

## 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:** Katie Kubota

**Position:** Supervisor 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.*

First State Military Academy has provided Professional Developments that highlight the law and each of its points. Teachers and staff are provided with updated information and resources about how to audit their current curricula and student/staff relationships with the directed curricula in mind during professional development hours. Teachers have been provided a digital copy of 'Culturally Responsive Teaching and the Brain' by Zoretta Hammond and are expected to audit their current curricula to include inclusive primary sourcing and contributions of Black people's triumphs, setbacks, and successes in their curricula.

## 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, First State Military Academy serves students in grades 9-12.*

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
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	X
d. The central role racism played in the Civil War.										X	X	X	X
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.										X	X	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	X	X
h. Black figures in national history and in Delaware history.										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
10th	World History	In World History, we research Africa before imperialism and the empires that existed. Such as the Mali Empire and the Songhai Empire. Students complete an Autopsy of an Empire Project where they dissect an empire that existed and the legacy it left behind.
11th	American Literature	We read and analyze "We Wear the Mask" by Paul L. Dunbar to address issues and reactions to racism and infer two messages about society and identity, and write an imitation poem about issues in society they see and ways marginalized people today feel the need to hide "behind a mask".
12th	Military History	Cultural and Military Study of West African Empires prior to the Transatlantic Slave Trade. We will also cover the role of racism in establishing slave colonies, and the Slave Revolt on Hispaniola that led to the creation of the modern nation of Haiti. Primary documents, such as paintings and writings, will be used.
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - Give the students a full overview of history and culture. We will read and discuss as a group, and also answer comprehension questions and written expressions based on the read material.

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

Grade-level	Content Area(s)	Lessons/Resources
10th	World History	Students research how the forced labor of enslaved individuals was a cornerstone in the development of key industries such as agriculture and manufacturing in the United States. Additionally, when going through the Industrial Revolution, we look at the central role that people of color played in the development of the American economy.
11th	US History	Students will learn how the institution of slavery, particularly in the Southern colonies/states, played a vital role in shaping the early economy of the United States, as it contributed to the growth of cash crops like cotton and tobacco. These crops helped the economy through international trade. Additionally, the exploitation of enslaved labor has had a lasting impact on the racial and social structures of the country, as well as the economic disparities that persist today.
11th	AP US History	We cover the use of slavery to replace indentured servants in the colonies. An examination of how the use of slavery differed by region throughout the British Colonies in North America.
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - Give the students an example of the history of enslavement and the development to today's society. We will read and discuss as a group, and also answer comprehension questions and written expressions based on the read material.

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

Grade-level	Content Area(s)	Lessons/Resources
10th	World History	During the units about Transoceanic Exchange and Imperialism, students evaluate

		the legacy of slavery. They explore the impact of these dynamics on shaping societal attitudes, institutions, and power structures, which demonstrates the lasting legacy of racial injustice in the United States.
11th	US History	Students analyze how the ideology of white supremacy served as the justification for the enslavement of African Americans, creating racial hierarchies and discrimination. This lesson shows the ways in which racism was not only a product of slavery but also continues to influence American society and race relations to this day.
11th	American Literature	To what extent have black people been successful in the late 1800s, and to what extent are they marginalized from mainstream society? Give examples from Dunbar's own life and examples from other persons.
11th	AP US History	This topic is covered in learning about the antislavery movement and the time period leading up to the Civil War.
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - Gives students an overview of each, and they are able to differentiate what happened during each era.

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

Grade-level	Content Area(s)	Lessons/Resources
10th	World History	In World History, we watch an episode of History Channel's Mankind Episode Title Speed, and it briefly covers the Civil War, and in class we discuss that slavery was the Main and biggest cause of the Civil War.
11th	US History	Students learn how the institution of slavery and racial prejudices of the time triggered tensions between the North and the South, ultimately leading to the outbreak of the Civil War. The lesson shows how the war was a struggle over the future of slavery and the racial divisions that existed in American society, making it an important moment in the nation's ongoing battle with racism and civil rights.
11th	American Literature	Compare the figurative language, tone, and messages of Lincoln's 2nd Inaugural Address to Dunbar's poem "We Wear the Mask".  As you read the novel The Water Dancer by Coates, analyze how Hiram's conflicts with multiple characters are due to systemic racism. To what extent are his conflicts with these different characters resolved by the end of the novel? How is this a reflection of the nature of racism?
11th	AP US History	I will cover this in both APUSH and Military History in learning about the negative treatment of Black soldiers and civilians during the course of the Civil War.
12th	Military History	I will cover this in both APUSH and Military History in learning about the negative treatment of Black soldiers and civilians during the course of the Civil War.
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - Reading material on the Civil War. We will read and discuss as a group, and also answer comprehension questions and written expressions based on the read material.

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

Grade-level	Content Area(s)	Lessons/Resources
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10th	World History	During the Decolonization Unit, we look at Jim Crow laws, which show institutionalized racial inequality and the disenfranchisement of African Americans. This highlights how entrenched racism is within our legal system, which has effects on Black people to this day.
11th	US History	Students learn how the Jim Crow era, characterized by "separate but equal" policies, displayed racial segregation in public facilities, education, and housing, further marginalizing African Americans. This historical analysis shows how government-backed discrimination and racially biased laws continued to deny basic civil rights and opportunities to Black Americans for generations following the 13th, 14th, and 15th amendments.
11th	American Literature	Compare the figurative language, tone, and messages of Lincoln's 2nd Inaugural Address to Dunbar's poem "We Wear the Mask".  As you read the novel The Water Dancer by Coates, analyze how Hiram's conflicts with multiple characters are due to systemic racism. To what extent are his conflicts with these different characters resolved by the end of the novel? How is this a reflection of the nature of racism?
11th	AP US History	We will study a variety of laws and court cases to demonstrate how federal, state, and local laws perpetuated segregation through the 1970s.
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - The material will address every aspect listed to give the students knowledge of history. We will read and discuss as a group, and also answer comprehension questions and written expressions based on the read material.

