

## 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:** James Dick

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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.*

In Lake Forest, our philosophy is that Black history will be implemented across content areas in grades K-12. In an effort to achieve this, we:

- Worked collaboratively with K-12 educators in the district to determine how we are already addressing the HB 198 curricular and instructional initiatives and determine entry points for a deeper exploration and accurate depiction of Black history overall
- Connected HB 198 curricula with district and building strategic plans
- Worked with LFSD K-12 school librarians and CIA team to increase diversity of books and resources available to teachers and students.

## 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			
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	X		X	
d. The central role racism played in the Civil War.			X			X			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	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	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	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
1	Library	Classrooms contain books in class libraries that provide students with access to the history and culture of Black people.
3	Social Studies	Students read biographies from various sources about Black people's contributions in the areas of science, art, music, and literature.
4	ELA	Students specifically read about people of color's contributions to Science, Art, Music, and Literature.
6-8	Chorus	Concert Repertoire: Learning and performing songs representative of traditional African musical traditions, including but not limited to arrangements of African music sung in the original language or a translation, learning music through Aural/Oral tradition.
6-8	Family and Consumer Science	International Foods: Students will explore culture and cuisine in African countries pre-slavery then analyze how these traditions were introduced and later embedded within American culture.
6	Social Studies	The African Americans Migration Story: The African Americans Many Rivers to Cross (PBS Online Text) <ul style="list-style-type: none"> <li>Chapter 1: The Early African Diaspora Lesson: A Scattering of Millions- reflects the connections and flow of information, goods, and ideas that Africans brought with them to America.</li> </ul>
8	Social Studies	Cultures of Africa before Columbian Era - Nystrom - the World of Africa Unit Three: Worlds Meet: Pre-Columbian World and Triangular Trade
9	AP Human Geography	Course and Exam Description (CED) from College Board: <ul style="list-style-type: none"> <li>Topic 2.10: Describe types of forced and voluntary migration: Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.</li> <li>Topic 2.11: Explain historical and contemporary geographic effects of migration.</li> <li>Topic 3.1: Define the characteristics, attitudes, and traits that influence geographers when they study culture. Cultural relativism and ethnocentrism are different attitudes toward cultural differences.</li> <li>Topic 3.5: Explain how historical processes impact current cultural patterns. Colonialism, imperialism, and trade helped to shape patterns and practices of culture.</li> </ul>

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

Grade-level	Content Area(s)	Lessons/Resources
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6	World Geography	<p>The African Americans Migration Story: The African Americans Many Rivers to Cross (PBS Online Text)</p> <ul style="list-style-type: none"> <li>● Chapter 2: The First Generations in America Lesson: Enslavement across the Atlantic - the processes affecting the location of economic activities such as the new cash crop 'cotton', why there was a second middle passage, compare and contrast two maps (1790 &amp; 1860) on the supply and demand of cotton.</li> <li>● Chapter 3: Escaped and Free Blacks Lesson: Runaway Journeys - analyze and predict patterns and connections between and among people, places, and environments.</li> </ul>
7	Civics	Unit 2: Politics - Lesson 6: The Constitution and Enslavement (DDOE Model Lesson)
8	U.S. History	Lesson: Slavery Divides the Nation - regional differences in perspectives, economies, and cultures
8	ELA	<p>Into Literature- Unit 4: Fight For Freedom</p> <ul style="list-style-type: none"> <li>● "Narrative of the Life of Frederick Douglass" and "Harriet Tubman Conductor of the Underground RR"</li> </ul>
9	Geography	<p>Unit: Culture</p> <ul style="list-style-type: none"> <li>● Culture of the United States including all different races, cultures and traditions, how slavery impacted the American society as a whole and how it is still being fought against today</li> </ul>
11	AP U.S. History	<p>Course and Exam Description (CED) from College Board:</p> <ul style="list-style-type: none"> <li>● Topic 2.3: The Regions of British Colonies - Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754. Includes instruction on plantation economies</li> <li>● Topic 2.4: Transatlantic Trade - Explain causes and effects of transatlantic trade over time. Includes trading of enslaved Africans.</li> <li>● Topic 2.6: Slavery in the British Colonies - Explain the causes and effects of slavery in the various British colonial regions.</li> <li>● Topic 4.12: African Americans in the Early Republic - Explain the continuities and changes in the experience of African Americans from 1800 to 1848.</li> <li>● Topic 4.13: The Society of the South in the Early Republic - Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848. (Slavery as part of the Southern problem, plantation relocation to areas where slavery continued to grow.)</li> <li>● Topic 4.14: Causation in Period 4 - The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.</li> </ul>
11	ELA	<p>Into Literature Unit 2- Building a Democracy</p> <ul style="list-style-type: none"> <li>● Lesson 4: A Soldier for the Crown</li> </ul>

