

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: Director of Secondary 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 Indian River School District (IRSD) is inclusive of nearly 11,000 Pre-Kindergarten through 12th grade students in fifteen schools—seven elementary schools, three middle schools, two high schools, a K-8 arts magnet school, a K-12 specialized school for students with severe disabilities, and an Early Learning Center serving birth to pre-K students.

Our district employs content specialists that support the evaluation-through-implementation process for curricular materials in all content areas. Our district currently uses high-quality instructional materials (HQIM) in elementary and secondary reading/ELA, math, science, and World Language. We also use the Delaware State Model Units for social studies instruction.

As members of the Social Studies Coalition of Delaware (SSCD), our district uses the model lessons provided to us and they have been designed with House Bill 198 in mind. Our district's K-12 Social Studies Specialist reviews these lessons with teachers during grade-level PLCs to ensure implementation of HB 198, Black History Education. She supports teachers in planning and delivering instruction, centered on the elements of HB 198, that provides

opportunities for students to engage in authentic academic discussions on these topics.

Evaluation of curricula and instructional resources is continuous through school-based and district-wide PLCs, and professional learning opportunities. During district-wide professional learning PLCs, teachers have the ability to conduct vertical articulation to ensure alignment to standards and state regulations (i.e HB 198, Erin’s Law, financial literacy standards, etc...); as well as to design standards-driven instruction and assessments. These processes are collaborative in nature and are inclusive of representatives from all stakeholder groups.

Our district has also partnered with Dr. Saunders, *Let the Truth Be Told*, members of the local Antioch church for support with strengthening the education we are providing students on Black History Education. We virtually meet on a regular basis so we can update them on the work we are doing, and discuss how they can best support us. Dr. Saunders also provides us opportunities to share our work with others during sessions where school districts can share best practices. Currently, Dr. Saunders and her team are supporting us in locating and providing resources to deepen our instructional delivery of the history and culture of Black people prior to the African Diaspora, including contributions to science, art and literature; and Black figures in Delaware history. The Antioch team is also supporting us in finding age-appropriate resources for our elementary students so we can be more comprehensive in the teaching of Black History Education. Our next meeting to discuss these elements is scheduled for November 20, 2024.

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	X		X	X*
d. The central role racism played in the Civil War.									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	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	X	X		X	
h. Black figures in national history and in Delaware history.	X	X	X	X	X			X	X			X	

*Senior year courses are mainly elective, so this would depend on which course the student chose.

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
4th	Social Studies	Delaware Recommended Curriculum/Model Lessons <u>Unit 2, Lesson 1: Ways of Thinking of People and Places in the Past</u> Students learn about the history and culture of Black people prior to the African and Black Diaspora.
7th	ELA	College Board’s SpringBoard Curriculum <u>Unit 1: The Choices We Make:</u> African Culture and Creation Myths in <i>The Voices of Ancestors: African Myth</i>

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

Grade-level	Content Area(s)	Lessons/Resources
4th	Social Studies	Delaware Recommended Curriculum/Model Lessons <u>Unit 4, Lessons 1-2: Seeking Solutions to the Labor Problem</u> Students learn how enslavement was different in the New World <u>Unit 9, Lesson 5: Card by Card, Brick by Brick, and Book by Book</u> Students learn that slaves were used to build the White House, but the

		profit of their labor was paid to the masters.
5th	Social Studies	Delaware Recommended Curriculum/Model Lessons <u>Unit 2, Lessons 4: <i>Not Everyone Uses Banks</i></u> <u>Unit 9, Lesson 5: <i>Banks Don't Serve Everyone Equally</i></u>
8th	Social Studies	Resource: Discovery Ed Online Students read and evaluate techbook materials on the expansion of enslavement, political conflict and secession.

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

Grade-level	Content Area(s)	Lessons/Resources
4th	Social Studies	Delaware Recommended Curriculum/Model Lessons <u>Unit 4, Lesson 3: <i>Servants on Trial: John Punch</i></u> Students discover how labor shifted from indentured servitude to permanent enslavement and the impact this had on Black people.
8th	Social Studies	Delaware Recommended Curriculum/Model Lessons Supported with texts and additional information from <i>Discovery Ed</i> <u>Lesson: <i>Reasons for Westward Expansion</i></u> <u>Lesson: <i>Emancipation in the North</i></u> <u>Lesson: <i>Changes in African American Freedom</i></u>
9th	ELA	College Board's <i>SpringBoard</i> Curriculum <u>Unit 1: <i>Coming of Age</i></u> Students read <u><i>To Kill a Mockingbird</i></u> which highlights the relationship between white supremacy and racism through historical fiction.
11th	Social Studies	Resources: Stanford History Education Group, Zinn Education Project, New Visions, and Oyez Students learn about key events and movements that impacted African Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers of this time period.

