

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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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.

- A. The DMA utilizes a diverse set of primary source materials from journals, newspapers, speeches, video and musical evidence to display the variety of black experiences within the United States.
- B. The material is presented in a manner that is age appropriate with more adult content and difficult themes of racial violence, white nationalism and other content presented with older students while younger students still explore those themes but not to the level of detail that older students receive.
- C. Through the use of primary sources and historical and literary accounts, students encounter and understand the many ways African-Americans suffered in America, but by embracing the successes and accomplishments that African-Americans were responsible for, make the content not just based on pain and trauma.
- D. Students will be introduced to and discuss the many ways people fought back against injustice through peaceful methods, violent methods, through the government's actions and against the government's actions.
- E. Current events are often discussed in class and dialogue is encouraged amongst students to understand the role racism and discrimination play in both historical and current times.
- F. As students encounter more diverse viewpoints through their lessons, respect as well as the equality of

humanity is stressed through every class.

- G. Students will discuss how prejudice and racism affects society and how overcoming these things not only strengthens Delaware, but America as a whole.
- H. Students will be given ample opportunities to discuss the accomplishments of African-Americans despite their long history of discrimination and will celebrate the influence and impact African-Americans have had on this country and how their accomplishments are vital to the American experience.
- I. Students will receive a background on the actions taken in early America, including Delaware, that led to segregation, forced bussing and the racial issues that have affected all Delaware citizens.
- J. Students will discuss what actions can be taken to lessen the racial divide and encourage equity amongst all Delawareans and Americans. Using debates, primary sources and other educational activities, students will be able to examine what steps can and must be taken to improve racial interactions and racial justice in Modern America.

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		

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	
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.		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	
h. Black figures in national history and in Delaware history.		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
11th	American Literature	Reading and discussion on Olaudah Equiano’s slave narrative, Triangle of Trade/Middle Passage)
12th	World History	Discussions on the Muslim influence on three continents and how cultural blending has continued into the modern world. Analyzed maps that expressed leadership overview after Muhhamads death (Rightly Guided, Umayyad Empire, and Abbasid Empire). Discussions on achievements developed during Muslim Empires such as calligraphy, algebra and the astrolabe.

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

Grade-level	Content Area(s)	Lessons/Resources
10th	US History I	Tobacco and the agricultural south’s role in the solidification of slavery
11th	US History II	The role slavery’s dissolution played in affecting the post 1865 American Economy
12th	World History	Discussions and readings on the TransAtlantic Economy and how the African slave trade changed and developed into 18th century Americas (American colonies, the Carribean, and South America).

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

Grade-level	Content Area(s)	Lessons/Resources
10th	US History I	Solidification of slavery and the decline of indentured servitude after Bacon’s Rebellion. Discussion of religious and pseudoscientific justifications for slavery in the 19th century.
11th	American Literature	Reading, analysis, and discussion of contemporary short stories from Nana Kwame Adjei-Brenyah which highlight modern white supremacy and racism.
11th	US History II	Discussions about Reconstruction era America after the 13th Amendment, the rise of segregation with Plessy V. Ferguson, The racism of the 1920s with Red Summer, the rise of the KKK and the impacts of lynchings in the American South.

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

Grade-level	Content Area(s)	Lessons/Resources
10th	US History I	Crises of the 1850s and the start of the Civil War culminated in a project in which an analysis of the root cause of the conflict must be identified with the support of primary and secondary sources.
11th	US History II	The role of Racism and the abolition of slavery during the Civil War with the Emancipation Proclamation, the Gettysburg Address and the passage of the 13th Amendment.

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

Grade-level	Content Area(s)	Lessons/Resources
10th	US History I	Discussion of black codes and segregation in the North in Antebellum America.
11th	US History II	Discussions about Reconstruction Era South with the Black Codes, the passage of the 14th and 15th Amendments, Plessy V. Ferguson, Sharecropping, Poll Taxes, Southern “Redemption,” The racism that arose through Imperialism and the Progressive Era, the entrenched racism throughout the start of the 20th Century.

