

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.

Freire Charter School of Wilmington meets this framework by providing multiple opportunities for students to engage in content that explores the Black experience in different ways. Intensive Reading, Social Change and Peace and Social Change are classes that, as part of students' required course load, focus on providing resources that help develop their respect for cultural and racial diversity. These courses are provided along with their Social Studies requirements that include units that focus on providing resources that shine light on the true perspective of the black experience.

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				
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			
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	
h. Black figures in national history and in Delaware history.											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
12	English 12	English 12 uses numerous texts (both Novel and Poem) by black writers that highlight their contributions to American literature and cultural cannon. Some examples include Malcolm X, Langston Hughes, Lorraine Hansberry, Maya Angelou, Ralph Ellison, Audre Lorde, Amanda Gorman, and others. As well as some African Authors who have a large influence on Black American Culture such as Chinua Achebe.
10	English 10	In English 10, students read Martin Luther King, Jr.'s "Letter From Birmingham Jail," focusing on how King develops his argument for universal acceptance of equal human rights. Students also analyze how King uses rhetoric to advance his purpose. Alongside King's letter, students read poems by Rabindranath Tagore, Iranian poet Ahmad Shamlu, and Alice Walker, exploring non-US and feminist perspectives on the human rights movement.

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

Grade-level	Content Area(s)	Lessons/Resources
8	American History	During the Columbus exploration unit, the students are given opportunities to analyze other perspectives not commonly discussed, namely the voices of Africans, Spanish, Taino People and Women of the Caribbean. Prior to the students exploring European colonization, the students conduct research projects on the African Diaspora and the continent of Africa. This allows the students to envision the enslaved voices of Early America as people with a robust culture, rather than the often monolithic view that associates black people, or Africans, as mere slaves.
10	Power and Money	We examine the socio-economic struggles that Americans have, with a focus on Black people's disadvantages stemming from racists policies like Red Lining. Students try to break the cycles of poverty by learning about money and by playing the Stock Market but also attempting to practice Social Justice by divesting from certain companies and spreading awareness on Social Media about unfair treatment of workers.
9	English 9	Sugar Changed the World, the main text of this book is examined as an historical account of the role the commodity played in shaping American commerce, global trade, ethics, and modern day society. Through sugar, the authors tell the story of the global exchange of ideas and goods, the rapid spread of enslaved Africans, and the principles of freedom that would ultimately spread throughout the world. Students analyze the text to gain a better understanding of how history helps shape the people, culture and belief systems of our modern day world.

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

Grade-level	Content Area(s)	Lessons/Resources
8	Intensive	In the course students analyzed the difference between equity and equality

	Reading	in America. Students were prompted for discussions about the history of oppression and the different forms of oppression rooted in slavery, racism, and white supremacy. Using media resources there was a deep dive into the case of Colin Kaepernick and students engaged in a Socratic seminar debating the two sides of whether kneeling for the flag was appropriately justified.
8	American History	Students review the history of American slavery, focusing deeply on the facets of nineteenth century slavery in the United States. They analyze and compare the lives of the enslaved with the lives of freedmen, and determine causes for the expansion of both abolitionist and pro-slavery movements. They read primary and secondary sources about events leading to the Civil War, considering how information is conveyed using text and visuals.

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

Grade-level	Content Area(s)	Lessons/Resources
8	American History	<p>During the Columbus exploration unit, the students are given opportunities to analyze other perspectives not commonly discussed, namely the voices of Africans, Spanish, Taino People and Women of the Caribbean. Prior to the students exploring European colonization, the students conduct research projects on the African Diaspora and the continent of Africa. This allows the students to envision the enslaved voices of Early America as people with a robust culture, rather than the often monolithic view that associates black people, or Africans, as mere slaves.</p> <p>This course ends as the country prepares for the Civil War in the 1850s. All materials used in the course situate African Americans as makers of History, rather than the victims of History. These units showcase the complexities of society through analysis of art, music, photographs, fiction/nonfiction text and present day impact analysis. The primary curriculum for this course is: https://www.newvisions.org/ and https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/6-12-framework.</p>
11	American History	The 11th grade course is American History since 1865, or U.S. History II. This course begins at the end of the Civil War. This course begins with the students doing an exploration of identity in America. This allows the learners to see themselves as individuals and a part of a larger collective in society.

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

Grade-level	Content Area(s)	Lessons/Resources
10	Power and Money	In the first half of the year (Civics) we examine different forms of Government around the World, highlighting their similarities and differences and how they treat their citizens. When we get to the US, we trace civil rights and how Confederation has played a major part in America's Republic. Students learn about the Little Rock Nine, and how the

		Federal Govt and the State Govt clash about Power in the education system for Black students. When we study the 3 branches of the US Govt, students examine Supreme Court decisions like Brown v Board of Education and Plessy v Ferguson, and when we cover Congress, we learn about the TVA. Particularly how the TVA attempted to improve the lives of Tennessee Valley citizens but at the same time had racist hiring and paying policies.
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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
9	Social Change	This curriculum centers around learning the writing process and argumentation. To this end, selected readings and class discussions are grounded in readings by writers who bring forth a variety of perspectives. Students use speeches and entries from Malcom X and Helen Keller to analyze and construct their own literary narrative. This course focuses on the use of literature to ignite social change in order to promote effective writing skills in students. The curriculum uses the book "They Say, I Say: The Moves that Matter in Academic Writing" to support students with specific strategies around the writing process and construction. It includes readings that provide a multitude of perspectives and subjects.

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
11	American History	The Industrial Age, The Progressive Era, the World Wars, the Long and Short Civil Rights Movement, all situate African Americans as makers of History, rather than the victims of History. These units showcase the complexities of society through analysis of art, music, photographs, fiction/nonfiction text and present day impact analysis. My primary curriculum for this course is : https://www.newvisions.org/ and https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/6-12-framework

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

Grade-level	Content Area(s)	Lessons/Resources
10	Power and Money	The 10th Grade Civics and Economics class (named Power and Money) has a multitude of Black History. In the first half of the year (Civics) we examine different forms of Government around the World, highlighting their similarities and differences and how they treat their citizens. When we study the 3 branches of the US Govt, students examine Supreme Court decisions like Brown v Board of Education and Plessy v Ferguson, and when we cover Congress, we learn about the TVA. Particularly how the TVA attempted to improve the lives of Tennessee Valley citizens but at the same time had racist hiring and paying policies. In addition, students reflect on local leadership and its reflection of African American History in connection with local activism and their shaping of our local counties, and how Supreme Court decisions like Brown v Board of Education impacted local policies and

		<p>communities.</p> <p>The second half of the year students cover Economics. We examine the socio-economic struggles that Americans have, with a focus on Black people’s disadvantages stemming from racists policies like Red Lining. Students try to break the cycles of poverty by learning about money and by playing the Stock Market but also attempting to practice Social Justice by divesting from certain companies and spreading awareness on Social Media about unfair treatment of workers.</p>
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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
12/2024	Reflections and Understanding of the HB 198 Bill and it’s importance to our learning community
1/2024 2/2024 3/2024 4/2024 5/2024	Monthly progress monitoring about the implementation during professional-learning communities and grade level team meetings