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

Grade-level	Content Area(s)	Lessons/Resources
8th	Social Studies	Delaware Recommended Curriculum/Model Lessons Supported with texts and additional information from <i>Discovery Ed</i> <u>Lesson: <i>Reasons for Westward Expansion</i></u>

		<p><u>Lesson</u>: <i>Emancipation in the North</i></p> <p><u>Lesson</u>: <i>Changes in African American Freedom</i></p>
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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
4th	Social Studies	<p>Delaware Recommended Curriculum/Model Lessons</p> <p><u>Unit 4, Lessons 1-2</u>: <i>Seeking Solutions to the Labor Problem</i></p> <p>Students learn how enslavement was different in the New World</p>
7th	Social Studies	<p>Delaware Recommended Curriculum/Model Lessons</p> <p><u>Unit 1, Lessons 20</u>: <i>How does Where You Live Influence How You Live?</i></p> <p>Students learn how redlining influenced the socio-economic struggles of Black people.</p> <p><u>Civics Model Lesson</u>: <i>Our Nation’s Report Card; At the Hands of Persons Unknown: The Case of George White</i></p>
8th	Social Studies	<p>Delaware Recommended Curriculum/Model Lessons</p> <p>Supported with texts and additional information from <i>Discovery Ed</i></p> <p><u>Lesson</u>: <i>Reasons for Westward Expansion</i></p> <p><u>Lesson</u>: <i>Emancipation in the North</i></p> <p><u>Lesson</u>: <i>Changes in African American Freedom</i></p>
9th	Social Studies	<p>Resources: iCivics, National Archives, Library of Congress, and Oyez</p> <p>Through various lessons using these resources, students learn specifically about legislation, the amendments, and Supreme Court cases that highlight how racism impacted freedom for Black people, as well as the efforts leaders took to change and change those limitations to freedom.</p>
11th	Social Studies	<p>Resources: Stanford History Education Group, Zinn Education Project, New Visions, and Oyez</p> <p>Students learn about key events and movements that impacted African Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers of this time period.</p>

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	<p>Resource: Studies Weekly</p> <p><u>Week 9</u>: <i>Characteristics of Responsible Citizens</i></p> <p>Students learn about working and living together with respect by reading and discussing Booker T. Washington, Ruby Bridges, and Dr. Martin Luther</p>

		<p>King, Jr.</p> <p><u>Week 12</u>: National Patriotic Holidays with a focus on Dr. Martin Luther King, Jr.</p> <p><u>Week 25</u>: Inventors</p> <p>Students learning about George Washington Carver and Garrett Morgan</p>
3rd	Social Studies	<p>Resource: Studies Weekly</p> <p><u>Week 25</u>: Langston Hughes and Booker T. Washington</p>
4th	ELA/Reading	<p>Core Knowledge Language Arts (CKLA)--New Curriculum from Amplify</p> <p><u>Unit 4</u>: <i>Eureka! Student Inventor: George Washington Carver</i></p> <p><u>Unit 7</u>: American Revolution: Phillis Wheatley, Crispus Attucks, Saul Matthews, James Armistead, and Peter Salem.</p>
5th	Social Studies	<p>Delaware Recommended Curriculum/Model Lessons</p> <p><u>Unit 2, Lessons 4</u>: <i>Not Everyone Uses Banks</i></p> <p><u>Unit 9, Lesson 5</u>: <i>Banks Don't Serve Everyone Equally</i></p>
6th	ELA	<p>College Board's SpringBoard Curriculum</p> <p><u>Unit 1: The Challenge of Heroism</u></p>
7th	ELA	<p>College Board's SpringBoard Curriculum</p> <p><u>Unit 3: Choices and Consequences</u></p> <p>Students listen to a recording of Sojourner Truth's 1851 speech, "Ain't I a Woman" and read the autobiographical work of Nelson Mandela. They then write an analysis of their leadership qualities as Black figures in national history.</p>
8th	ELA	<p>College Board's SpringBoard Curriculum</p> <p><u>Unit 1: Stories of Change</u></p> <p>Students explore the life, struggles and contributions of Langston Hughes and read "Thank You, Ma'am."</p>
9th	Social Studies	<p>Resources: iCivics, National Archives, Library of Congress, and Oyez</p> <p>Through various lessons using these resources, students learn specifically about legislation, the amendments, and Supreme Court cases that highlight how racism impacted freedom for Black people, as well as the efforts leaders took to change and change those limitations to freedom.</p>
10th	ELA	<p>College Board's SpringBoard Curriculum</p> <p><u>Unit 3: Cultures in Conflict</u></p> <p>Students read <i>Things Fall Apart</i> by Nigerian author, Chinua Achebe (or a similar novel) providing a rendering of how violence and suffering exist, balanced by a strong sense of traditions and culture held by African people. As part of this unit, and to understand the historical context, students research the pre- and post-Colonial impact on Nigeria and the African people.</p>

