

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: Matthew Donovan

Position: Director of Curriculum and Instruction

Email: matthew.donovan@sussexvt.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.

Sussex Vocational Technical High School is a comprehensive vocational technical high school serving students in grades 9 – 12 from seven Sussex County school districts. In our determination to meet the requirements of HB 198, we convened a meeting of our Social Studies and English teachers. During our meetings, we first looked at the established framework provided in the House Bill. The departments completed a chart with nineteen specific topics (corresponding to Subsection 4143, 3a-5a of HB 198) to document where we meet the requirements of the legislation. We determined our study of Black history is strong in the following areas: primary sourcing; age appropriateness; roles and responsibilities of citizens in democratic societies to combat racism inequality and discrimination; contemporary events and tools of resistance; respect for cultural diversity; opportunities to uplift the Black experience; ramifications of prejudice, racism, and stereotypes. Next, we met with both departments and department leaders to discuss how we could continue to document our work and how we could incorporate additional instructional material.

We will carry out our plan for this school year. Meanwhile teachers will continue to revise curriculum maps for their respective courses. Throughout the year teachers will continue to meet in Professional Learning Communities (PLCs) where they discuss curriculum, formulate lesson plans, and ensure congruence of formative and summative assessments. Inherent in these activities is the continued review of the framework and topics from HB 198 to ensure

compliance and teaching to meet the standards required by the state.

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	
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	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	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.										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
h. Black figures in national history and in Delaware history.											X	X	X

Sussex Technical School District does not serve students in grades K – 8.

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
9	World History	Students study the history and culture of the Great African civilizations as part of the Unit on “Civilizations Prior to European Contact” Songhai, Mali and Ghana are studied to learn about the trading of gold, salt, and other products. Timbuktu is taught as a center of culture, religion, history, and science. Primary sources about Mansa Musa, the city of Timbuktu, and the Trans-Atlantic slave trade are used in this unit. Film clips from <i>Roots</i> , and <i>Amistad</i> are used to document the Middle Passage.
11	APUSH/American History	In APUSH, students learn about the African civilizations prior to European contact through a study of the great empires. Students learn of the intricate trade relations among the African civilizations and the coastal tribes. Students learn of the Iberian origins of the slave trade, and the complicity of African kingdoms in the practice. This adds a global perspective to the development of the practice rather than limiting the study to regions or nations.

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

Grade-level	Content Area(s)	Lessons/Resources
9	World History	As part of the Explorations Unit, students consider the impact of slavery on the colonial empires of Spain and Portugal and the rise of the <i>encomienda</i> system. Students consider the way that the Triangle Trade affected the native indigenous peoples and the massive, forced human migration to the Americas.
10	Civics/Economics	One theme throughout the Civics Constitution Unit is the central role that slavery played in the development of the American economy. From its founding, the US has relied on slave labor to give rise to the concept of the “slave society” where racial hierarchies, labor systems, segregation, and protection of slave-owners rights were interlinked. Students also learn of the efforts to abolish the cruel practice through the efforts of the Quakers, the Mennonites, and the Abolitionists.

11	<p data-bbox="370 149 586 680">APUSH</p> <p data-bbox="370 680 586 1474">American History</p>	<p data-bbox="602 149 1511 680">In APUSH, students learn of the significance of enslavement in the development of the American economy starting in 1619. Students learn of the establishment of a system of labor in the South and the development of race-based slavery starting in the 1650s. Students read “<i>Equiano on Slavery</i>” and study “<i>Advertisements for Runaway Slaves</i>” (1738) as primary sources depicting the practice. Students weave these connections together to reveal what Historian Ira Berlin calls the “slave society” of America. Further study elicits slavery as a predominant factor in the development of the American economy and the expansion of slavery into the new states. Slavery was essential to the development of the cotton industry and the textile industry to the point where cotton amounted to about 50% of all-American exports.</p> <p data-bbox="602 680 1511 1474">In American History, students examine both how and why slavery dominated the economy of the South and its impact on the American economy. Students will analyze the working conditions and severe restrictions placed upon slaves through a study of the slave codes that were passed throughout the South. Students will read excerpts from Narrative of the Life of Frederick Douglass, an American Slave and from Uncle Tom’s Cabin as primary sources depicting the practice of slavery. Students will also examine how inventions such as the cotton gin further entrenched slavery as the driving force behind the cash crop economy of the South. Furthermore, students will examine the abolitionist movement and the efforts of individuals such as Nat Turner, Frederick Douglass, William Lloyd Garrison, Harriet Tubman, John Brown, Sarah and Angelina Grimke and many others in their pursuit to end slavery in the United States.</p>
----	---	---

