

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.

- a. Our 4th-8th grade relies heavily on using primary sources to teach differing perspectives of the Black experience. Middle School takes multiple trips to the Public Archives to look at primary sources and learn about Delaware History.
- b. The curriculum is a collaborative experience at our school. All teachers gave input on how and what they were teaching regarding this bill. It was important for me to get their input because they are the experts in their grade level and know what is appropriate for their age group.
- c. If sensitive subjects are being taught, especially in the lower grades, we send out information to parents so they know. We also encourage our students to go home and talk about what they have learned in the classroom so that parents can help their children process information. Our student support team is also made aware of the topics being taught at each grade level, and they provide check-ins to students they believe may need someone to talk to.
- d. In K-1, students learn what being a leader and a citizen means. They learn about their general rights and

responsibilities as citizens in different types of communities. In 4th-8th, they learn more about their roles in changing their communities for the better and how they have a voice. Students learn more about how to stand up for something they believe in and that there are ways for them to be leaders. They learn about recent protests and rallies for equality and how they shape our community and its surrounding communities.

- e. 4th—8th-grade students explore current events by reading Scholastic News and watching online news shows. During advisories and Morning Meetings, students sometimes bring current events into the sharing portion of this routine. Teachers then weave these current events into their learning, primarily in ELA and Social Studies.
- f. We develop respect for differing cultures and traditions through morning meetings, where students can share information about their families' cultures and traditions. We also have a culture day, where all classes study one culture and then present that culture to the school. Classes walk around and present their culture to other classes. Classes typically study food, clothes, geography, traditions, holidays, and other things about that culture.
- g. Students learn about the consequences of racism, segregation, and inequality in their social studies classes and the novels they read in their ELA classes. Teachers are given the freedom to choose read-aloud books in their classrooms. Middle School has ensured that many different cultures are represented in their novels, including the Black experience and other cultures. Discussions within these read-alouds allow students and teachers to discuss past and current inequalities. Students are also able to celebrate the Black experience through these novels as well. Students can see themselves represented in books that they read in class.
- h. Combined with g.
- i. Middle school students visit the Public Archives to learn about Delaware's past and current history. In first grade, students learn about Delaware leaders through their leader's past and present unit.
- j. Students learn about restorative justice firsthand in our school. We use problem-solving and restorative circles to discuss problems as a whole and in small groups. We discuss how these types of meetings help us to see other people's perspectives when facing a conflict.

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.

**Note: As of the time of this report, Campus Community Charter School serves students in grades K-8.*

| Minimum Content Requirements | 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 | | | | |
| 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 | | | | |
| 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 | | 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 | | | | | |
| 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 | | | | | |
| h. Black figures in national history and in Delaware history. | 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 |
|-------------|-----------------|--|
| 3 | ELA Class | The class reads Mufaro's Beautiful Daughters, an African folktale |
| 4 | Social Studies | The new model lessons for 4th grade, Unit 2 (The World before Columbus), Lessons 1-2 focus on West Africa and Black people before Christopher Columbus. Students create timelines of people before the "discovery" of America. |

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| 6-8 | Social Studies | Black Americans after the Trans-Atlantic slave trade. Research projects: essays from people they have never heard, economists, educators, scientists, and mathematicians. |
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b. The significance of enslavement in the development of the American economy.

| Grade-level | Content Area(s) | Lessons/Resources |
|-------------|-----------------|---|
| 4 | Social Studies | <p>The new model lessons for 4th grade - Unit 4 (Enslavement)</p> <p>These lessons focus on the Middle Passage, solving the labor problem in the colonies, and enslavement throughout history.</p> |
| 5 | Social Studies | <p>Trimester 2 - Geography Unit.</p> <p>Students will learn about migration and segregation based on communities and redlining.</p> |
| 7 | Social Studies | <p>Delaware Public Archive referenced The Green Book. It told colored people where their money could be spent and how some towns were still impacted. How much money they would lose if they got rid of their slaves?</p> |

