</i></p>

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

Grade-level	Content Area(s)	Lessons/Resources
K-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> • Enslavement in Delaware: How and when did Black enslavement begin in what is now the state of Delaware. <p>Social Studies, 4th Grade Model Lesson: <i>Enslavement in Delaware</i></p>

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
8/28-29/23 12/8/23 1/26/23	<p>All SMS Guides receive UbD training several times a year. This is the framework that guides our cultural studies curriculum and content. The Guides plan out the fall and spring semesters all at once under the instructional leadership of Melissa Sugzdinis. The Guides use the Delaware Model Lessons Blueprint that addresses the HB198 standards.</p> <p>During the school year, Curriculum & Instruction PLCs occur monthly. The HB198 lessons and resources are discussed at these monthly meetings.</p>