		<ul style="list-style-type: none"> <li>● Lesson 6: On Being Brought From Africa to America</li> </ul> <p>Into Literature Unit 4- The Quest for Freedom</p> <ul style="list-style-type: none"> <li>● Lesson 2: To My Old Master</li> </ul>
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**c. The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	CKLA Curriculum: <ul style="list-style-type: none"> <li>● Unit 9: The U.S. Civil War (Harriet Tubman, Underground Railroad, the North’s victory reunited the North and South as one country and ended slavery)</li> </ul>
8	U.S. History	Unit: Civil War and Reconstruction - DDOE Model Lessons <ul style="list-style-type: none"> <li>● Emancipation in the North</li> <li>● DWP6a: Reconstruction</li> <li>● Changes in African American Freedom</li> <li>● Changes in Lincoln’s Views on Slavery</li> <li>● Causes of the Civil War including the "Industrial North versus the Agrarian South" and the "Peculiar Institution," along with several other factors relating to the institution of slavery.</li> <li>● Black Codes and sharecropping during Reconstruction-- examining their continuation of a system that had supposedly changed after the Civil War using lessons from the Stanford History Education Group</li> </ul>
9	ELA	Into Literature Unit 1: Finding Common Ground <ul style="list-style-type: none"> <li>● The Gettysburg Address</li> </ul>
9	AP Human Geography	Course and Exam Description (CED) from College Board: <ul style="list-style-type: none"> <li>● Topic 2.11: Forced and Voluntary Migration - Describe types of forced and voluntary migration: Forced migrations include slavery and events that produce refugees, internally displaced persons, and asylum seekers.</li> <li>● Topic 2.12: Explain historical and contemporary geographic effects of migration.</li> <li>● Topic 3.1: Define the characteristics, attitudes, and traits that influence geographers when they study culture. Cultural relativism and ethnocentrism are different attitudes toward cultural differences.</li> </ul>
11	ELA	Into Literature: Unit 4 <ul style="list-style-type: none"> <li>● “To My Old Master”</li> <li>● “Incidents in the Life of a Slave Girl”</li> <li>● “Runagate Runagate”</li> </ul>

		<ul style="list-style-type: none"> <li>● Biographical essay on one of the numerous historical figures who helped African Americans gain their freedom</li> </ul>
11	AP U.S. History	<p>Course and Exam Description (CED) from College Board:</p> <ul style="list-style-type: none"> <li>● Topic 4.11: An Age of Reform - Explain how and why various reform movements developed and expanded from 1800 to 1848. Includes emancipation in the North, contributing to the growth of the free African American population, and the increase of anti-slavery movements.</li> <li>● Topic 4.12: African Americans in the Early Republic - Explain the continuities and changes in the experience of African Americans from 1800 to 1848.</li> <li>● Topic 5.7 (Election of 1860 and Secession), 5.8 (Military Conflict in the Civil War), 5.9 (Government Policies During the Civil War), 5.10 (Reconstruction), 5.11 (Failure of Reconstruction) and 5.12 (Comparison in Period 5) dive deeply into understanding how Lincoln’s election was followed by economic and policy changes surrounding slavery and the standing of African Americans.</li> <li>● Topic 6.4: The “New South” - Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898. (Plessy v Ferguson)</li> <li>● Topic 8..1 Conceptualizing Period 8 (1945-1980) New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.</li> <li>● Topic 8.6 Early Steps in the Civil Rights Movement (1940s and 1950s) - Explain how and why the civil rights movements developed and expanded from 1945 to 1960.</li> <li>● Topic 8.9: The Great Society - Federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues</li> <li>● Topic 8.10: The African American Civil Rights Movement - Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.</li> <li>● 8.11: The Civil Rights Movement Expands- Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.</li> </ul>

