

## 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:** Crystal Tuminaro

**Position:** Director of Curriculum and Instruction

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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.*

Freire Charter School of Wilmington incorporates multiple opportunities for students to engage in content which explores the Black experience in various contexts - through primary documents, literary texts, and historical investigations. Within our ELA and Social Studies curricula students encounter a variety of sources meant to develop a respect for cultural and racial diversity. Adopted materials are nationally accredited and age appropriate at the levels used within our community. Freire is a social justice minded community built on the foundation of Paulo Freire's philosophies, particularly his emphasis on critical pedagogy and conscientization which strongly supports trauma-responsive education by recognizing and addressing the impacts of racial and historical trauma on students. His approach encourages learners to critically reflect on societal structures, empowering them to analyze and challenge racism, inequality, and discrimination through civic engagement, protest, reform, and cultural celebration. By integrating contemporary events with historical context, Freire's framework fosters respect for cultural and racial diversity while enabling students to understand the consequences of prejudice, stereotyping, and systemic injustice. His pedagogy promotes open dialogue, allowing students to discuss and uplift the Black experience, examine the history of discrimination, and explore mechanisms of transitional and restorative justice, equipping them to contribute thoughtfully to a more equitable society.

## 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, Freire Charter School of Wilmington serves students in grades 8-12.*

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
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
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.									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
h. Black figures in national history and in Delaware history.											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
10	ELA 10	Module 1, unit 1 of the course includes an in-depth study and discussion of Martin Luther King, Jr.'s "Letter From Birmingham Jail," focusing on how King develops his argument for universal acceptance of equal human rights. Students also analyze how King uses rhetoric to advance his purpose. Alongside King's letter, students read poems by Rabindranath Tagore, Iranian poet Ahmad Shamlu, and Alice Walker, exploring non-US and feminist perspectives on the human rights movement.
11	ELA 11	English 11 uses numerous texts (both Novel and Poem) by black writers that highlight their contributions to American literature and cultural cannon. Some examples include Malcolm X, Langston Hughes, Lorraine Hansberry, Maya Angelou, Ralph Ellison, Audre Lorde, Amanda Gorman, and others. As well as some African Authors who have a large influence on Black American Culture such as Chinua Achebe.
12	AP African American Studies	Unit 1: Origins of the African Diaspora introduces students to early African societies, their intellectual traditions, artistic achievements, and interconnected global networks. Students examine Africa as "the ancestral home of African Americans," exploring the diversity of early societies and their political, technological, artistic, and intellectual developments long before European colonization or the trans-Atlantic slave trade. Students are encouraged to understand Africa not as a "prelude" to slavery, but as a center of innovation and civilization with lasting global influence.

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

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	Unit 3: The Economy of Early America focuses on both the economic differences of the North and South and Enslavement and the Development of the American Economy. Within the unit, students explore how enslaved Africans' contributions to the US economy changed over time and how the geography of the north and south led to different economies.
10	Social Studies	Throughout the 10th grade course: Power and Money, students examine the socio-economic struggles that Americans have, with a focus on Black people's disadvantages stemming from racists policies like Red Lining. Students try to break the cycles of poverty by learning about money and by

		playing the Stock Market but also attempting to practice Social Justice by divesting from certain companies and spreading awareness on Social Media about unfair treatment of workers.
12	AP African American Studies	In Unit 2: <i>Freedom, Enslavement, and Resistance (16th century-1865)</i> students learn about the emergence of the African diaspora in the Americas through the presence of both free and enslaved Africans, varied forms of resistance to oppression and enslavement, and ways Black resistance transformed the Western Hemisphere politically, socially, and culturally.

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

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	Within Unit 5: Slavery in the Antebellum Period, Unit 6: Abolition and SOcial Reform in the Antebellum Period, and Unit 9: Reconstruction, students examine How slavery changed between 1820 and 1860, how the enslaved resisted slavery, to what extent reform movements in the mid-1800s improve life for Americans, and to what extent Reconstruction brought African Americans closer to full citizenship.
10	ELA	Across the first two units of the course, students explore the relationship between white supremacy and racism through MLK Jr's "Letter from Birmingham Jail" and Rebecca Skloot's <i>The Immortal Life of Henrietta Lacks</i> .
11	Social Studies	Unit 6 explores the Civil Rights Movement and Segregation in Post-World War II America with a specific focus on the impacts of segregation on American life through a study of the Montgomery Bus Boycott.
	ELA	Unit 2 explores themes of white supremacy, racism, and slavery through W.E.B Du Bois' <i>The Souls of Black Folks</i> and Booker T. Washingtons, "Atlanta Compromise Speech. Unit 3 explores themes of racism within Alex Haley's, <i>The Autobiography of Malcolm X</i> .
12	AP African American Studies	Unit 2 and 3 make the connection between slavery and the ideology of white supremacy. Students explore how laws, labor systems, and racial ideologies developed together by evaluating how concepts and historical developments influenced Black experiences. Students recognize connections between Black US communities and the broader African diaspora. Students trace how racism and white supremacist logic were co-constitutive with American slavery and how this shaped laws, labor, and social systems.

