

## 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:** 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.*

EastSide's use of Impact and MyWorld, alongside designed materials both from DOE and teachers, is designed with flexibility in mind to address Delaware-standards, including requirements like those in Delaware's HB198. The Impact curriculum aligns well with these goals, offering a structured approach to exploring history, social studies, and civic responsibility from multiple viewpoints. The same is presented in MyWorld. Both integrate lessons on Black history, significant Black figures, and the effects of systemic issues like enslavement, segregation, and the Civil Rights Movement. Specifically, MyWorld and Impact highlight historical figures, contributions of Black Americans to art, science, and politics, and analyze the role of racial dynamics in shaping the United States. By including multimedia resources, primary sources, and culturally responsive lessons, Impact supports a deeper, more nuanced understanding of social studies topics from various cultural standpoints, which aligns with HB198's emphasis on inclusivity and accuracy in historical representation.

## 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			
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											
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
h. Black figures in national history and in Delaware history.	X	X	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	Art	Unit 8 - Harlem Renaissance
2	Art Social Studies	Unit 1 - Art of the Ancient World: Cave Paintings and Story Telling McGraw Hill; <i>Impact!</i> Chapter 3
4 - 8	Art	Rotating Artist Studies; Monthly figures and related artwork and style
7 / 8	Science	Black Excellence in Science - Project; Biography and presentation of key figures

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

Grade-level	Content Area(s)	Lessons/Resources
3	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 6
4	Social Studies	Impact! McGraw Hill, Chapter 1, L1 & L4
7 / 8	Social Studies Financial Literacy	Savvas; MyWorld- Civics Topic 2, DBQ Practice Savvas; MyWorld- Economics - Topic 1, Topic 2, Topic 4

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

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 1 <ul style="list-style-type: none"> <li>Topic is not directly related; however, training provided in the event that students bring up items related to racism in this unit</li> </ul>
3	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 4
8	Social Studies	Savvas; MyWorld- American History Topic 2, Topic 6, Topic 7

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

Grade-level	Content Area(s)	Lessons/Resources
5	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 8

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

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	Savvas; MyWorld- American History Topic 6, Topic 7, DBQ Practice

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

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 4
1	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 3 McGraw Hill; <i>Impact!</i> Chapter 4
6	Social Studies	Savvas; MyWorld- Geography Topic 8

**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
5	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 8
7	Social Studies	Savvas; MyWorld- Civics Topic 2, DBQ Practice Savvas; MyWorld- Economics - Topic 1, Topic 2, Topic 4
8	Social Studies	Savvas; MyWorld- American History Topic 2, Topic 6, Topic 7

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

Grade-level	Content Area(s)	Lessons/Resources
2	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 5
6	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 3; DBQ and lesson based on Delaware figures
4-8	SEL/MHE	Student Management System includes Houses which are based on Delaware figures. House events designed by teams of teachers relate to community-topics covered in: <a href="https://dehistory.org/wp-content/uploads/2023/04/DHS-African-American-Resource-Guide.pdf">https://dehistory.org/wp-content/uploads/2023/04/DHS-African-American-Resource-Guide.pdf</a>

## 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
Ongoing	<p>Participants explore trauma-informed teaching, recognizing the impact of historical injustices on students, and fostering a classroom environment that encourages honest discussions about race, equity, and justice. These sessions highlight the importance of using primary sources, as HB198 specifies, to present authentic perspectives on Black experiences and contributions.</p> <p>Teachers receive resources that are primary documents, and use them in practice sessions to guide dialogue, discourse, and learning. Trainings are vertically aligned to allow</p>