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

| Grade-level | Content Area(s) | Lessons/Resources |
|-------------|-----------------|---|
| 4 | Social Studies | <p>Discussions from Unit 4 (Enslavement) naturally lend themselves to discussions about racism, white supremacy, and American slavery.</p> |
| 5 | Social Studies | <p>Trimester 2- Geography Unit</p> <p>Students will explore the relationships between white supremacy, racism, American slavery, and migration patterns.</p> |
| 8 | Social Studies | <p>Watch Crash Course in African American History. Discuss how much it has changed and compare that to jobs, education, and why blacks are still the lowest minority.</p> |

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

| Grade-level | Content Area(s) | Lessons/Resources |
|-------------|-----------------|--|
| 3 | ELA | <p>The class reads <i>A Patchwork Path: A Quilt Map to Freedom</i>. After reading, the class discusses the purpose of the quilt and what it represents. Students then create a class quilt together.</p> |

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| 8 | Social Studies | Was Abraham Lincoln a good person? Who had the best deal for the Civil War? Liberty Kids - Moses was free, and his brother wasn't |
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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 |
|-------------|--------------------|---|
| 2 | Social Studies/ELA | Through the Famous Americans project, students can choose Black people who have contributed to society. Biographies of Famous Black People Videos on Brain Pop. |
| 4 | ELA | In ELA, students read the book Holes by Louis Sachar Students read essays about Ruby Bridges to discuss segregation laws. Students watch a CBS morning show segment on Emmett Till so that students have a better understanding of the book Holes and what happens in the book. |
| 6-8 | Soc | Discussion about whether slavery has changed or if there is still slavery. Talking about BLM Equal Justice Calendar...On this day in History, different injustices |

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

| Grade-level | Content Area(s) | Lessons/Resources |
|-------------|----------------------------|---|
| K | Science and Social Studies | In the Social Studies—Leaders unit, students will be introduced to leaders such as MLK Jr., Ruby Bridges, Barrack Obama, Rosa Parks, Jimmy Allen, and Margaret Henry. Read Alouds: <i>Martin's Big Words, I am Martin Luther King Jr., The Story of Ruby Bridges, National Geographic - Barrack Obama, I am Rosa Parks</i> In the Science Unit - Pushes and Pulls, students will be introduced to Black inventors through the ABCs of Black History Read Alouds: <i>I Want to be an Engineer, Jabari Tries, Hidden Figures, Whoosh!, Anna, Kid Engineer</i> |
| 1 | ELA/Social Studies | Unit - Leaders Past and Present Students learn about leaders in Delaware and US History. Those leaders include Barack and Michelle Obama, Kamala Harris, MLK Jr., Rosa Parks, |

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| | | <p>Thurgood Marshall, Barbara Jordan, Harriet Tubman, and Lisa Blunt Rochester.</p> <p>Unit - MLK Day Students learn about who Martin Luther King Jr. was, why we celebrate him, and his impact on the US</p> <p>Unit - Read Across America Week Students read books by African American authors as part of a book study.</p> <p>Unit - Past and Present</p> <p>Students learn about life long ago and today, focusing on Famous African Americans such as Jackie Robinson, Arthur Ashe, Billie Holliday, Louis Armstrong, Misty Copeland, Simone Biles, Jimmie Allen, Ruby Bridges, Booker T. Washington, Dr. Julius Mullen, Bessie Coleman, Benjamin O. Davis, Guion Bluford, Matthew Henson, and Mae Jameson.</p> |
| 2 | Social Studies/ELA | Through the Famous Americans project, students can choose Black people who have contributed to society. |
| 4 | Social Studies | <p>The new model lessons for 4th grade - Unit 1</p> <p>Students examine change over time and determine when to arrange events chronologically. They also learn about different perspectives in history. In the “Why and Where Rosa Parks?” lesson, students focus on Rosa Parks.</p> <p>Students complete a research project, choosing an African American and studying their contributions to American culture, history, literature, economy, and/or politics.</p> |
| 6-8 | Social Studies | <p>Research projects: essays from people they have never heard, economists, educators, scientists, and mathematicians.</p> <p>Black History Fact of the Day in Advisory.</p> <p>Divine Nine and the HBCUs</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 |
|-------------|-----------------|--|
| 4 | ELA | ELA discussions about Ruby Bridges, Emmett Till, and the book Holes lend themselves to discussions about the socio-economic struggles of Black people and how they are represented in fictional stories. |
| 5 | Social Studies | Economics Unit |