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

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	<p>CKLA Curriculum:</p> <ul style="list-style-type: none"> <li>● Unit 9: The U.S. Civil War (Harriet Tubman, Underground Railroad, the North’s victory reunited the North and South as one country and ended slavery)</li> </ul>

5	Social Studies	Connect to the fourth grade curriculum of the constitution to link our Social Studies curriculum leading into the Bill of Rights and Due Process.
8	U.S. History	<p>Unit: Civil War and Reconstruction - DDOE Model Lessons</p> <ul style="list-style-type: none"> <li>● Changes in Lincoln’s Views on Slavery</li> <li>● DWP5c: Emancipation Proclamation</li> <li>● Causes of the Civil War including the "Industrial North versus the Agrarian South" and the "Peculiar Institution," along with several other factors relating to the institution of slavery such as Uncle Tom's Cabin, the Dred Scott Supreme Court Case, the Fugitive Slave Act that was part of the Compromise of 1850, John Brown and his insurrection.</li> </ul>
8	ELA	<p>Into Literature: Unit 4: Fight For Freedom</p> <ul style="list-style-type: none"> <li>● “Narrative of the Life of Frederick Douglass” and “Harriet Tubman Conductor of the Underground RR”</li> <li>● Abolitionist research paper</li> </ul>
11	AP U.S. History	<p>Course and Exam Description (CED) from College Board:</p> <ul style="list-style-type: none"> <li>● Topic 5.6: Failure of Compromise - Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens. Explain the political causes of the Civil War. The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.</li> <li>● Topic 5.7: Election of 1860 and Secession - Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens. Abraham Lincoln’s victory on the Republicans’ free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.</li> <li>● Topic 5.9: Government Policies During the Civil War - The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities. Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln’s decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent</li> </ul>

		<p>the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy. Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals.</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
K-3	Art	<ul style="list-style-type: none"> <li>Students discuss how to make laws better and improve them to create equality for everyone.</li> <li>Students learn about how laws have changed over time to include minority groups and how the laws are still changing to make the world an equitable place.</li> </ul>
6-8	Music	Discussion and video regarding Vaudeville, minstrel shows, blackface, and how Black people were not permitted to work in the theater
7	Civics	Unit 2: Politics- Lesson 2: The Pizza Party (DDOE Model Lesson)
8	U.S. History	<p>Sectionalism and Civil War- DOE Model Lessons:</p> <ul style="list-style-type: none"> <li>DWP3a: Slavery in the Constitution</li> <li>DWP6c: Sharecropping</li> <li>Black Codes and sharecropping during Reconstruction-- examining their continuation of a system that had supposedly changed after the Civil War using lessons from the Stanford History Education Group</li> </ul>
9	Civics and Geography	<ul style="list-style-type: none"> <li>Origins of American Government: Creating the Constitution - analyze the major compromises of the constitutional convention, discuss and describe the lasting effects of the 3/5ths Compromise and the Slave Trade Compromise.</li> <li>Judicial Branch and Landmark Court Cases Unit: Discuss Loving v. Virginia, Brown v. Board and other landmark cases that ultimately shaped our society into what it is today, discuss the different policies implemented by the US government to purposefully hamper the growth of African American citizens such as Jim Crow Laws, White flight and blockbusting during the 50s and 60s</li> <li>Civil Rights Unit: presentation on Malcolm X, Martin Luther King Jr., Frederick Douglass and many more civil rights activists</li> </ul>
9	ELA	<p>Into Literature Unit 1- Finding Common Ground</p> <ul style="list-style-type: none"> <li>Lesson 1: A Quilt of a Country</li> <li>Lesson 5: Gettysburg Address/Saving Lincoln</li> </ul>



