

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

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## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

The Woodbridge School District is committed to providing a well-rounded understanding of the importance of black history that is truly inclusive of the triumphs, setbacks, and contributions of Black persons.

In May 2022, a HB 198 committee composed of school administrators, teachers, and instructional coaches convened and began to establish a process and plan to address the instructional framework and requirements established by HB 198. It was determined that the best path forward was for each school to create their own school committee that would work to determine which HB 198 indicators would be addressed in each grade level.

Each school team met to determine if these indicators were already addressed in our curricula and if so, how. The HB 198 indicators will currently be addressed via numerous lessons, texts, projects, and activities in ELA, Social Studies, World History, and Civics curricula. Our school committees worked collaboratively to create a K-12 WSD Grade Level Integration document that would be shared with all district teachers.

The contents of the implementation plan are included in the summary table below and more information can be found under each indicator. School administrators and instructional coaches will review this information with their

staff and provide time for the teachers to analyze the document and discuss effective strategies to incorporate the indicators selected into their daily instruction.

Additional meetings and professional development will be provided throughout the school year to begin looking into additional ways that HB 198 requirements can be met in other curricular areas such as math, science, and related arts.

## 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			
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				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	
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the	X	X	X	X		X		X	X	X		X	

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.	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
9	World History & Geography	History Alive! World Connection Unit 2: Ghana a West African Trading Empire
9	World History & Geography	History Alive! World Connection Unit 1: Age of Discovery

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

Grade-level	Content Area(s)	Lessons/Resources
1	Social Studies	“Eli Whitney”
2	Social Studies	“Cesar Chavez”
8	Social Studies	Delaware Model Lessons Administration 3 Module Lesson 3 “Changes in African American Freedom”
11	U.S. History	Stanford Education Group/Teacher’s Curriculum Institute Unit 1: Reconstruction Era and Industrialization

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

Grade-level	Content Area(s)	Lessons/Resources
2	ELA	Bookworms ELA/Module 3/Unit 3 “Dad, Jackie, and Me”
2	ELA	Bookworms ELA/Module 3/Unit 3 “The Story of Ruby Bridges”
2	ELA	Bookworms ELA/Module 3/Unit 3

		“My Brother Martin”
5	ELA	Bookworms ELA/Module 2/Unit 2 “The Watsons Go to Birmingham”
5	ELA	Bookworms ELA/Module 3/Unit 2 “Aunt Harriet’s Underground Railroad in the Sky”
7	ELA	English Language Arts 7: Module 7.3 Resources: “The Great Migration”, “The Spingarn Medal” (illustration), “Under Jim Crow’s Thumb”, “The Harlem Renaissance: A Cultural Rebirth”, “A Call to Move”, “Great Scot! What Have I Done?” (cartoon), “The South will soon be Demanding Restrictions of Migration of its Labor” (cartoon)
8	Social Studies	Delaware Model Lessons Administration 1 Module Lesson 4 “Slavery in the Constitution”
8	Social Studies	Delaware Model Lessons Administration 2 Module Lesson 2 “Nat Turner”
8	Social Studies	Delaware Model Lessons Administration 3 Module Lesson 2 “Sharecropping”
11	U.S. History	Stanford Education Group/Teacher’s Curriculum Institute Unit 1: Reconstruction Era and Industrialization

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

Grade-level	Content Area(s)	Lessons/Resources
1	Social Studies	“Pink and Say” by Patricia Polacco
5	ELA	Bookworms Shared/Module 4/Unit 1 “Homer P. Figg” Civil War Novel
8	Social Studies	Delaware Model Lessons Administration 1 Module Lesson 1 “Emancipation in the North”
8	Social Studies	Delaware Model Lessons Administration 3 Module Lesson 1 “Emancipation Proclamation”

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

Grade-level	Content Area(s)	Lessons/Resources
1	Social Studies	“Henry’s Freedom Box” by Ellen Levine
4	ELA	Bookworms ELA/Module 4/Unit2 “Freedom on the Menu”

5	ELA	Bookworms Shared/Module 3/Unit 1 "Bud, Not Buddy"
10	Civics & Economics	Unit 3: Rights and Responsibilities of American Citizens
11	U.S. History	Stanford Education Group/Teacher's Curriculum Institute Unit 1: Reconstruction Era and Industrialization
11	U.S. History	Stanford Education Group/Teacher's Curriculum Institute Unit 3: Progressive Era