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| | | Students will discuss different socio-economic statuses and how they are decided based on neighborhoods or communities. They will also explore fair treatment of Black people in terms of working conditions, availability of resources, education, jobs, and equal pay. |
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h. Black figures in national history and in Delaware history.

| Grade-level | Content Area(s) | Lessons/Resources |
|-------------|------------------------|--|
| K | Social Studies/Science | <p>In the Social Studies—Leaders unit, students will be introduced to leaders such as MLK Jr., Ruby Bridges, Barrack Obama, Rosa Parks, Jimmy Allen, and Margaret Henry.</p> <p>Read Alouds: <i>Martin's Big Words, I am Martin Luther King Jr., The Story of Ruby Bridges, National Geographic - Barrack Obama, I am Rosa Parks</i></p> <p>In the Science Unit - Pushes and Pulls, students will be introduced to Black inventors through the ABCs of Black History</p> <p>Read Alouds: <i>I Want to be an Engineer, Jabari Tries, Hidden Figures, Whoosh!, Anna, Kid Engineer</i></p> |
| 1 | Social Studies/ELA | <p>Unit - Leaders Past and Present Students learn about leaders in Delaware and US History. Those leaders include Barack and Michelle Obama, Kamala Harris, MLK Jr., Rosa Parks, Thurgood Marshall, Barbara Jordan, Harriet Tubman, and Lisa Blunt Rochester.</p> <p>Unit - MLK Day Students learn about who Martin Luther King Jr. was, why we celebrate him, and his impact on the US</p> <p>Unit - Read Across America Week Students read books by African American authors as part of a book study. Unit - Past and Present</p> <p>Students learn about life long ago and today, focusing on Famous African Americans such as Jackie Robinson, Arthur Ashe, Billie Holliday, Louis Armstrong, Misty Copeland, Simone Biles, Jimmie Allen, Ruby Bridges, Booker T. Washington, Dr. Julius Mullen, Bessie Coleman, Benjamin O. Davis, Guion Bluford, Matthew Henson, and Mae Jameson.</p> |
| 2 | Social Studies/ELA | <p>Through the Famous Americans project, students can choose Black people who have contributed to society.</p> <p>“Guest Speaker - contributions, struggles, and things for Famous Americans”</p> |

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| 3 | ELA | <p>ELA - Character Trait lesson focuses on Michelle Obama. The class reads: <i>I Look up to Michelle Obama</i>.</p> <p>Sojourner Truth, George Washington Carver</p> <p>Something Beautiful</p> <p>White Socks Only.</p> |
| 4 | ELA | <p>In ELA, students read essays about Ruby Bridges to discuss segregation laws.</p> <p>Students watch a CBS morning show segment on Emmett Till and discuss the relationships between his story and the story of Holes by Louis Sachar.</p> <p>Students complete a research project, choosing an African American and studying their contributions to American culture, history, literature, economy, and/or politics.</p> |
| 5 | ELA | <p>Throughout the year -</p> <p>Students will be exposed to different Black people in history through reading short stories, biographies and essays.</p> |

Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

| Date | Description of Professional Learning |
|-------------------|--|
| August Inservice | <p>HB198 updates for new staff and presents the HB198 chart for teachers to update their curriculum.</p> <p>Continued discussion about having tough conversations with students and talking to parents about what students are learning.</p> |
| January Inservice | Individual team meetings to discuss, clarify, and adjust grade-level HB198 plans. |
| June Inservice | Reflections on the year. Update plans, resource needs, and other pd needs for the upcoming year. |