11th	Social Studies	<p>Resources: Stanford History Education Group, Zinn Education Project, New Visions, and Oyez</p> <p>Students learn about key events and movements that impacted African Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers of this time period.</p>
11th	ELA	<p>College Board’s SpringBoard Curriculum</p> <p>Spread throughout the 11th grade scope and sequence are the works of Nikki Giovanni such as “Their Fathers” and “Ego Tripping,” providing students insight into Giovanni’s call to power and equality through Black pride.</p>
12th	ELA	<p>As most courses vary for high school seniors, here is a list of the various readings/authors offered through their course selection syllabi:</p> <p><u>The Invisible Man</u> by Ralph Ellison</p> <p>The works of: Alice Walker, Gwendolyn Brooks, Maya Angelou, and Langston Hughes.</p>

- 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
K-3	Social Studies	<p>Resource: Studies Weekly</p> <p><u>Various Weeks: Culture</u></p> <p>Lessons aimed at helping students develop a respect for cultural and racial diversity through learning focused on the struggles and celebrations of various ethnic groups.</p>
5th	Social Studies	<p>Delaware Recommended Curriculum/Model Lessons</p> <p><u>Unit 2, Lessons 4: Not Everyone Uses Banks</u></p> <p><u>Unit 9, Lesson 5: Banks Don’t Serve Everyone Equally</u></p>
7th	Social Studies	<p>Delaware Recommended Curriculum/Model Lessons</p> <p><u>Unit 2, Lessons 14: Not All Unemployment is Created Equal</u></p> <p><u>Civics Model Lesson: Equity for the Taking and Not for Sale</u></p> <p><u>District Created Lesson: Majority Rule</u></p>
8th	Social Studies	<p>Delaware Recommended Curriculum/Model Lessons</p> <p>Supported with texts and additional information from <i>Discovery Ed</i></p> <p><u>Lesson: Reasons for Westward Expansion</u></p> <p><u>Lesson: Emancipation in the North</u></p> <p><u>Lesson: Changes in African American Freedom</u></p>

9th	Social Studies	Resources: iCivics, National Archives, Library of Congress, and Oyez Through various lessons using these resources, students learn specifically about legislation, the amendments, and Supreme Court cases that highlight how racism impacted freedom for Black people, as well as the efforts leaders took to change and change those limitations to freedom.
11th	Social Studies	Resources: Stanford History Education Group, Zinn Education Project, New Visions, and Oyez Students learn about key events and movements that impacted African Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers of this time period.

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

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	Resource: Studies Weekly <u>Week 9:</u> <i>Characteristics of Responsible Citizens</i> Students learn about working and living together with respect by reading and discussing Booker T. Washington, Ruby Bridges, and Dr. Martin Luther King, Jr. <u>Week 12:</u> National Patriotic Holidays with a focus on Dr. Martin Luther King, Jr. <u>Week 25:</u> Inventors Students learning about George Washington Carver and Garrett Morgan
1st	Social Studies	Resource: Studies Weekly <u>Week 10:</u> Rosa Parks
2nd	Social Studies	Resource: Studies Weekly <u>Week 32:</u> George Washington Carver, Jackie Robinson, and Rosa Parks
3rd	Social Studies	Resource: Studies Weekly <u>Week 25:</u> Langston Hughes and Booker T. Washington
4th	ELA/Reading	Core Knowledge Language Arts (CKLA)--New Curriculum from Amplify <u>Unit 4:</u> <i>Eureka! Student Inventor: George Washington Carver</i> <u>Unit 7:</u> American Revolution: Phillis Wheatley, Crispus Attucks, Saul Matthews, James Armistead, and Peter Salem.
4th	Social Studies	Delaware Recommended Curriculum/Model Lessons <u>Unit 8, Lesson 5:</u> <i>History Mystery: Ona Judge</i>
4th	Social Studies	Resource: Studies Weekly

		Students learn about Lisa Blunt Rochester and Kamala Harris during learning about our government’s structure and offices.
7th	ELA	College Board’s SpringBoard Curriculum <u>Unit 3: Choices and Consequences</u> Students listen to a recording of Sojourner Truth’s 1851 speech, “Ain’t I a Woman” and read the autobiographical work of Nelson Mandela. They then write an analysis of their leadership qualities as Black figures in national history.
8th	Social Studies	<u>Lesson: Nat Turner</u> Students conduct a historical investigation on Nat Turner and then write an explanatory essay on how he expedited the coming of the Civil War.
11th	Social Studies	Resources: Stanford History Education Group, Zinn Education Project, New Visions, and Oyez Students learn about key events and movements that impacted African Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers of this time period.

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
August 27-29, 2024	All IRSD staff and administrators participated in professional learning during our <i>Returning Educator Week</i> focused on data-driven instruction through PLCs. This professional learning was delivered through an Equity lens and focused on how we can best support our underperforming subgroups of students.
September 10, 2024	All IRSD staff and administrators participated in the Delaware Department of Education’s Equity Summit.
Upcoming: January 17, 2024	District-wide Professional Learning Day: Using data to drive subgroup differentiation and scaffolds.