

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 Madden

Position: Director of Education

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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 Black History Curriculum Committee at FSMA works to identify practices and content that are already in place and areas of growth that are still needed. The committee includes staff from all content and grade levels.

Our Anti Bias Anti Racist (ABAR) Committee at FSMA was created to examine issues related to bias, racism, and inequity in the school and to actively guide the school in continuously identifying, describing, and dismantling the systemic racism and oppression embedded within our community.

ELA/SS K-8: Our curriculum uses primary and secondary sources and is culturally responsive. It is an integrated curriculum that blends in contributions from, and information on Black history.

Science K-8: Both the K-5 Amplify Science, and the 6-8 OpenSciEd, include text, pictures, and examples that reflect our diverse population, which develops students' respect for cultural and racial diversity. The publishers of OpenSciEd explicitly address prejudice, racism, and stereotyping in science education: "Part of our work towards equity and justice involves recognizing the insidious ways racism has operated in science and rooting it out of science education. We strive to implement approaches that de-settle inequitable systems, routines, and assumptions that

are in place in too many science learning environments and educational institutions.”

Related Arts: We are partnering with the University of Delaware (UD) and Delaware Institute for Arts in Education (DiAE) to assist in the implementation of Black History Education, specifically for our 4-6th and 7-8th grade communities by highlighting programming focusing on both history and art in Africa and American history. Additionally our related arts classroom includes contributions from Black people throughout history and their influence on the arts.

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			
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	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	

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/1	ELA/SS	Famous Black Americans in history in all areas of national and DE history.
	Art/Music	Study of Famous Black Americans in Art and Music classes
	SEL	Lessons on diversity, inclusion, and acceptance
2/3 4/5/6	ELA	<p>ELA:</p> <ul style="list-style-type: none"> -opportunities to research influential/famous black figures using graphic organizers. -incorporating books into library/read aloud that portray black characters -reading books written by black authors
	SS	<p>Social Studies:</p> <ul style="list-style-type: none"> -Geography unit on how the biome of a community influences their culture (food they eat, clothes they wear, etc) -Civics unit on the effects of laws on a community. -Civics unit on respect for others, their opinions, and their property is a foundation of U.S. civil society -Showing students how to use artifacts and documents to gather information about the past.
	SEL	<p>Social Emotional Learning:</p> <ul style="list-style-type: none"> -Acceptance and celebrating diversity within the community (classroom to outside community)
	ELA/SS/Arts	Pieces of a Dream, Inc. presents SOCIAL MOVEMENTS: 1968 Wilmington Uprising and Occupation

7/8		
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b. The significance of enslavement in the development of the American economy.

Grade-level	Content Area(s)	Lessons/Resources
4/5/6	SS	Model Lessons from DOE Economics and Geography
7/8	ELA/SS	<p>US History 1815-1860</p> <ul style="list-style-type: none"> -Economics -Technological advancements -Politics -Students will analyze historical events to determine cause and effect relationships across a timeline. -Students will interpret the impact of historical circumstances on the daily lives of individual people. -Students will compare and contrast the different economies of the North and South and determine how economics played a role leading into the Civil War.

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

Grade-level	Content Area(s)	Lessons/Resources
7/8	ELA/SS	<p>US History 1861-1872</p> <ul style="list-style-type: none"> -Civil War + beginnings of Reconstruction -Citizenship -Students will examine major political and military events of the civil war. -Students will be able to articulate the significance of geography in the context of the Civil War. -Students will analyze different primary and secondary sources' interpretations of the Civil War. -Students will construct a meaningful framework for understanding different dimensions of war. -Black Panther: A Nation Under our Feet - Ta-Nehisi Coats -The Magic Fish - Trung Le Nguyen -Almost American Girl: An Illustrated Memoir - Robin Ha -Bayou - Jeremy Love -Aya - Marguerite Aboutet

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

Grade-level	Content Area(s)	Lessons/Resources

7/8	ELA/SS	<p>US History 1815-1860</p> <ul style="list-style-type: none"> -Slave Revolts -First Nations wars -Underground Railroad -Abolitionist movement -Labor movement -Students will investigate the progress of political movements (abolition, suffrage, labor) through this period of history and explain how this contributed to the initiation of the Civil War. -Students will parse individuals' competing goals/opinions about the same issues. -Students will analyze and evaluate government proposals for revising personal rights.
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e. **How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.**

