

## 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:** Sharvelle Cannon

**Position:** Dean of Academics

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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.*

To meet the above requirements as mandated by HB 198, Providence Creek Academy continues to primarily employ our reading and social studies curriculum implemented throughout the year. In an effort to ensure that we are fulfilling all aspects of the educational programming as identified by HB 198, PCA has also begun focusing on other curricular resources to help provide the Black history education as required.

We have found that our reading curriculum, Scholastic Literacy, is nicely aligned with the instructional framework requirements of HB 198. The minimum content requirements of the bill are embedded in many resources and throughout various grade level units with the Scholastic curriculum. Furthermore, the authentic and diverse texts utilized within Scholastic Literacy support a culturally inclusive learning environment and present material in an age-appropriate manner to cultivate respect for diverse cultures.

Our social studies curriculum, Savvas myWorld Interactive, used in conjunction with the state created social studies model lessons, covers several topics relevant to the HB 198 standards as well. In addition to meeting the minimum content requirements, this curriculum also promotes cultural responsiveness in the classroom. Students see themselves represented within the curriculum as the resources and materials consist of primary sources, pictures,

and biographies celebrating the roles and contributions of African Americans and many different types of people. Lesson activities for partner and small group work also allow for frequent interaction among students which promotes openness and working together with respect. The theme of respect and inclusion is also focused on in a special series of storybooks, *Thinking Like a Citizen*, for grades K-2 in this curriculum. PCA has also been working diligently to explore the existing curriculum connections between HB 198 and our fine arts/specials subject areas such as theater, art, music, dance, etc. We have expanded numerous lessons within these content areas to help promote the celebration of African culture as well as amplify respect for racial diversity. As we implement the educational programming outlined below, we will continue to review the lessons and resources used to ensure that we are meeting the requirements of HB 198.

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

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				X	X
h. Black figures in national history and in Delaware history.	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
KN	Fine Arts (Theater)	Storytelling Unit: African Welcome songs; cELLAbration! A Tribute to Ella Jenkins
	Fine Arts (Art)	African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)
1st	ELA	“The Water Princess” (Story of African Princess) by Susan Verde
	Fine Arts (Theater)	Storytelling Unit: African Welcome songs; cELLAbration! A Tribute to Ella Jenkins
	Fine Arts (Art)	African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)
2nd	ELA	African Folk Tales: <i>12 Dancing Princesses</i> by Rachel Isadora; <i>Mouse and Lion</i> by Rand Burkert
	Social Studies	Country Research Project (focusing on such countries as Ghana, South Africa, Tanzania, Egypt, etc.)
	Fine Arts (Theater)	Storytelling Unit: African Welcome songs; cELLAbration! A Tribute to Ella Jenkins
	Fine Arts (Art)	African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)
3rd	ELA	“Anansi the Spider: A Tale from the Ashanti” by Gerald McDermott; “Pretty

	Fine Arts (Art)	Salma” by Francis Lincoln; “The Hunterman and the Crocodile” by Baba Wagué Diakité African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)
4th	Fine Arts (Art)	African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)
5th	Fine Arts (Art)	African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)
6th	Social Studies	Topic 8: <i>Africa</i> (Savvas curriculum - myWorld Interactive World Geography); Grade 6 World Geography Model Lessons, Administration 2, Lesson 5: <i>Cultural Hearths in Southwest Asia/North Africa</i>
	Fine Arts (Art)	African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)
	Fine Arts (Theater)	Behind the Scenes: <i>The Wiz</i>
7th	ELA	“A Long Walk to Water” by Linda Sue Park
	Fine Arts (dance)	History of African Dance unit
	Fine Arts (Art)	African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)
8th	Fine Arts (dance)	History of Dance unit
	Fine Arts (Art)	African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)

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

Grade-level	Content Area(s)	Lessons/Resources
KN	ELA Social Studies	“Last Stop on Market Street” by Matt de la Pena John Dickinson Plantation field trip: <i>Then and Now -Compares and contrasts historical information about the lifestyles of the Dickinson family, children, tenants, and slaves with modern times.</i>
1st	ELA	“Last Stop on Market Street” by Matt de la Pena
2nd	Social Studies	John Dickinson Plantation field trip: <i>Then and Now -Compares and contrasts</i>