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

Grade-level	Content Area(s)	Lessons/Resources
9	World History	As part of the Explorations Unit, students consider the impact of slavery on the colonial empires of Spain and Portugal and the rise of the encomienda system. Students consider the way that the Triangle Trade affected the native indigenous peoples and the massive, forced human migration to the Americas.
10	Civics/Economics	Students study the relationship between white supremacy, racism, and American slavery when studying the Unit on the Constitution. Included in

11	APUSH	<p>this is the study of the 3/5ths Compromise and the protection of slaves as “property” under the 5th Amendment. Students learn of the “Slave Society” that existed, primarily in the South, to advance white interests.</p> <p>In APUSH, students study the relationship between law, property, and power through primary sources such as Thomas Jefferson’s <i>“On Race and Slavery”</i> and St. George Tasker’s <i>“Gabriel’s Rebellion”</i>. Students read primary sources depicting accounts of slave revolts, concluding that while these horrible conditions existed, slaves did not accept their condition easily, William Bull’s <i>(Stono Rebellion)</i> exemplifies this narrative. Students read of the “Black Codes” prohibiting slaves from assembling, moving from plantation to plantation, and receiving an education. In the Slave Webquest, students listen to oral history and read slave transcripts recorded in the 1930s by Alan Lomax and the Federal Writers Project. They reveal not only the interrelation between racism and American slavery, but the unique culture that emerged within this oppression.</p> <p>As the course turns to the Constitutional Convention, in 1787, students analyze the 3/5ths Compromise and the “5th Amendment” which protect slave -owners and their property., and the accommodations made to the slave traders by not banning the importation of slaves until 1808. Lincoln’s <i>Second Inaugural Address</i> receives attention for its importance and eloquence in binding the nation after the terrible events of the Civil War.</p>
	American History	<p>In American History, students will analyze how advocates and practitioners of slavery attempted to rationalize their reasons for supporting the evil institution of slavery. Students will read primary source accounts of slaves and their treatment on Southern plantations. Students will examine the Slave Codes that imposed strict restrictions on the daily lives of slaves and perpetuated the idea that slaves are to be regarded as property, and not as people. Students will also analyze the U.S. Supreme Court decision in the <i>Dred Scott v. Sanford</i> case and the majority opinion written by Chief Justice Roger B. Taney.</p>
12	ELA	<p><i>Beloved</i> by Toni Morrison</p>

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

Grade-level	Content Area(s)	Lessons/Resources
10	Civics/Economics	<p>Relative to the events leading to the Civil War, students study major Supreme Court Cases, including the <i>Dred Scott</i> decision, the efforts of John Brown and radical abolitionists to stop slavery. Students study the Missouri Compromise and the Compromise of 1850 to analyze whether a political solution could have been found to the growing issue of the expansion of Slavery.</p>
11	APUSH	<p>In the APUSH program, students are exposed to a variety of sources illustrating the central role that racism had in the causes and progress of the Civil War. Students read Frederick Douglass’ <i>“What is July 4th to the</i></p>