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	Bookworms Shared/ Module 2/Unit 3 "Rap a Tap Tap" Describes the life of African-American tap dancer Bill "Bojangles" Robinson.
K	ELA	Bookworms ELA/Module 2/Unit 2 "Of Thee I Sing"
1	ELA	Bookworms ELA/Module 2/Unit 1 "Duke Ellington"
1	Social Studies	"Alma Thomas-Ablaze with Color" by Jeanne Walker Harvey
3	ELA	Bookworms Shared/Module 3/Unit 1 "A Picture Book of Frederick Douglass"
3	ELA	Bookworms ELA/Module 3/Unit 1 "When Marian Sang"
3 & 4	ELA	School visit and assembly with author Alice Faye Duncan. She met with students to discuss two of her books "Coretta's Journey" and "Traveling Shoes"
4	ELA	Bookworms ELA/Module 2/Unit 2 "Shaking Things Up"
6	ELA	Expeditionary Learning Hidden Figures Module 8.4 Remarkable Achievements in Space Science "The True Story of Four Black Women and the Space Race"
6	ELA	Expeditionary Learning Hidden Figures Module 8.4 "Remarkable Achievements in Space Science"
7	ELA	Expeditionary Learning

		<p>Module 7.3  Harlem Renaissance  Resources: “Lift Every Voice and Sing”, “The Harp Sculpture”, Meta Vaux Fuller Ethiopia Sculpture, “Calling Dreams From One Last Word”, “I Shall Return”, Map of New York (Harlem)</p>
7	ELA	<p>Expeditionary Learning  Module 7.3  Harlem Renaissance  “Shuffle Along: The Harlem Renaissance Musical Sensation”</p>
7	ELA	<p>Expeditionary Learning  Module 7.3  “Augusta Savage Biography”</p>
7	ELA	<p>Expeditionary Learning  Module 7.3  “The Negro Speaks of Rivers”</p>
7	ELA	<p>Expeditionary Learning  Module 7.3  “Calling Dreams” and “Hope” by Georgia Douglas Johnson</p>
10	ELA	<p>Engage NY Module 10.2/Unit 1/Lessons 1-20  “Letter from Birmingham Jail”</p>
11	ELA	<p>Engage NY Module 11.2/Unit 1/Lessons 1-17;26  “Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i></p>
11	ELA	<p>Engage NY Module 11.2/Unit 2  “Fences”</p>
11	ELA	<p>Engage NY Module 10.3 (Repurposed for grade 11) Unit 3/Lessons 1-15  “The Immortal Life of Henrietta Lacks”</p>
11	U.S. History	<p>Stanford Education Group/Teacher’s Curriculum Institute  Unit 3: Progressive Era</p>
11	U.S. History	<p>Stanford Education Group/Teacher’s Curriculum Institute  Unit 5: The Roaring Twenties &amp; Great Depression</p>
11	U.S. History	<p>Stanford Education Group/Teacher’s Curriculum Institute  Unit 8: Social Movements</p>
12	ELA	<p>Engage NY Module 12.1/Unit 1/Lessons 1-28  “The Autobiography of Malcolm X”</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	ELA	Bookworms ELA/Module 2/Unit 4 "Happy Birthday, Martin Luther King"
1	ELA	Bookworms Shared/Module 3/Unit 2 "Martin Luther King Jr."
1	Social Studies	"I am Harriet Tubman"
2	ELA	Bookworms Shared/Module 3/Unit 2 "Jackie Robinson"
2	ELA	Bookworms ELA/Module 3/Unit 3 "The Story of Ruby Bridges"
3	ELA	Bookworms ELA/Module 3/Unit 1 "Rosa"
5	ELA	Bookworms Research Project ELA/Module 2/Unit 2 In this Culminating Task, students will research the civil rights movement using multiple sources to plan and write an informative research paper in the form of a newspaper article that includes explanations of civil rights, race discrimination, and segregation, along with descriptions of both an influential individual as well as an event that occurred during the civil rights movement.
7	ELA	Expeditionary Learning Module 7.3 Harlem Renaissance "Shuffle Along: The Harlem Renaissance Musical Sensation"
7	ELA	Expeditionary Learning Module 7.3 "The Negro Speaks of Rivers"
7	ELA	Expeditionary Learning Module 7.3 "The Boy and the Bayonet" by Paul Lawrence Dunbar
8	Social Studies	Delaware Model Lessons Administration 3 Module Lesson 2 "Reconstruction"
9	ELA	Project Based Performance Task: "A Long Way Gone" by Ishmael Beah
10	ELA	Engage NY Module 1/Unit 1 <i>The Other Wes Moore</i>