		<i>historical information about the lifestyles of the Dickinson family, children, tenants, and slaves with modern times.</i>
3rd	Social Studies	Chp. 3: <i>Communities Build a Nation</i> (Savvas curriculum)
7th	Social Studies	Grade 7 Macroeconomics Model Lesson 20: <i>How Does Where You Live Influence How You Live (Redlining)</i>
8th	Social Studies	Grade 8 U.S. History Model Lessons - Administration 1, Lesson 2: <i>Enslavement and the Development of the American Economy</i> ; Lesson 7: <i>Slavery in the Constitution</i>

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

Grade-level	Content Area(s)	Lessons/Resources
KN	ELA	"We Came to America" by Faith Ringgold
2nd	Social Studies	Chp. 5: <i>Making a Difference</i> (Savvas curriculum) – Rosa Parks as a primary source
3rd	Social Studies	Chp. 5: <i>Citizenship and Civic Engagement</i> (Savvas curriculum)
4th	Social Studies	Grade 4 U.S. History Model Lessons, Unit 4: <i>Enslavement</i>
6th	Fine Arts (Theater)	Behind the Scenes: <i>The Wiz</i>
7th	ELA	"The Narrative Biography of Frederick Douglass"
8th	ELA  Social Studies	"One Crazy Summer" by Rita Williams Garcia  Grade 8 U.S. History Model Lessons - Administration 2, Lesson 2: <i>In Pursuit of Freedom in Delaware</i>

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

Grade-level	Content Area(s)	Lessons/Resources
2nd	Social Studies	Chp. 5: <i>Making a Difference</i> (Savvas curriculum) – Lesson 2: Heroic Leaders
3rd	Social Studies	Chp. 5: <i>Citizenship and Civic Engagement</i> (Savvas curriculum)
5th	Social Studies	Chp. 2: <i>Americans and Their History</i> (Savvas curriculum - myWorld Interactive Grade 4) - Lesson 3: <i>Growth and Civil War</i>
8th	Social Studies	Grade 8 U.S. History Model Lessons - Administration 2, Lesson 5: <i>Manifest Destiny: Investigation Opposing Interpretations</i>

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

Grade-level	Content Area(s)	Lessons/Resources
1st	Social Studies	Chp. 4: <i>Life Today and Long Ago</i> (Savvas curriculum) - Citizenship: <i>Ruby Bridges, A Brave Girl</i>
4th	ELA/writing	“Where’s Rodney” by Carmen Bogan, “Grace for President” by Kelly Dipucchio, and “Duke Ellington” by Andrea Davis Pinkey (Scholastic curriculum); Ruby Bridges writing reflection
5th	ELA	“March On! The Day My Brother Changed the World” by Christine King Farris
7th	Social Studies	Grade 7 Civics Model Lessons: Unit 2 - Lesson 6: <i>The Constitution and Enslavement</i> ; Lesson 7: <i>Our Nation’s Report Card</i>  Grade 7 Macroeconomic Model Lesson 20: <i>How Does Where You Live Influence How You Live (Redlining)</i>
8th	ELA  Social Studies	“Handbook for Boys” by Walter Dean Myers, “Bad Boy: A Memoir” by Walter Dean Myers Grade 8 U.S. History Model Lessons - Administration 3, Lesson 8: <i>Changes in African American Freedom</i>

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

Grade-level	Content Area(s)	Lessons/Resources
KN	ELA  Social Studies  Science  Technology	“Mae Among the Stars” by Roda Ahmed  Black History presentation highlighting the contributions of African Americans (February); Scholastic <i>Let’s Find Out</i> weekly reader: <i>Colorful Alma</i> (Feb. 2023)  Spotlight on a Scientist: Al Roker  “Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race” by Margot Lee Shetterly; “Human Computer: Mary Jackson, Engineer” by Andi Diehn; “Computer Decoder: Dorothy Vaughan, Computer Scientist” by Andi Diehn
1st	Social Studies  Science	Chp. 3: <i>Symbols and Traditions of the United States</i> (Savvas curriculum) - Lesson 5: American Heroes; Winter Holidays Around the World - Kwanzaa celebration  Spotlight on a Scientist: Roger Arliner Young; Dr. Patricia Bath; Neil deGrasse