	American History	<p><i>Negro?</i>” as well as “<i>Resistance to the Fugitive Slave Law</i>” (1850). Students will read the account of Samuel Lok “<i>Condemnation of the Emancipation Proclamation</i>” (1862) and the debate over the use of freed blacks to fight for the Union. Students will study the “<i>Contraband Slave Act</i>” to assess the role that the concept of “property” skewed the work of people who supported the use of troops in the War. Students are also exposed to the denial of property rights and “<i>Petition of Blacks in Edesto County</i>” towards land reform in the Deep South. In addition, students will read the sources of black leadership demanding equal pay for black troops.</p> <p>Students will explore the role of racism as it relates to the American Civil War by examining both, the Missouri Compromise of 1820 and the Compromise of 1850. Excerpts from, <i>Uncle Tom’s Cabin</i>, by Harriet Beecher Stowe as well as the implementation of Black Codes and Jim Crow Laws in the South during Reconstruction. Students will learn about the struggles and discrimination experienced by Black soldiers in the Union Army by reviewing a series of primary sources from the Library of Congress, including a letter from Abraham Lincoln to Charles Sumner (1864) and several images of enlisted Black troops serving in a variety of roles. Students will also read an account written on the 54th MA regiment.</p>
--	------------------	---

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

Grade-level	Content Area(s)	Lessons/Resources
10	Civics/Economics	<p>Students study the perpetuation of slavery and the continuation of inequality in various Civil Rights cases (<i>Dred Scott</i>, <i>Plessy v Ferguson</i>, and <i>Brown v Board of Education</i>). (www.landmarkcases.org) The phrase, “all deliberate speed” led Southern states to refuse to integrate, close schools, or submit integration proposals that would fail). Students study the efforts of the KKK to prevent freed blacks from exercising their rights) terror, Grandfather clauses, Poll taxes, and literacy tests among others. Later in the Civics course, students will read about “redlining” in housing developments, and “gerrymandering” to restrict voting in certain districts. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 are studied to show the government’s role in securing “liberty for all.”</p>
11	APUSH	<p>Students continue their study of the tragedy of enslavement being perpetuated through federal, state, and local laws with primary sources from Phyllis Wheatly, “<i>Letter of Phyllis Wheatly</i>,” and the “<i>Petition of Slaves to the MA Legislature</i>” (1774). The disenfranchisement of black voters, even as Northern states were abolishing slavery is treated in the course. Students study the development of “race-based” slavery through a study of Maryland and Virginia slave codes. Students study the “Black Codes” that were passed in the antebellum period to suppress movement for slaves, prohibited the teaching of slaves, and restricted assembly in the wake of slave uprisings in the 1830s. As the country moved and expanded Westward, the political dimensions about the issue of slavery are treated. Students study the Missouri Compromise, The Compromise of 1850, and</p>

	American History	<p>the devastating role that the <i>Dred Scott</i> decision played in fomenting antagonisms on each side. Students also study the antagonisms in Kansas which foreshadowed the Civil War. Included are the “Lecompton Constitution” which was rushed to vote by pro-slavery forces. This struggle led to the violent “Pottawatomie Creek” massacre and “Bleeding Kansas” a year later. The legacy of slavery and the link of segregation, race, and denial of rights is treated in a thorough study of the Jim Crow laws and the <i>Plessy v Ferguson</i> Supreme Court case (1896)</p> <p>Students study the perpetuation of slavery and the continuation of inequality in various Civil Rights cases (<i>Dred Scott, Plessy v Ferguson, and Brown v Board of Education</i>). (www.landmarkcases.org)</p> <p>Students will be able to describe how Black Codes emerged and restricted the lives of Black Americans by reading an excerpt from “What a Black Man Wants”, written by Frederick Douglas; along with examples of Black Codes from Louisiana, Mississippi, and Florida. Students will complete an activity in which they are presented with various scenarios and how Black Codes impacted “free” Blacks in the South. The Compromise of 1850 and its emphasis on reinforcing the Fugitive Slave Act as well as the <i>Dred Scott</i> decision are other major events that students will examine to further enrich their understanding of the many illegal and immoral obstacles implemented to impede the rights and guarantees of citizenship.</p>
10	ELA	A Raisin in the Sun by Lorraine Hansbury
12	ELA	Beloved by Toni Morrison
11	ELA	“A Dream Deferred” & “I Dream a World” by Langston Hughes
12	ELA	“How it Feels to Be Colored Me” & “Spunk” by Zora Neale Hurston
12	ELA	Fences by August Wilson