		<p>Into Literature Unit 2- The Struggle for Freedom:</p> <ul style="list-style-type: none"> <li>● Lesson 1: I Have A Dream</li> <li>● Lesson 2: Interview with John Lewis</li> <li>● Lesson 3: Hidden Figures</li> <li>● Lesson 5: Booker T. and W.E.B.</li> <li>● Lesson 7: We Wear The Mask</li> <li>● Lesson 10: A Long Walk to Freedom</li> </ul> <p>Into Literature Unit 3- The Bonds Between Us</p> <ul style="list-style-type: none"> <li>● Novel Study: To Kill A Mockingbird</li> </ul>
9	AP Human Geography	<p>Course and Exam Description (CED) from College Board:</p> <ul style="list-style-type: none"> <li>● Topic 6.8: Urban Sustainability - The attitudes and values of a population, as well as the balance of power within that population, are reflected in the built landscape. Explain the effects of different urban design initiatives and practices. Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.</li> <li>● Topic 6.10: Challenges of Urban Changes - Explain causes and effects of geographic change within urban areas. As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity zones or zones of abandonment. Urban renewal and gentrification have both positive and negative consequences.</li> </ul>
10	Economics	<ul style="list-style-type: none"> <li>● Conduct a two-day lesson focused on the Harlem Renaissance as a portion of the Roaring 20's, leading up to the Great Depression.</li> <li>● Students discuss vast differences on the impact of the economic failure affecting minorities in urban areas the hardest, different sets of rules/laws which provided roadblocks towards economic recovery to those groups who were most in need.</li> </ul>
10	ELA	<p>Into Literature Unit 4 - Hard Won Liberty</p> <ul style="list-style-type: none"> <li>● Lesson 1: Letter from Birmingham Jail</li> </ul>
11	ELA	<p>Into Literature Unit 4: "On Being Brought From Africa to America"</p> <ul style="list-style-type: none"> <li>● Jim Crow laws</li> <li>● To Kill a Mockingbird</li> <li>● Civil Rights Movement</li> <li>● Separate But Equal</li> <li>● Hiring discrimination</li> </ul>
11	U.S. History	<ul style="list-style-type: none"> <li>● Compromise of 1850, Slave Codes, Dred Scott decision, use of</li> </ul>

		<ul style="list-style-type: none"> <li>popular sovereignty</li> <li>● Sharecropping</li> <li>● Plessy v. Ferguson Supreme Court Case</li> <li>● Black Codes</li> <li>● the discrimination of African Americans in World War I and II</li> <li>● 1920s discrimination and violence</li> <li>● Jim Crow laws</li> <li>● Civil Rights Movement</li> <li>● Voting Rights</li> <li>● Affirmative Action</li> </ul>
11	AP U.S. History	<p>Course and Exam Description (CED) from College Board:</p> <ul style="list-style-type: none"> <li>● Topic 4.11: An Age of Reform - Explain how and why various reform movements developed and expanded from 1800 to 1848. Includes emancipation in the North, contributing to the growth of the free African American population, and the increase of anti-slavery movements.</li> <li>● Topic 4.12: African Americans in the Early Republic - Explain the continuities and changes in the experience of African Americans from 1800 to 1848.</li> <li>● Topic 5.7 (Election of 1860 and Secession), 5.8 (Military Conflict in the Civil War), 5.9 (Government Policies During the Civil War), 5.10 (Reconstruction), 5.11 (Failure of Reconstruction) and 5.12 (Comparison in Period 5) dive deeply into understanding how Lincoln’s election was followed by economic and policy changes surrounding slavery and the standing of African Americans.</li> <li>● Topic 6.4: The “New South” - Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898. (Plessy v Ferguson)</li> <li>● Topic 8..1 Conceptualizing Period 8 (1945-1980) New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.</li> <li>● Topic 8.6 Early Steps in the Civil Rights Movement (1940s and 1950s) - Explain how and why the civil rights movements developed and expanded from 1945 to 1960.</li> <li>● Topic 8.9: The Great Society - Federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues</li> <li>● Topic 8.10: The African American Civil Rights Movement - Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.</li> <li>● 8.11: The Civil Rights Movement Expands- Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.</li> </ul>
9-12	Related Arts-	<ul style="list-style-type: none"> <li>● There are multiple pieces of music and resources are utilized in the</li> </ul>