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

Grade-level	Content Area(s)	Lessons/Resources
9th	Civics	Analysis of black figures who previously served and ones that are currently serving in government.
10th	World Literature	Study and analysis of <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah; discussions on how African children were forced into the

		Sierra Leone Civil War, and how Beah’s rehabilitation led to and impacted his speech at the UN Conference in New York.
11th	American Literature	Analysis of the life, historical context, and readings from Frederick Douglass (narrative), Phillis Wheatley (personal letters), Sojourner Truth (speech), Ida B. Wells (editorial), Zora Neale Hurston and James Baldwin (memoir), Arna Bontemps, Langston Hughes, Paul Laurence Dunbar, and Claude McKay (poetry of Harlem Renaissance).
11th & 12th	English Elective	Unit on <i>A Raisin in the Sun</i> by Lorraine Hansberry; discussion on the Civil Rights movement as part of the historical context of the play; discussion on how her life experiences and her father’s life experiences and struggles led to her writing the play; analysis of major themes regarding racial injustice and symbolism, as well.
9th	English - Intro to Literature	Students conduct research and compose a biography on a figure from American art culture, including icons such as Prince and Thornton Dial.
11th	US History II	Discussions about Black Nationalism, Marcus Garvey, Jazz Music, The Harlem Renaissance, African-American contributions in World War 1 (The Harlem Hellfighters), the Desegregation of the Army after World War II, the origins of Rock and Roll from African-American Culture, the Black Power and Black is Beautiful movements of the 1960s and 1970s, the NAACP with Ida B. Wells and W.E.B. DuBois, the Civil Rights Movement with both the accomplishments of SCLC and SNCC.

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
11th	American Literature	Reading, analysis, and discussion of Isabel Wilkerson’s <i>Caste: The Origin of Our Discontent</i> and its discussion of racism as equivalent to a caste system that continues to affect all aspects of African-American life. Additional coverage of Martin Luther King Jr.’s <i>Stride Toward Freedom</i> and <i>Letters from the Birmingham Jail</i> .
9th	English - Intro to Literature	“I Have a Dream” by Dr. Martin Luther King Jr.: a reading, viewing, and analysis of the text.
11th	US History II	Discussions about the lead up to the Civil Rights Movement with primary source materials about Black Nationalism, Civil Disobedience, the Civil Rights Movement, MLK Jr., Malcolm X, Huey Newton. The socio-economic factors brought about by W.E.B. DuBois and Booker T. Washington for economic independence. The struggles of racism throughout much of the late 1800s and early 20th century and beyond.

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

Grade-level	Content Area(s)	Lessons/Resources
9th	Civics	Analysis of black figures who previously served and ones that are currently serving in government.
10th	US History	Continual discussion of the role enslaved peoples and free AfricanAmericans played in abolition with an emphasis on the Stono Rebellion, first hand accounts of small forms of resistance, and the work of Phyllis Wheatley, Frederick Douglass, and others.
11th	American Literature	Analysis of readings by a variety of African-American writers and figures, including: Phyllis Wheatley, Langston Hughes, Paul Laurence Dunbar, Martin Luther King Jr., and Ida B. Wells
9th	English - Intro to Literature	Students conduct research and compose a biography on a figure from American art culture, including icons such as Prince and Thornton Dial.
11th	US History II	Many discussions about diverse figures in African-American History with some examples being Harriet Tubman, Robert Smalls, Bessie Smith, Ida. B. Wells, Maya Angelou, Louis Armstrong, Duke Ellington, Marcus Garvey, MLK Jr., Malcom X, Bobby Seale, Huey Newton, Colin Powell, and many others. Lots of visuals (diverse media from music to primary source documents and video clips) to speeches, journal entries and newspaper articles.

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
11/4/24	Multidisciplinary Department Meeting-Review focused on current practices including HB198 with department wide sharing of resources and collaboration
11/14/24	Multidisciplinary Department Meeting-Review focused on current practices including HB198 with department wide sharing of resources and collaboration New Teacher training to ensure a better understanding of the house bill and how it's implementation and tracking considerations
Jan 2025	Multidisciplinary Department Meeting focused on planning future courses and programming