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

Grade-level	Content Area(s)	Lessons/Resources
10	Civics/Economics	In the Participation and Citizenship Units, students learn about the contributions of black leaders to work for change (both within the system and outside the system) in the status of African Americans. The Reconstruction efforts of Hiram Revels and Blanche K. Bruce are studied. W.E.B. DuBois and Booker T. Washington primary sources are studied to understand the struggles of blacks to work into the larger white society. The efforts of Rosa Parks, Jackie Robinson, and the Little Rock Nine are highlighted to exemplify the extraordinary courage necessary to confront inequality.
11	APUSH	The contributions of Black people to American life, history, literature, economy, politics, and culture in the APUSH program are numerous. Equiano emerges as a voice describing the inhumane treatment of slaves and the contributions of Phyllis Wheatley are noted. Frederick Douglass figures prominently in the contributions as an actor dedicated to equality,

		<p>liberty and freedom. These are seen in his numerous writings, <i>“The Desire for Freedom”</i> (1845) to his <i>“Autobiography”</i> and <i>“The Fourth of July”</i> (1852), <i>“Black Soldiers”</i> (1862) and the <i>“Composite Nation”</i> (1869) Nat Turner’s slave revolt is examined in <i>“Confessions,”</i> and the important contributions to the intellectual and economic history of the US by Booker T Washington and WEB DuBois <i>“The Souls of Black Folks”</i> studied. The efforts of the Freedman’s Bureau, Hiram Revels, and Blanche K Bruce bring the unflagging courage and vision of blacks following the Civil War into focus. As the course enters the 20th century, Ida Wells <i>“the Lynch Law in All its Phases”</i> (1893), <i>“The Harlem Hellfighters,”</i> provide courageous narratives, and the Harlem Renaissance and the Great Migration cap the 1920s and 1930s with the extraordinary contributions of Louis Armstrong, Marcus Garvey <i>“UNIA”</i>, Langston Hughes, <i>“I, Too.”</i> A Phillip Randolph’s, the <i>Pittsburgh Courier’s “Double V Campaign”</i> and the <i>“Tuskegee Airmen,”</i> contributions to civil rights in the 1940s provide the foundation for the future civil rights movement. Jackie Robinson’s integration of MLB features predominantly in this arc towards civil rights and equality for blacks. MLK, Rosa Parks, SRPC, John L. Lewis, and the efforts of the black church are featured in the study of the 1950s and 1960s civil rights era. Students read <i>“Letter from A Birmingham Jail,”</i> and <i>“the Montgomery Bus Boycott.”</i> Students reflect on the unique history of jazz and spirituals (<i>Jumpin’ Judy</i>) and (<i>Hoe, Emma, Hoe</i>) in shaping American culture.</p>
	American History	<p>The contributions of Black people to American life, history, literature, economy, politics, and culture in the American History curriculum are numerous. Beginning with such figures during the pre and Civil War era as Harriet Tubman, Frederick Douglas, and Nat Turner; students will explore their efforts to achieve inclusion and equality. Students participate in a Harlem Renaissance activity in which they examine and evaluate the big ideas and racial and economic philosophies of Marcus Garvey as well as the music of Louis Armstrong and Duke Ellington. Students will also learn of the Great Migration and examine the push/pull factors for African Americans to vacate the South and move North as outlined by articles in the <i>Chicago Defender</i>. Jackie Robinson’s integration of MLB features predominantly in this arc towards civil rights and equality for blacks. MLK, Rosa Parks, SRPC, John L. Lewis, and the efforts of the black church are featured in the study of the 1950s and 1960s civil rights era. Students read <i>“Letter from A Birmingham Jail,”</i> and <i>“the Montgomery Bus Boycott.”</i></p>
9	ELA	“Eraser Tattoo” by Jason Reynolds
10	ELA	A Raisin in the Sun by Lorraine Hansbury
11	ELA	“The Danger of the Single Story” by Chimamanda Ngozi Adichie
11	ELA	“How it Feels to Be Colored Me” & “Spunk” by Zora Neale Hurston
11	ELA	Harlem Renaissance Webquest https://www.bcit.cc/cms/lib04/NJ03000372/Centricity/Domain/144/Harlem%20Renaissance%20Webquest%20Actual.pdf “What a Wonderful World” by Louis Armstrong