	<p>Fine Arts (Art)</p> <p>Technology</p>	<p>Tyson</p> <p>Alma Thomas &amp; abstract art project</p> <p>“Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race” by Margot Lee Shetterly; “Human Computer: Mary Jackson, Engineer” by Andi Diehn; “Computer Decoder: Dorothy Vaughan, Computer Scientist” by Andi Diehn</p>
2nd	<p>Social Studies</p> <p>Science</p> <p>Technology</p>	<p>Chp. 5: <i>Making a Difference</i> (Savvas curriculum) – Lesson 3: Heroes Who Inspire Change; Holidays Around the World – Kwanzaa celebration</p> <p>Spotlight on a Scientist: Wangari Maathai</p> <p>“Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race” by Margot Lee Shetterly; “Human Computer: Mary Jackson, Engineer” by Andi Diehn; “Computer Decoder: Dorothy Vaughan, Computer Scientist” by Andi Diehn</p>
3rd	<p>ELA</p> <p>Social Studies</p> <p>Science</p> <p>Fine Arts (Art)</p> <p>Technology</p>	<p>“The Broken Bike Boy and the Queen of 33rd Street” by Sharon Flake, “Oh, Brother!” by Nikki Grimes, “My Brother Charlie” by Holly Peete, “Pretty Salma” by Francis Lincoln, “Long Shot: Never Too Small to Dream” by Chris Paul</p> <p>Chp. 7: <i>Celebrating Our Communities</i> (Savvas curriculum)</p> <p>Spotlight on a Scientist: Thandiwe Mweetwa; Charles E. Anderson</p> <p>Christian Robinson &amp; “Last Stop on Market Street” collage project</p> <p>“Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race” by Margot Lee Shetterly; “Human Computer: Mary Jackson, Engineer” by Andi Diehn; “Computer Decoder: Dorothy Vaughan, Computer Scientist” by Andi Diehn</p>
4th	<p>ELA</p> <p>Social Studies</p> <p>Science</p>	<p>“Mufaro’s Beautiful Daughters: African Tale” by John Steptoe, “The Secret Olivia Told Me” by N. Joy, “Wangari’s Trees of Peace” - A true African story by Jeannete Winter, “Duke Ellington” by Andrea Davis Pinkey, and “Faith Ringgold” by Mike Venezia; “Holes” by Louis Sachar</p> <p>Grade 4 U.S. History Model Lessons, Unit 5: <i>English Colonies</i> (Lesson 7: <i>Hidden History: Elizabeth Key Sues for Freedom</i>; Lesson 12: <i>Onesimus and Smallpox</i>)</p>

	Technology	Spotlight on a Scientist: Lewis Latimer “Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race” by Margot Lee Shetterly; “Human Computer: Mary Jackson, Engineer” by Andi Diehn; “Computer Decoder: Dorothy Vaughan, Computer Scientist” by Andi Diehn
5th	ELA	Wax Museum (research paper & presentation); “March On! The Day My Brother Changed the World” by Christine King Farris
	Social Studies	Roles within a Community: Philanthropists - Oprah; Alicia Keys; George Washington Carver (J.A. Biztown curriculum)
	Technology	“Hidden Figures” research project
6th	ELA/writing	“42: The Jackie Robinson Story”; “Hidden Figures”; “Poetry for Young People: Langston Hughes”
	Science	Research & present Black scientists/inventors
	Fine Arts (Art)	Jacob Lawrence & Frederick Douglass - Dreams, Poetry, & Art
	Technology	“Hidden Figures” research project
7th	ELA	“Poetry for Young People: Langston Hughes”
	Science	Diverse Biographies/Career Narratives (i.e. Marie M. Daly - chemistry)
	Fine Arts (Art)	Jacob Lawrence & Frederick Douglass - Dreams, Poetry, & Art
	Technology	“Hidden Figures” research project
8th	ELA	“Gifted Hands” by Ben Carson
	Science	Diverse Biographies/Career Narratives (i.e. Katherine Johnson - physics, mathematics, space sciences; Neil deGrasse Tyson - astronomy and



	Writing/Social Studies	astrophysics) Cross-curricular research project & presentation on Inventions of Industrial Revolution (featuring African American inventors such as Alexander Miles, Garrett Morgan, George Washington Carver)
	Technology	“Hidden Figures” research project