	Music	<p>chorus classroom that discuss Black history.</p> <ul style="list-style-type: none"> <li>• Students discuss the piece's content and the history behind it.</li> </ul>
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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	ELA	<p>CKLA Curriculum:</p> <ul style="list-style-type: none"> <li>• Unit 2: Five Senses - Lesson 7: Ray Charles</li> <li>• Unit 4: Plants - Lesson 11: George Washington Carver</li> <li>• Unit 12: Presidents and American Symbols: Barack Obama</li> <li>• Read Alouds such as <i>Peter's Chair</i></li> <li>• Door decorating to highlight those minor African Americans who had a big impact on everyday items, such as the person who created the first closed circuit camera for a backyard.</li> </ul>
K-3	Art	<p>Grid painting unit includes people that have had an impact on American life, history, literature, economy, politics, and culture.</p>
1	ELA	<p>CKLA Curriculum:</p> <ul style="list-style-type: none"> <li>• Unit 1: Fables and Stories - Anansi the Spider: An African Folktale</li> <li>• Unit 10: A New Nation: American Independence - Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen colonies in America to independence as a nation</li> </ul>
2	ELA	<p>CKLA Curriculum:</p> <ul style="list-style-type: none"> <li>• Unit 9: The U.S. Civil War (Harriet Tubman, Underground Railroad, the North's victory reunited the North and South as one country and ended slavery)</li> </ul>
K-3	Art	<p>Units throughout the year include artists, artwork, and important people to other fields besides art.</p> <ul style="list-style-type: none"> <li>• Students paint grid paintings of famous people from all different cultures and races. Painting includes people that have had an impact on American life, history, literature, economy, politics, and culture.</li> <li>• Students participate in <i>All Around the World</i> event by creating drawings that are displayed around the school that relate to different parts of the world and different people from those areas.</li> <li>• Students learn about the history of the U.S. and how laws have changed over time.</li> <li>• Students learn about museums and their history including artwork from minority groups.</li> </ul>
3	Social Studies	<p>Biography projects to provide instruction on the contributions of Black people to American life, history, literature, economy, politics, and culture.</p>

3	ELA	CKLA Curriculum: <ul style="list-style-type: none"> <li>Unit 7: Astronomy - Lesson 16 - Learn About Mae Jemison's life</li> </ul>
4	ELA	CKLA Curriculum: <ul style="list-style-type: none"> <li>Unit 1: Personal Narratives - Lesson 3 - Learn About Condoleezza Rice</li> <li>Unit 3: Poetry written by African American poets</li> <li>Unit 7: The American Revolution - Unsung Heroes: James Armistead, Elizabeth Freeman</li> </ul>
5	ELA	CKLA Curriculum: <ul style="list-style-type: none"> <li>Unit 1: Personal Narratives Lesson 11 - Rosa Parks</li> <li>Unit 3: Poetry - African American Poets like Langston Hughes</li> </ul>
6-8	Music	Every musical genre has black musicians, and in specific lessons students discuss the major contributions of black artists.
6	Social Studies	The African Americans Migration Story: The African Americans Many Rivers to Cross (PBS Online Text) <ul style="list-style-type: none"> <li>Chapter 4: The Great Migration Lesson: A Mass Movement North- reflects the contributions to science, art, and literature.</li> </ul>
6	ELA	Into Literature Unit: Finding Courage <ul style="list-style-type: none"> <li>Lesson: Life Doesn't Frighten Me: Maya Angelou</li> <li>Students read a poem by Maya Angelou and are asked to analyze word choice, tone and mood.</li> </ul> Into Literature Unit: Surviving the Unthinkable <ul style="list-style-type: none"> <li>Lesson: The Ninth Ward, After the Hurricane</li> <li>Two poems that give the reader the perspective of a victim/survivor of Hurricane Katrina in an impoverished area/neighborhood of Louisiana (The Ninth Ward)</li> </ul>
7	Social Studies	Unit 2 - Politics Lesson 7: Our Nation's Report Card (DDOE Model Lesson)
6-8	Exploratory-Band	<ul style="list-style-type: none"> <li>In band, students include living and deceased black composers as part of today's literature.</li> <li>Students learn about the backgrounds and history of these composers while playing their pieces builds a sense of connection to history.</li> <li>Jazz unit which required students to research influential Jazz musicians.</li> </ul>
6-8	Physical Education	Lesson: The Story of Lonnie Johnson
6-8	Health	Students are introduced to Madam C.J. Walker and her contributions to African American culture.

