

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: Liz Yates

Position: Assistant Principal

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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 requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

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				
b. The significance of enslavement in the development of the American economy.					X	X	X	X	X				
c. The relationship between white supremacy, racism, and American slavery.					X	X	X	X	X				
d. The central role racism played in the Civil War.						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				
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	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				
h. Black figures in national history and in Delaware history.	X	X	X	X	X	X	X	X	X				

Thomas Edison Charter School does not serve students in grades 9 – 12.

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-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

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

Grade-level	Content Area(s)	Lessons/Resources
4-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

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

Grade-level	Content Area(s)	Lessons/Resources
4-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

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

Grade-level	Content Area(s)	Lessons/Resources
5-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

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

Grade-level	Content Area(s)	Lessons/Resources
4-8		The requirements were implemented in ELA, Science, Social Studies, Music

		and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.
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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-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

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
4-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

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

Grade-level	Content Area(s)	Lessons/Resources
k-8		The requirements were implemented in ELA, Science, Social Studies, Music and art class. Books were read (and will be read) documenting the contributions that Black people have provided throughout the years. We research, report and share the importance of their contributions and focus specifically on black figures in National history and Delaware history. We partner with Dr. Chike Akua to present this information to our students and faculty.

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
October 13, 2023	Education for Transformation and Honoring our Ancestral Obligations