

## 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:** Marco Alberti

**Position:** Assistant Principal

**Email:** [marco.alberti@escs.k12.de.us](mailto:marco.alberti@escs.k12.de.us)

## 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.*

EastSide's comprehensive educational approach, utilizing the Impact and MyWorld curricula alongside carefully curated resources from the Department of Education (DOE) and supplementary teacher-designed materials, is strategically configured to ensure full, flexible compliance with all Delaware academic standards, most notably the mandatory Black History education requirements codified in House Bill 198 (HB 198). The inherent design of both the Impact and MyWorld programs offers a structured yet adaptable framework for delving into history, social studies, and civic responsibility, explicitly meeting the bill's minimum content expectations across all grade levels. Specifically, the curricula delve deeply into the history and culture of Black people prior to the African Diaspora, highlighting critical contributions to science, art, and literature, thereby establishing a pre-slavery context of achievement. Furthermore, instruction directly addresses the significance of enslavement in shaping the American economy, meticulously detailing the central role of enslaved labor in generating wealth across various industries. A crucial element of this teaching involves analyzing the inextricable link between white supremacy, racism, and American slavery, examining how racial dynamics were strategically established to justify and perpetuate the brutal institution. The programs ensure students understand the preservation and expansion of slavery, driven by racist ideology, was

the primary catalyst for the Civil War, moving beyond superficial explanations like "states' rights." Following this historical arc, lessons then trace how the tragedy of enslavement was systematically perpetuated through subsequent federal, state, and local laws, leading to pervasive segregation and systemic oppression, utilizing historical examples including those specific to Delaware. Crucially, the curricula are committed to highlighting the wide-ranging contributions of Black people to American life, history, literature, economy, politics, and culture, ensuring students learn about diverse, impactful figures across all historical periods. Finally, the instruction consistently acknowledges the socio-economic struggle Black people endured, and continue to endure, in the pursuit of fair treatment, while simultaneously focusing on the agency, resilience, and resistance they employ in their ongoing work for equal rights and justice, grounding these national narratives with supplemental materials on Black figures in Delaware history. This multi-faceted, resource-rich strategy ensures the mandatory content of HB 198 is not simply covered, but is integrated into a nuanced, culturally responsive learning experience that fosters deeper understanding and civic engagement.

## 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, East Side CS serves students in grades K-12.

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	X	X	X	X	X	X				
b. The significance of enslavement in the development of the American economy.				X	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			
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.	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			
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
4	Art	Unit 8 - Harlem Renaissance
2	Art Social Studies	Unit 1 - Art of the Ancient World: Cave Paintings and Story Telling McGraw Hill; <i>Impact!</i> Chapter 3
4 - 8	Art	Rotating Artist Studies; Monthly figures and related artwork and style
7 / 8	Science	Black Excellence in Science - Project; Biography and presentation of key figures

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

Grade-level	Content Area(s)	Lessons/Resources
3	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 6
4	Social Studies	<i>Impact!</i> McGraw Hill, Chapter 1, L1 & L4
7 / 8	Social Studies	Savvas; MyWorld- Civics Topic 2, DBQ Practice

	Financial Literacy	Savvas; MyWorld- Economics - Topic 1, Topic 2, Topic 4
--	--------------------	--

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

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 1 <ul style="list-style-type: none"> <li>Topic is not directly related; however, training provided in the event that students bring up items related to racism in this unit</li> </ul>
3	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 4
8	Social Studies	Savvas; MyWorld- American History Topic 2, Topic 6, Topic 7

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

Grade-level	Content Area(s)	Lessons/Resources
5	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 8

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

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	Savvas; MyWorld- American History Topic 6, Topic 7, DBQ Practice

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

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 4
1	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 3 McGraw Hill; <i>Impact!</i> Chapter 4
6	Social Studies	Savvas; MyWorld- Geography Topic 8

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
5	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 8
7	Social Studies	Savvas; MyWorld- Civics Topic 2, DBQ Practice Savvas; MyWorld- Economics - Topic 1, Topic 2, Topic 4
8	Social Studies	Savvas; MyWorld- American History Topic 2, Topic 6, Topic 7

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

Grade-level	Content Area(s)	Lessons/Resources
2	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 5
6	Social Studies	McGraw Hill; <i>Impact!</i> Chapter 3; DBQ and lesson based on Delaware figures
4-8	SEL/MHE	Student Management System includes Houses which are based on Delaware figures. House events designed by teams of teachers relate to community-topics covered in: <a href="https://dehistory.org/wp-content/uploads/2023/04/DHS-African-American-Resource-Guide.pdf">https://dehistory.org/wp-content/uploads/2023/04/DHS-African-American-Resource-Guide.pdf</a>

**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	EastSide's professional development program is designed to equip educators with the necessary pedagogical and contextual knowledge to implement the curriculum's sensitive content effectively. Participants engage in critical training focused on trauma-informed teaching, a practice essential for recognizing and addressing the impact of historical injustices and systemic inequity on students' current learning and well-being. These sessions cultivate a classroom environment that encourages open, honest, and constructive discussions about race, equity, and justice, helping students process complex social issues in a supportive setting. A core component of the training involves underscoring the importance of authentic source materials, specifically emphasizing the use of primary sources, as mandated by relevant educational requirements. This focus ensures teachers present unvarnished and accurate perspectives on the Black experience and contributions throughout American and world history. Educators are provided with carefully selected primary documents and engage in practice sessions designed to model and refine their skills in guiding rich dialogue and discourse based on these materials. Furthermore, the trainings are vertically aligned across all grade levels, guaranteeing that content delivery and instructional strategies build sequentially, allowing students to develop a progressively deeper, more nuanced, and age-appropriate understanding of these critical topics year after year.