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

Grade-level	Content Area(s)	Lessons/Resources
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8	Social Studies	Unit 8 of the curriculum outlines the causes and major events of the Civil War. Within the unit, students explore a variety of perspectives on the start of the war and examine the Emancipation Proclamation as both a military strategy and an act of social reform. Materials used in the course situate African Americans as makers of History, rather than the victims of history and showcase the complexities of society through analysis of art, music, photographs, fiction/nonfiction text and present day impact analysis.
12	AP African American Studies	Unit 2: Freedom, Enslavement, and Resistance and Unit 3: The Practice of Freedom (1865-1940) situates the Civil War as intimately tied to the institution of slavery and racial order, emerging in part because of the system of slavery and the resistance to it. Students trace how legal enslavement continued in border states until the 13th Amendment as the war and its outcomes were deeply bound in questions of race and freedom. Students explore the Civil War not simply as a political or military event, but as one centrally shaped by racism, the labor of enslaved people, and the struggle for freedom across a racially divided society.

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

Grade-level	Content Area(s)	Lessons/Resources
10	Social Studies	In the first part of the Power and Money course, students examine different forms of government around the world, highlighting their similarities and differences. As students move into an exploration of the US government, they trace civil rights and the part confederation played in creation of the American Republic. Students explore the Little Rock Nine, and how the role of both federal and state governments clashed over the education system for Black students. Students examine Supreme Court decisions like Brown v Board of Education and Plessy v Ferguson.
12	AP African American Studies	Unit 3: The Practice of Freedom and Unit 4: Movements and Debates, 1940s-2000s both address how enslavement was perpetuated through segregation and law. In Unit 3 the topics include “Disenfranchisement and Jim Crow Laws,” the “Great Migration,” and the continuation of racial oppression after formal abolition. Students explore the systematic barriers (legal, social, and economic) Black Americans faced following abolition. Unit 4 explores how African Americans continued to assert social, cultural, and political visions defining their freedom. Both units clearly outline how enslavement carried into segregation through laws at all levels enforcing discrimination and perpetuating racial inequalities.

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

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	Each unit of the course includes primary documents highlighting

		contributions of Black people to the formation of American government, economics, and culture.
10	ELA	Unit 2 includes the study of Skloot's <i>The Immortal Life of Henrietta Lacks</i> , offering a powerful lens through which students can examine the profound yet often unacknowledged contributions of Black Americans to science, medicine, ethics, and culture. Through the story of Henrietta Lacks and her immortal "HeLa" cells, the book illustrates how a single Black woman's biological legacy transformed modern medicine, while also exposing the racial inequities embedded in American scientific and social institutions.
11	ELA	Across the curriculum, students study <i>The Souls of Black Folks</i> by W.E.B. Du Bois, "The Atlanta Compromise Speech" by Booker T. Washington, and <i>The Autobiography of Malcolm X</i> told by Alex Haley representing three distinct but interconnected eras in the Black intellectual and political tradition. Through them, students trace how African American leaders have shaped American thought, social progress, and moral vision, revealing the ongoing dialogue within Black communities about education, labor, identity, power, and justice. Each work documents both contributions and contestations—how Black voices have continually redefined what freedom, democracy, and equality mean in the United States.
12	AP African American Studies	The contributions of Black people run through all units of the course. Students study how Black Americans shaped culture (music, literature, art), politics (civil rights, movements), economy (business, labor, entrepreneurship), and science/technology. Students examine cultural contributions and innovations in literature and art through lessons covering the New Negro Movement and the Harlem Renaissance.

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
11	Social Studies	Units covering The Industrial Age, The Progressive Era, the World Wars, and the Civil Rights Movement, all situate African Americans as makers of History, rather than the victims of History. These units showcase the complexities of society through analysis of art, music, photographs, fiction/nonfiction text and present day impact analysis.
12	AP African American Studies	The course emphasizes both oppression and resistance, providing students the opportunity to analyze various freedom movement and determine how African Americans continued to assert social, cultural, and political visions while combating opposition and racism. Students study the economic and social barriers of segregation, disenfranchisement, and employment discrimination, as well as the practices of resistance. Students explore how Black intellectuals developed the field of African American Studies, how

		Black women and men organized for civil rights, and how Black communities created their own institutions. Students study the hardships and structural barriers and also the agency of Black people, specifically how through organizing, creating culture, building institutions, entrepreneurship, and activism they pushed for fair treatment and carved spaces of autonomy and progress.
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**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
10	Social Studies	The 10th Grade Civics and Economics class (named Power and Money) has a multitude of Black History. In the first half of the year (Civics) we examine different forms of Government around the World, highlighting their similarities and differences and how they treat their citizens. Students examine Supreme Court decisions like Brown v Board of Education and Plessy v Ferguson. In addition, students reflect on local leadership and its reflection of African American History in connection with local activism and their shaping of our local counties, and how Supreme Court decisions like Brown v Board of Education impacted local policies and communities.
12	AP African American Studies	The curriculum provides space for studying individual figures and local/regional contexts as part of the broader themes. Students complete several individual research studies covering different periods throughout history. Students engage with a variety of sources covering individual biographies and community histories through local and regional case studies. Throughout the course students explore Black organizations, institutions, and leadership.

### 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
12/12/2025	Session covering the requirements of HB 198 and staff reflections on the importance of HB 198 to our learning community.