g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair

ELECTIVE	SOCIOLOGY	<p>employ is explored in depth in American History. Students will explore several pieces of Civil Rights legislation that was passed in the 1960's including, The Civil Rights Act of 1964, the 24th Amendment, the Voting Rights Act of 1965, and the Fair Housing Act of 1968. Students will also explore the tactics used by both Malcolm X and Martin Luther King Jr in their efforts to secure equal rights. The impact of figures such as John Lewis and Rosa Parks and the emergence of groups such as The Black Panthers, SNCC, SCLC, CORE, The Nation of Islam, and the NAACP. Students will analyze the impact of the Supreme Court's decision in <i>Brown v. Board of Education (1954)</i>.</p> <p>Sociology themes relevant to the topic include race relations in the US and racist issues in sport. This is examined through the PBS film "A Class Divided" and the subject is further studies in the ESPN clip: "Commentary on NFL Hiring Practices"</p>
		<p>9 ELA "Eraser Tattoo" by Jason Reynolds –the effects of gentrification</p> <p>10 ELA A Raisin in the Sun by Lorraine Hansbury—financial and social struggles of 1950s Black family</p> <p>11 ELA "The Danger of the Single Story" by Chimamanda Ngozi Adichie</p> <p>11 ELA "How it Feels to Be Colored Me" by Zora Neale Hurston</p> <p>11 ELA "A Dream Deferred" & "I Dream a World" by Langston Hughes</p> <p>12 ELA "Hair" & "My Mother Never Worked" by Malcolm X</p> <p>12 ELA "Ships on the Horizon" by Zora Neale Hurston</p> <p>12 ELA Fences by August Wilson</p>

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

Grade-level	Content Area(s)	Lessons/Resources
10	Civics/Economics	Students learn about the contributions of individuals to Delaware history including Robert Moses, Malcolm X, Martin Luther King, John L. Lewis, Louis Redding, and Lisa Blount Rochester. Black entrepreneurs such as Madam C.J. Walker help to celebrate the Black experience.
11	APUSH/	The APUSH curriculum includes a full study of Black contributions to National and Delaware history, politics, culture, and economics. Students study the work of WEB DuBois in providing a revisionist view of the Reconstruction period, Booker T. Washington's "Up from Slavery." Students learn of Louis Redding and his efforts to desegregate Delaware School systems.
	American History	In American History, the curriculum also includes a full study of Black contributions to National and Delaware history, politics, culture, and economics. Students will examine the complexities of being an African American within Delaware and its status as a border state. Students will examine information in an article by Peter Dalleo "The Growth of Delaware's Antebellum Free African American Community". Students learn about the dangers of the slave trade supported by Patty Cannon.

ELECTIVE	Sociology	WEB DuBois' efforts to secure black rights and the Pan-Africanism Movement are given attention.
11	ELA	Harlem Renaissance Webquest https://www.bcit.cc/cms/lib04/NJ03000372/Centricity/Domain/144/Harlem%20Renaissance%20Webquest%20Actual.pdf
12	ELA	"Hair" & "My Mother Never Worked" Malcolm X
12	ELA	"I Have a Dream" Dr. Martin Luthor 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
10/13/2023	Equity Summit PD Day—several PD offerings to decrease bias and increase educational access to all
10/16/2023	Sussex Tech equity team meeting—group meeting to strategize increasing awareness and equity among staff and student population in our school Formatting new document and identifying specific lessons, materials, and adopted or developed resources for 2023 to support content by grade level. The District has allowed PLCs to plan the content sequence, lessons, and assessments relating to compliance with HB 198. We continue to build course materials, primary sources, and writing activities across Social Studies courses. We will examine trade productions and other relevant materials as the year progresses.