11	ELA	Engage NY Module 11.2/Unit 1/Lessons 1-17;26 "Of Our Spiritual Strivings" from <i>The Souls of Black Folk</i>
11	ELA	Engage NY Module 11.2/Unit 2 "Fences"
11	ELA	Engage NY Module 10.3 (Repurposed for grade 11) Unit 3/Lessons 1-15 "The Immortal Life of Henrietta Lacks"
11	U.S. History	Stanford Education Group/Teacher's Curriculum Institute Unit 3: Progressive Era
11	U.S. History	Stanford Education Group/Teacher's Curriculum Institute Unit 4: Imperialism
11	U.S. History	Stanford Education Group/Teacher's Curriculum Institute Unit 8: Social Movements

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

Grade-level	Content Area(s)	Lessons/Resources
K	ELA	Bookworms Module 2/Unit 4 "Happy Birthday, Martin Luther King"
K	ELA	Bookworms Shared/Module 4/Unit 1 "Harriet Tubman"
K	ELA	Bookworms ELA/Module 3/Lesson 23 "Wind Flyers"
2	ELA	Bookworms Module 3/Unit 2 "Jackie Robinson"
4	ELA	Bookworms Shared/Module 1/Unit 1 "A Strong Right Arm" The story of Mamie "Peanut" Johnson.
5	ELA	Bookworms ELA/Module 1/Unit 1 "Matthew Heneson"
7	Social Studies	Civil Rights and Political Union (DRC) "From RunaRound to Remedy"
7	ELA	Expeditionary Learning Module 7.3 Harlem Renaissance Resources: "Lift Every Voice and Sing", "The Harp Sculpture", Meta Vaux Fuller Ethiopia Sculpture, "Calling Dreams From One Last Word", "I Shall Return", Map of New York (Harlem)



7	ELA	Expeditionary Learning Module 7.3 "I Shall Return" by Claude McKay and "Ethiopia Awakening" by Meta Warrick Fuller
9	World History & Geography	History Alive! Unit 4: The Industrial Revolution
10	ELA	Engage NY Module 10.2/Unit 1/Lessons 1-20 "Letter from Birmingham Jail"
11	ELA	Engage NY Module 11.2/Unit 1/Lessons 1-17;26 "Of Our Spiritual Strivings" from <i>The Souls of Black Folk</i>
11	ELA	Engage NY Module 10.3 (Repurposed for grade 11) Unit 3/Lessons 1-15 "The Immortal Life of Henrietta Lacks"
11	U.S. History	Stanford Education Group/Teacher's Curriculum Institute Unit 3: Progressive Era
11	U.S. History	Stanford Education Group/Teacher's Curriculum Institute Unit 8: Social Movements

## 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
Ongoing	The Woodbridge School district convened a HB 198 committee in the spring of 2022. The team consisted of administrators, instructional specialists, and teachers from each building. This team began to meet and develop a plan for each school to not only determine how the indicators in the bill would be addressed but how the staff would be trained to provide instruction covering the indicators. The district team met and decided that each school would then create a team that would collaborate to determine which indicators would be addressed in each grade and how/when they would do so. These teams worked together to create the district document/plan for HB 198. Once completed, each school team will share this document with their respective staff, discuss the bill, and how the indicators will be addressed in each grade level. This will take place during weekly/bi-weekly PLC meetings, staff meetings, and will also be addressed during district wide professional development days scheduled for 10/10, 11/7, 11/8, and 3/14. In addition to reviewing this document and providing professional learning, the district is also looking for additional ways to address indicators "A" and "B" as these are identified areas in which our teachers could use more resources.