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

Grade-level	Content Area(s)	Lessons/Resources
10th	World History	A lesson on the Harlem Renaissance shows the legacy of African Americans. Students evaluate the art, music, and literature of the Harlem Renaissance and examine how the Renaissance became a chapter in the broader struggle for civil rights and cultural recognition in the United States.
11th	US History	Students explore the impact of Black individuals and communities throughout the nation's history, from the abolitionist movement and the Civil Rights struggle to influential figures like Langston Hughes, Harriet Tubman, and Martin Luther King Jr. They also examine the cultural contributions of Black Americans in music, art, and sports during the Harlem Renaissance. This era shows the role they have played in shaping American society and a way to lead toward progress and change.
11th	American Literature	What has Paul L. Dunbar contributed to literature, politics, and culture? Look up three black screenwriters? What are their shows about, and how do they contribute to pop culture, and to what extent do their shows critique our culture?
11th	AP US History	Students will be reading primary documents and works from many Black Americans throughout the course. These include, but are not limited to: Harriet Tubman, Frederick Douglass, Booker T. Washington, WEB DuBois, Jackie Robinson, Dr. Martin Luther King, Jr., and Daisy Bates.
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - to address the life, history, literature, politics, and culture of black people throughout history and even in today's society. We will read and discuss as a group, and also answer

		comprehension questions and written expressions based on the read material.
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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
10th	World History	Students have to read the following article: <a href="https://www.americanprogress.org/article/systematic-inequality-economic-opportunity/">https://www.americanprogress.org/article/systematic-inequality-economic-opportunity/</a> with questions inserted throughout the reading with INSERTLEARNING. The article's goal is to provide solutions to help eliminate racial inequality.
11th	US History	Students learn about the systemic barriers, including discrimination in employment, housing, and education, which have historically hindered economic progress for Black Americans. They also examine the resilience displayed by Black individuals and communities throughout history, including civil rights movements and activism, as they have worked endlessly to address these injustices and advocate for equal treatment, contributing to the ongoing fight for social and economic justice in the country.
11th	American Literature	Analyze the extent to which people of color today relate to Dunbar's poem "We Wear the Mask," which was written over 100 years ago.
11th	AP US History	We will be studying the role of Affirmative Action policies in higher education and government employment. Students will review recent rulings on affirmative action by the federal courts.
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - The students will be informed of the endurance and the struggles faced by black people, because of race, and the discrimination that was and is faced. We will read and discuss as a group, and also answer comprehension questions and written expressions based on the read material.

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

Grade-level	Content Area(s)	Lessons/Resources
9th	Integrated Science	In integrated science, we talk about famous chemists such as Percy Julian and George Washington Carver, physicists such as Neil deGrasse Tyson and Mae Carol Jemison.
10th	World History	Students will create a Google Slides presentation on a Black historical figure and the legacy they left behind. Typically, this is done during the Industrial Revolution Unit to highlight how they changed American culture and economy.
11th	U.S. History	Students explore national figures like Frederick Douglass, Harriet Tubman, and Martin Luther King Jr., who played influential roles in the Civil Rights Movement and the struggle for racial equality. At the same time, they learn about local Delaware heroes, such as Louis L. Redding, who was vital in the battle for school desegregation, and influential community leaders like Samuel Burris, who fought against slavery and injustice in the state.
11th	American Literature	Analyze Paul Lawrence Dunbar's contribution to history.

12th	Military History	Students will learn about case studies of individual Black Americans and their role in modern conflicts, including: Henry Johnson (WW1), Lawrence Joel (Vietnam), Colin Powell, and Reuben Pitts.
10th-12th	Anatomy and Physiology I	To show how the respiratory and cardiovascular systems are connected, we watch the movie "Something the Lord Made" about Vivien Thomas, a laboratory supervisor who developed a procedure used to treat blue baby syndrome in the 1940s. According to Wikipedia, "Thomas rose above poverty and racism to become a cardiac surgery pioneer and a teacher of operative techniques to many of the country's most prominent surgeons."
9-12th	ELA Small Group	Grade-Level Packets from Online Source Read Works or Common Lit - They will learn about historical figures of the past and present that helped shape the world. We will read and discuss as a group, and also answer comprehension questions and written expressions based on the read material.

## 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
Jan-2 2026	<p>Professional Development to deliver information on how each subject area can follow the HB 198 guidelines (which will be outlined) by utilizing the DOE's resources found here: <a href="https://www.doe.k12.de.us/Page/4544">https://www.doe.k12.de.us/Page/4544</a></p> <p>Staff will be provided with explanations, examples, and resources. Staff will be provided time to discuss the implementation with their peers and brainstorm ways to incorporate this into their curriculum.</p>
Monthly	<p>Several of our monthly grade level meeting agendas will include time for the understanding and implementation of the following: 'The significance of enslavement in the development of the American economy.' and/or 'The central role racism played in the Civil War,' and how we can touch on these topics in classes outside the social studies context.</p>