

## 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:** Peter McClure

**Position:** Director of Teaching and Learning

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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.*

As a Montessori school, Sussex Montessori, offers plenty of opportunities to meet the requirements of HB 198. The Montessori Curriculum is interdisciplinary, and it is fundamental to our teaching to show how all areas of our curriculum connect to each other. Our curriculum is organized into three areas, Math, Language Arts, and Cultural, which includes lessons and explorations on geography, botany, zoology, social sciences and the arts. Through our interdisciplinary cultural studies, students are able to fully explore the Black experience.

As a school, we plan cultural lessons on Understanding by Design (UBD) principles. UBD allows our teachers to be intentional on the goals of their instruction and allows them to incorporate the expected requirements into their planning process while still building off of core curricular materials. For instance, timelines play an important role in our cultural curriculum. Through the use of timelines, students are able to pinpoint and associate events, people and milestones throughout Human History. As an example, a Biography timeline on Dr. Martin Luther King could incorporate biographical elements, important connections to the Civil Rights Movement, and interviews with family and community members on how events impacted the lives of their family and local residents.

Our interdisciplinary focus allows us to incorporate our cultural themes into other areas of the curriculum as well. Students read books and reflect in their journal writing about enslavement, the underground railroad, and segregation. They are introduced to the art, music and authors of these times. Our teachers are always looking for opportunities to enrich all areas of the curriculum.

As we have multi-age groupings in Montessori classrooms our Kindergarteners are mixed with first graders; our seconds are with third graders; and our Upper Elementary students span 4th through 6th grade. At each level, the content introduced to students is the same but the depth of knowledge is greater and there are more extensions for different ages and learning styles. The multi-age approach allows students to learn at their own pace, while at the same time encourages discussion and collaboration.

These works below are also part of our K-3 Montessori Curriculum:

- K-3a: Students will use clocks, calendars, schedules, and written records to record or locate events in time.
- K-3a: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.
- K-3a: Students will understand that American citizens have distinct rights, responsibilities, and privileges.

For 4-6 Grades:

- We follow the Social Studies Model Lesson Blueprint Units and Lesson Plans as outlined in the Units for each grade, 4-6.

## 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						
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						
d. The central role racism played in the Civil War.						X	X						
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.						X	X						
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	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	
h. Black figures in national history and in Delaware history.	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
1-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> <li>● What is history and why learn it?</li> <li>● History Bags: How do we learn about the past?</li> <li>● How can we learn about the past?</li> <li>● Using timelines to analyze change over time.</li> <li>● Contributions of Black people prior to African and Black Diaspora</li> <li>● Use of primary evidence to research African Culture, Science, Art and Literature.</li> </ul> Montessori TimeLines and Migration Charts Montessori Globes and Geography Puzzles of Africa Waseca Biomes Materials Research/Interviews/Literature/Storytelling/Music of Black people

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

Grade-level	Content Area(s)	Lessons/Resources
4-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> <li>• Seeking solutions to the labor problem?</li> <li>• Enslavement in History-Why were they enslaved?</li> <li>• How was enslavement in America different from enslavement in the "Old World?"</li> </ul> Readworks

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

Grade-level	Content Area(s)	Lessons/Resources
4-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> <li>• Understanding Evidence and why it is needed?</li> <li>• Ways of thinking about people and places in the past</li> <li>• What are some misconceptions about other places and people who live in them?</li> </ul> Readworks

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

Grade-level	Content Area(s)	Lessons/Resources
5-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> <li>• Distinguishing Primary and Secondary Sources and their importance</li> </ul> Readworks

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

Grade-level	Content Area(s)	Lessons/Resources
6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints  Readworks

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

Grade-level	Content Area(s)	Lessons/Resources
K-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> <li>• How can I arrange things chronologically and why should I do it?</li> <li>• Hidden History: What were some of the experiences of enslaved people and how did they respond?</li> </ul> <p>Social Studies, 4th Grade Model Lesson: <i>Hidden History: Olaudah Equiano</i></p> <p>Readworks</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
6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> <li>• What was Black Wall Street?</li> <li>• What role did 'progress' of city planning and how did it impact the Black communities across the country?</li> <li>• What does 'Why the Caged Bird Sings' represent?</li> <li>• Who are the voices of Black Americans that shaped how people saw and viewed Black Americans?</li> </ul> <p>Social Studies, 4th Grade Model Lesson: <i>Resistance to Enslavement</i></p> <p>Readworks</p>

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

Grade-level	Content Area(s)	Lessons/Resources
K-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints  Upper Elementary Wax Museum Project  Readworks

### 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
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<p>8/29/24 11/25/24 1 Date TBD</p>	<p>All SMS Guides receive UBD training several times a year. The UBD PD is led by a facilitator from The UD Montessori Teachers Academy. The Teachers use the Delaware Model Lessons Blueprint that addresses the HB198 standards.</p> <p>During the school year, Curriculum &amp; Instruction PLCs occur monthly. The HB198 lessons and resources are discussed at these monthly meetings.</p>
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