Grade-level	Content Area(s)	Lessons/Resources
2/3	<p>ELA</p> <p>SS</p> <p>SEL</p>	<p>ELA:</p> <ul style="list-style-type: none"> -opportunities to research influential/famous black figures using graphic organizers. -incorporating books into library/read aloud that portray black characters -reading books written by black authors <p>Social Studies:</p> <ul style="list-style-type: none"> -Geography unit on how the biome of a community influences their culture (food they eat, clothes they wear, etc) -Civics unit on the effects of laws on a community. -Civics unit on respect for others, their opinions, and their property is a foundation of U.S. civil society -Showing students how to use artifacts and documents to gather information about the past. <p>Social Emotional Learning:</p> <ul style="list-style-type: none"> -Acceptance and celebrating diversity within the community (classroom to outside community)
4/5/6	ELA/SS	<p>DOE Model Lessons in US History and Civics 1491-1787</p>
7/8	ELA/SS	<p>US History 1861-1900</p> <ul style="list-style-type: none"> -Recap Civil War -Reconstruction Social/Political Achievements

		<p>-Reconstruction terrorism, Pig Laws, Black Codes</p> <p>-Reconst. Amendments</p> <p>-Students will compare and contrast varying state and local laws.</p> <p>-Students will evaluate conflicting philosophies during Reconstruction and the impact of each faction on the era.</p> <p>-Students will investigate challenges to the goals of Reconstruction in different regions of the nation.</p>
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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/1	<p>ELA/SS</p> <p>Art/Music</p> <p>SEL</p>	<p>Famous Black Americans in history in all areas of national and DE history.</p> <p>Study of Famous Black Americans in Art and Music classes</p> <p>Lessons on diversity, inclusion, and acceptance</p> <p>Montessori Peace Education Curriculum</p>
2/3	<p>ELA</p> <p>SS</p> <p>SEL</p>	<p>-opportunities to research influential/famous black figures using graphic organizers.</p> <p>-incorporating books into library/read aloud that portray black characters</p> <p>-reading books written by black authors</p> <p>-Geography unit on how the biome of a community influences their culture (food they eat, clothes they wear, etc)</p> <p>-Civics unit on the effects of laws on a community.</p> <p>-Civics unit on respect for others, their opinions, and their property is a foundation of U.S. civil society</p> <p>-Showing students how to use artifacts and documents to gather information about the past.</p> <p>-Acceptance and celebrating diversity within the community (classroom to outside community)</p>
4/5/6	ELA/SS	<ul style="list-style-type: none"> ● Focusing on different subjects each month (mathematicians, scientists, artists, etc.) and including representation of multiple examples from Black history ● Black History Spotlight slides ● Black History Biography Projects

7/8	ELA/SS	US History 1815-1860 -First Nations Diplomacy -Black + Ally Orators Novel in Verse -Crossover - Kwame Alexander -Inside Out & Back Again - Thanhha Lai -Simple Gift - Steven Herrick -Brown Girl Dreaming - Jacqueline Woodson
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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
4/5/6	ELA/SS	<i>ELA Read-Aloud of Brown Girl Dreaming, discussion and reflection on narrator's experience in context of civil rights movement</i> Study of Civil Rights Movement, connecting past and present movements for justice including BLM
7/8	ELA/SS	US History 1815-1860 -Economics -Technological advancements -Politics -Students will analyze historical events to determine cause and effect relationships across a timeline. -Students will interpret the impact of historical circumstances on the daily lives of individual people. -Students will compare and contrast the different economies of the North and South and determine how economics played a role leading into the Civil War.

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

Grade-level	Content Area(s)	Lessons/Resources
K/1	ELA/SS Art/Music	Famous Black Americans in history in all areas of national and DE history. Study of Famous Black Americans in Art and Music classes
2/3	ELA	-opportunities to research influential/famous black figures using graphic organizers. -incorporating books into library/read aloud that portray black characters -reading books written by black authors

4/5/6	SS	<p>-Geography unit on how the biome of a community influences their culture (food they eat, clothes they wear, etc)</p> <p>-Civics unit on the effects of laws on a community.</p> <p>-Civics unit on respect for others, their opinions, and their property is a foundation of U.S. civil society</p> <p>-Showing students how to use artifacts and documents to gather information about the past.</p>
	SEL	<p>-Acceptance and celebrating diversity within the community (classroom to outside community)</p>
	ELA/SS	<ul style="list-style-type: none"> ● Focusing on different subjects each month (mathematicians, scientists, artists, etc.) and including representation of multiple examples from Black history ● Black History Spotlight slides ● Black History Biography Projects

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
Throughout Year	ABAR Professional Committee
Aug 2024	PD to staff on progress Black History committee has made with curriculum