7	ELA	<p>Into Literature Unit 1: Taking Action</p> <ul style="list-style-type: none"> <li>● Lesson 4: Women in Aviation</li> <li>● Lesson 5: Thank you Ma'am</li> </ul>
8	Social Studies	<ul style="list-style-type: none"> <li>● Hiram Revels, Frederick Douglass, and Harriett Tubman</li> </ul>
8	ELA	<p>Into Literature Unit 4: Fight For Freedom</p> <ul style="list-style-type: none"> <li>● "Narrative of the Life of Frederick Douglass"</li> <li>● "Harriet Tubman Conductor of the Underground RR"</li> </ul>
9	Civics	<p>The Road to Civil Rights</p> <ul style="list-style-type: none"> <li>● Identify individuals and groups that influenced the Civil Rights Movement</li> <li>● Explain the significance of these civil rights Supreme Court cases: Brown v. Board of Education, Loving v. Virginia, Bailey v. Patterson, and Heart of Atlanta v. US</li> <li>● Explain the significance of the Civil Rights Act of 1964 and 1968, the 24th Amendment, the Voting Rights Act of 1965, and the Fair Housing Act</li> </ul>
9	ELA	<p>Into Literature Unit 2- The Struggle for Freedom</p> <ul style="list-style-type: none"> <li>● Lesson 3: Hidden Figures</li> <li>● Lesson 5: Booker T. and W.E.B.</li> </ul>
10	Economics	<p>In Economics, after the Harlem Renaissance, students learn about entrepreneurs who would shape American culture for decades to include: Berry Gordy, Jr., Annie T Malone, Anthony Overton, and Lucille B Smith</p>
10	ELA	<p>Into Literature Unit 4 - Hard Won Liberty</p> <ul style="list-style-type: none"> <li>● Lesson 1: Letter from Birmingham Jail</li> <li>● Lesson 6: Speech at the March on Washington</li> </ul> <p>Into Literature Unit 5- Responses to Change: Novel Study- A Raisin in the Sun</p>
11	ELA	<p>Into Literature Unit 6: Contemporary Voices and Visions: Modern and Contemporary Literature</p> <ul style="list-style-type: none"> <li>● Lesson 12: Martin Luther King Jr: He Showed Us the Way</li> </ul>
11	U.S. History	<p>Include African American culture and contributions during the 1920s and throughout the 20th century. (Edsitement- African American History and Culture in the United States)</p> <p>Civil Rights Unit: Teaching Tolerance- A Time For Justice A Time For Justice lesson</p>
9-12	Finance	<ul style="list-style-type: none"> <li>● Students choose celebrities to research in Finance, some of which are African American.</li> <li>● Students explore careers in the business world and interview professionals, some of which are African American.</li> </ul>

9-12	Business	<ul style="list-style-type: none"> <li>● Research different entrepreneurs and their contributions to our society. Students are also assigned an entrepreneur to research and many choices are African American entrepreneurs.</li> </ul>
9-12	Related Arts-Music	<ul style="list-style-type: none"> <li>● There are multiple pieces of music and resources that are utilized in the chorus classroom that discuss Black history.</li> <li>● Students discuss the piece's content and the history behind it.</li> <li>● In the theater classroom, we study many plays that discuss this as well.</li> </ul>
12	Language Arts	<ul style="list-style-type: none"> <li>● This curriculum is compiled of multiple texts related to African American culture and history. These include: <i>The Secret Life of Bees</i>, <i>How it Feels to be Colored Me</i>, <i>Their Eyes Were Watching God</i>, and <i>I Will Rise</i>.</li> </ul>

