

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: Dr. Dara Savage

Position: Associate 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.

Through our intentional inclusion of the Black experience, the Early College School at Delaware State University will use primary resources, both print and personal, to share a true and relevant perspective of experiences that hindered as well as uplifted. Seated squarely on the grounds of the only historically Black college/university in our great state, we have a number of primary sources from Delaware at our fingertips, and that material can be shared at a level that is appropriate for all six of our grade levels. We incorporate project-based learning experiences that are based on real-world scenarios and contemporary events which ensures that students not only understand their role and the power of their voices, but gives them opportunities to use their voices in a safe and nurturing space. As Black culture is not a monolith, we will incorporate experiences of triumph, set-back, and influence from across the diaspora. Lastly, we will guide our scholars as they look forward to opportunities to make their sphere of influence a place where they use their voices to restore justice and create systems for positive change.

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
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	X	X
d. The central role racism played in the Civil War.								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	
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	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
7	Math	Students are provided facts on African history of mathematics, students use facts to create a timeline of events, to show how Africans evolved in math practices.
8	Math	Students are provided facts on African history of mathematics, students use facts to create a timeline of events, to show how Africans evolved in math practices.
7-12	Science	Past, present inventors, creators, developers of STEM Education
7-12	Performing Arts	Bucket drumming and its roots in West African drumming techniques
12	Social Studies	Ancient Civilizations

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

Grade-level	Content Area(s)	Lessons/Resources
7	US History	African Americans in the Mid 1800's
7	Math	Students work to understand how to use graphs on American economic growth over the time period of enslavement
9-10	Performing Arts	The history of Black musicals
10	Driver Ed	How it has impacted the creation of our economic system of goods and services.
9-12	Performing Arts	The history of Black musicals

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

Grade-level	Content Area(s)	Lessons/Resources
8	ELA	New Kid- Looking at the treatment of young black students today in white spaces. This will be connected to laws about discrimination
8	Soc. Studies	Sundown towns Redlining
9	ELA	<i>To Kill A Mockingbird.</i>

10 - 12	Science	Impact of slavery on views of medicine, preventative care, genetic screening -Eugenics
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d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
7	ELA	<i>An Occurrence at Owl Creek Bridge</i> by Bierce
8	Soc. Studies	A Dividing Nation - Causes of the Civil War and the Civil War
9	ELA	Looking at black soldiers in the Civil War. Reading “ <i>The Colored Soldiers</i> ” by Lawrence Dunbar.
10-12	Performing Arts	Spirituals and sacred songs

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

Grade-level	Content Area(s)	Lessons/Resources
8	Soc. St	Sundown towns Redlining Jim Crow
9	ELA	Reading - <i>Let America be America Again</i> Poem by Langston Hughes The change of things over time might not have changed or have changed. “This is America” by Childish Gambino
10-12	Science	HELA cells & the Henrietta Lacks Story (ethics, med. Contributions, fed/state legislative impact)
10-12	Soc. St	Black Codes, Convict Lease System, Sharecropping, Mass Incarceration, Redlining, Plessy v. Ferguson

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

Grade-level	Content Area(s)	Lessons/Resources
7	ELA	Harlem Renaissance
7-12	ELA	The Carter Awards
7-12	Health/PE	accomplishments made in medical advancements in the health field. advancements in sports and how sports players are using their platform to advocate for advancements for black people.
10	Driver Ed	Accomplishments of: Richard B. Spikes WillyT. Ribs Bubba Wallace

		Granville T. Woods C.R. Patterson Garrett A. Morgan
9-12	Performing Arts	The Greats: Timbaland, Pharrell, Teddy Riley, Babyface, and The Dream: Music Production techniques that shifted the landscape of Hip Hop music Music Sampling and Kanye West: music production techniques and implications for future generations

- 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
8	ELA	Ain't I a woman? -Truth
9	ELA	<i>The Tragedy of Othello</i>
10-12	Soc. St.	Black Enterprise; Black Business
7-12	Health/PE	Highlighting athletes who are speaking on capitol hill along with donating their time and the charities that they have created to help advocate for fair treatment.
9-12	Performing Arts	Hey! That's OUR Music! A unit on music appropriation and the history of Black-owned music recording companies

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

Grade-level	Content Area(s)	Lessons/Resources
7-12	ALL	School-wide information

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
11/26/2024	Background and resources
1/2/2025	Intentional, seamless Inclusion
3/14/2025	Unit Planning reflection and forward planning