**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
KN	Social Studies	Dr. Martin Luther King, Jr. and equal rights lesson; Scholastic <i>Let’s Find Out</i> weekly reader: <i>Do What is Right</i> (Jan. 2023);
	ELA	“All Are Welcome” by Alexandra Penfold, “I Love My Hair” by Natasha Anastasia Tarpley
1st	ELA	“Daddy Calls Me Man” by Angela Johnson, “Bigmama’s” by Donald Crews
2nd	ELA	“Those Shoes” by Maribeth Boelts, “Looking Like Me” by Walter Dean Myers; Dr. Martin Luther King, Jr. flipbook
3rd	ELA	“Oh, Brother!” by Nikki Grimes, “Pretty Salma” by Francis Lincoln, “A Bike Like Sergio’s” by Maribeth Boelts, “Juneteenth for Mazie” by Floyd Cooper
4th	ELA	“Tar Beach” by Faith Ringgold, “Faith Ringgold” by Mike Venezia, and “Where’s Rodney” by Carmen Bogan
	Fine Arts (Library)	“Memphis, Martin, and the Mountaintop: The Sanitation Strike of 1968” by Alice Faye Duncan
7th	Social Studies	Grade 7 Civics Model Lessons: Unit 3 - Lesson 1: <i>No Room at the Inn</i> ; Lesson 2: <i>Mendez and “the greatest civil rights issue of our time”</i> ; Lesson 3: <i>From Runaround to Remedy</i> ; Lesson 6: <i>At the Hands of Persons Unknown: The Case of George White</i> ; Lesson 7: <i>Jury Duty</i> ; Lesson 12: <i>Equity for the Taking</i> ; Lesson 13: <i>Not for Sale</i>
8th	ELA	“Handbook for Boys” by Walter Dean Myers

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

Grade-level	Content Area(s)	Lessons/Resources
KN	Social Studies	Black History presentation in February highlighting Black figures in history

	<p>Fine Arts (Library)</p> <p>Fine Arts (Art)</p>	<p>(such as Barack Obama); Savvas curriculum, Chp. 6: <i>Learning About the Past</i> – Booker T. Washington and Dr. Martin Luther King, Jr.</p> <p>“My Daddy, Dr. Martin Luther King Jr.” by Martin Luther King III</p> <p>African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)</p>
1st	<p>ELA</p> <p>Writing</p> <p>Social Studies</p> <p>Fine Arts (Library)</p> <p>Fine Arts (Art)</p>	<p>Scholastic News, My Weekly Reader articles: <i>Home Run, Jackie!; The Coolest Inventions; Mae Reaches for the Stars; Brave Ruby; “Bigmama’s”</i> by Donald Crews</p> <p>Research &amp; writing project on historical/current Black figures</p> <p>Chp. 3:<i>Symbols and Traditions of the United States</i> (Savvas curriculum) - Lesson 5: American Heroes</p> <p>“My Daddy, Dr. Martin Luther King Jr.” by Martin Luther King III</p> <p>African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)</p>
2nd	<p>Social Studies</p> <p>Writing</p> <p>Fine Arts (Art)</p>	<p>Chp. 5: <i>Making a Difference</i> (Savvas curriculum) – Lesson 3: Heroes Who Inspire Change;</p> <p>Research paper on Black historical figures</p> <p>African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)</p>
3rd	<p>ELA</p> <p>Social Studies</p> <p>Fine Arts (Art)</p>	<p>“The Story of Misty Copeland” by Frank Berrios</p> <p>Chp. 5: <i>Citizenship and Civic Engagement</i> (Savvas curriculum)</p> <p>African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)</p>
4th	<p>Fine Arts (Art)</p>	<p>African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)</p>
5th	<p>Fine Arts (Art)</p>	<p>African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)</p>
6th	<p>ELA</p>	<p>“The Story of Misty Copeland” by Frank Berrios</p>

	Fine Arts (Library)  Fine Arts (Art)	“Hand in Hand: Ten Black Men Who Changed America” by Andrea Davis Pinkney  African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)
7th	Fine Arts (Art)	African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)
8th	ELA  Social Studies  Fine Arts (Art)	“Gifted Hands” by Ben Carson  Grade 8 U.S. History Model Lessons - Administration 2, Lesson 3: <i>Nat Turner</i> ; Administration 2, Lesson 12: <i>John Brown</i>  African American artist study (artists include Jean Michael Basquiat, Faith Ringgold, etc.)

## 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
8/2024 (on-going)	Teachers participate in weekly grade-level and content PLCs held throughout the year to explore: existing connections within curriculum; available materials in Scholastic bookroom; recorded PD sessions provided by the state; resources available through UDLib/Search Black History (HB 198).
1/23/2023	Professional Development: HB 198 - existing connections in fine arts