**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
2	ELA	CKLA curriculum: <ul style="list-style-type: none"> <li>● Unit 5: The War of 1812</li> <li>● The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the U.S.; as well as the agency they employ in this work for equal treatment.</li> </ul>
6-8	Music	<ul style="list-style-type: none"> <li>● Utilizing the From Ragtime to Rock curriculum, multiple lessons discuss and encourage students to think and reflect upon how Black musicians were able to (or unable to) work as musicians in the mid 1800s-present</li> <li>● Discussion and videos regarding Vaudeville, Minsterley shows, blackface, and how Black people were or were not permitted to work in the theater.</li> <li>● Students will explore the socio-economic struggles Black people endured and continue to endure, in working to achieve fair treatment in the United States. Students will research ways to increase equal treatment, and economic growth within the culture.</li> </ul>
6	ELA	Into Literature Unit 4 Discovering Your Voice: <ul style="list-style-type: none"> <li>● Lesson 2: Brown Girl Dreaming</li> <li>● Lesson 4: Words Like Freedom</li> </ul> Into Literature Unit 5 Never Give Up: <ul style="list-style-type: none"> <li>● Lesson 2: The First Day of School</li> </ul>
7	Civics	Unit 3: Citizenship- Lesson 2: Mendez and “the greatest civil rights issue of

		our time.” (DDOE Model Lesson Plan)
8	ELA	Into Literature Unit 4: Fight For Freedom <ul style="list-style-type: none"> <li>● “Not My Bones/Fortune’s Bones”</li> </ul>
8	U.S. History	Unit: Reconstruction (DDOE Model Lessons) <ul style="list-style-type: none"> <li>● DWP6c: Sharecropping</li> <li>● DWP6d: Reconstruction</li> </ul>
9	AP Human Geography	Course and Exam Description (CED) from College Board: <ul style="list-style-type: none"> <li>● Topic 6.8: Explain the effects of different urban design initiatives and practices. Praise for urban design initiatives includes the reduction of sprawl, improved walkability and transportation, improved and diverse housing options, improved livability and promotion of sustainable options. Criticisms include increased housing costs, possible de facto segregation, and the potential loss of historical or place character.</li> <li>● Topic 6.10: Explain causes and effects of geographic change within urban areas. As urban populations move within a city, economic and social challenges result, including: issues related to housing and housing discrimination such as redlining, blockbusting, and affordability; access to services; rising crime; environmental injustice; and the growth of disamenity zones or zones of abandonment. Urban renewal and gentrification have both positive and negative consequences.</li> </ul>
9	ELA	Into Literature Unit 1- Finding Common Ground <ul style="list-style-type: none"> <li>● Lesson 1: A Quilt of a Country</li> <li>● Lesson 5: Gettysburg Address/Saving Lincoln</li> </ul> Into Literature Unit 2- The Struggle for Freedom: <ul style="list-style-type: none"> <li>● Lesson 1: I Have A Dream</li> <li>● Lesson 2: Interview with John Lewis</li> <li>● Lesson 3: Hidden Figures</li> <li>● Lesson 5: Booker T. and W.E.B.</li> <li>● Lesson 7: We Wear The Mask</li> <li>● Lesson 10: A Long Walk to Freedom</li> </ul> Into Literature Unit 3- The Bonds Between Us <ul style="list-style-type: none"> <li>● Novel Study: To Kill A Mockingbird</li> </ul>
10	ELA	Into Literature Unit 4 - Hard Won Liberty <ul style="list-style-type: none"> <li>● Lesson 1: Letter from Birmingham Jail</li> </ul> Into Literature Unit 5- Responses to Change: Novel Study- A Raisin in the Sun Letter from Birmingham Jail - Martin Luther King, Jr.
11	ELA	HBC hiring discrimination, Separate but equal, Educational

		disparities/struggles to pursue higher (and equal) education (overlaps with separate but equal)
11	U.S. History	Concepts are addressed in the Reconstruction Unit, WWI and WWII Units, 1920s Unit, and Civil Rights Movement Unit.
12	ELA	<i>The Secret Life of Bees</i> by Sue Monk Kidd
9-12	Related Arts-Music	<ul style="list-style-type: none"> <li>• There are multiple pieces of music and resources that are utilized in the chorus classroom that discuss Black history. .</li> <li>• Before singing the songs, students discuss the piece's content and the history behind it. In the theater classroom, we study many plays that discuss this as well.</li> </ul>

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

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	Highlighting prominent African Americans
2	ELA	CKLA Curriculum: <ul style="list-style-type: none"> <li>• Unit 12: Fighting for a Cause - Civil Rights Movement, Jackie Robinson, Rosa Parks, MLK Jr, inequality, discrimination, and suffrage</li> <li>• Unit 9: The U.S. Civil War - Harriet Tubman, Underground RR, North's victory reunited the North and South as one country and ended slavery</li> </ul>
K-3	Art	Grid Painting Unit: includes people that have had an impact on American life, history, literature, economy, politics, and culture.
3		<ul style="list-style-type: none"> <li>• We include instruction on Black figures in national history as part of our biography unit.</li> <li>• We also provide instruction on famous Black figures in Delaware history when we study our state during Social Studies.</li> </ul>
4	ELA	CKLA Curriculum: <ul style="list-style-type: none"> <li>• Unit 7: The American Revolution - Unsung Heroes: James Armistead, Elizabeth Freeman</li> </ul>
6-8	Health	Students are introduced to Madam C.J. Walker and her contributions to African American culture.
7	ELA	Into Literature Unit 1- Taking Action and Unit 3 <ul style="list-style-type: none"> <li>• Lesson 4: Women in Aviation</li> </ul>
7	Social Studies	Unit 3: Citizenship- Lesson 3: From Runaround to Remedy (DDOE Model Lesson)



		Unit 3: Citizenship- Unit 6: At the Hands of Persons Unknown - The Case of George White (DDOE Model Lesson)
8	U.S. History	DDOE Model Lesson: DWP4a: Nat Turner (H2ab) - Were Nat Turner's actions justified?
8	ELA	Into Literature Unit 4: Fight For Freedom <ul style="list-style-type: none"> <li>• "Narrative of the Life of Frederick Douglass" and "Harriet Tubman Conductor of the Underground RR"; Abolitionist research paper</li> </ul>
9	ELA	Into Literature Unit 2- The Struggle for Freedom: <ul style="list-style-type: none"> <li>• Lesson 1: I Have A Dream</li> <li>• Lesson 2: Interview with John Lewis</li> <li>• Lesson 3: Hidden Figures</li> <li>• Lesson 5: Booker T. and W.E.B.</li> <li>• Lesson 7: We Wear The Mask</li> <li>• Lesson 10: A Long Walk to Freedom</li> </ul>
9	Civics	Discussion on the impacts of African American politicians on both the Local, State and Federal levels of our government.
10	ELA	<ul style="list-style-type: none"> <li>• Into Literature Unit 4- Lesson 9: From Crispus Atticks</li> <li>• Letter from Birmingham Jail - Martin Luther King, Jr.</li> </ul>
11	U.S. History	Civil Rights Movement Unit-- using resources from the DE Archives, students compare separate but equal facilities in the state of DE, investigate the desegregation of public schools in DE through the Milford 11, discuss the role of the NAACP, and Delaware's connection to Brown vs. Board of Ed through the University of DE and Louis Redding.
9-12	Finance	Students choose celebrities to research in Finance, so of which are black. Students explore careers in the business world and interview professionals, some of which are black.
9-12	Business	<ul style="list-style-type: none"> <li>• We look at different entrepreneurs and their contributions to our society.</li> <li>• Students are also assigned an entrepreneur to research and many choices are black entrepreneurs.</li> </ul>
9-12	Related Arts- Music	<ul style="list-style-type: none"> <li>• There are multiple pieces of music and resources we utilize in the chorus classroom that discuss Black history.</li> <li>• Before singing the songs students discuss the piece's content and the history behind it.</li> </ul>

## 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
September 2024	Secondary teachers attended the state-wide inservice professional learning day that offered several sessions about topics aligned to HB 198
24-25 SY	Curriculum review and rewriting where necessary for all content teachers
24-25 SY	PLC meetings with Social Studies middle school teachers that focus on DDOE Model Lessons and how to support teachers and students when teaching sensitive topics
24-25 SY	PLC meetings K-12 to review the HB 198 clarification documents and identify lessons and resources to address the MCRs