

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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Position: Deputy Superintendent

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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 Indian River School District (IRSD) is inclusive of nearly 11,000 Pre-Kindergarten through 12th grade students in fifteen schools—seven elementary schools, three middle schools, two high schools, a K-8 arts magnet school, a K-12 specialized school for students with severe disabilities, and an Early Learning Center serving birth to pre-K students.

Our district employs content specialists that support the evaluation-through-implementation process for curricular materials in all content areas. Our district currently uses high-quality instructional materials (HQIM) in elementary and secondary reading/ELA, math, science, and World Language. We also use the Delaware State Model Units for social studies instruction.

As members of the Social Studies Coalition of Delaware (SSCD), our district uses the model lessons provided to us and they have been designed with House Bill 198 in mind. Our district's K-12 Social Studies Specialist reviews these lessons with teachers during grade-level PLCs to ensure implementation of HB 198, Black History Education. She

supports teachers in planning and delivering instruction, centered on the elements of HB 198, that provides opportunities for students to engage in authentic academic discussions on these topics.

Evaluation of curricula and instructional resources is continuous through school-based and district-wide PLCs, and professional learning opportunities. During district-wide professional learning PLCs, teachers have the ability to conduct vertical articulation to ensure alignment to standards and state regulations (i.e HB 198, Erin's Law, financial literacy standards, etc...); as well as to design standards-driven instruction and assessments. These processes are collaborative in nature and are inclusive of representatives from all stakeholder groups.

Our district has also partnered with Dr. Saunders, Let the Truth Be Told, members of the local Antioch church for support with strengthening the education we are providing students on Black History Education. We virtually meet on a regular basis so we can update them on the work we are doing, and discuss how they can best support us. Dr. Saunders also provides us opportunities to share our work with others during sessions where school districts can share best practices.

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

*Senior year courses are mainly elective, so this would depend on which course the student chose.

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
4th	Social Studies	4th Social Studies Delaware Recommended Curriculum/Model Lessons Unit 2, Lesson 1: <i>Ways of Thinking of People and Places in the Past</i> Students learn about the history and culture of Black people prior to the African and Black Diaspora.
6 th	ELA	Guidebooks Curriculum Developmental Unit 1: Esperanza Rising Addresses African Diaspora topics through paired readings on race and identity. Developmental Unit 2: Bud, Not Buddy Centers on an African-American protagonist and the historical experience of Black families during the Great Depression.
11 th	ELA	Guidebooks Curriculum Novel Study: Beloved Students learn about the psychological legacy of slavery. The author uses a fictional story to share the aftermath of the Black Diaspora through explicit character discussion about slavery, trauma, memory and resistance.

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

Grade-level	Content Area(s)	Lessons/Resources
4 th	Social Studies	Delaware Recommended Curriculum/Model Lessons Unit 4, Lessons 1-2: Seeking Solutions to the Labor Problem Students learn how enslavement was different in the New World Unit 9, Lesson 5: Card by Card, Brick by Brick, and Book by Book Students learn that slaves were used to build the White House, but the profit of their labor was paid to the masters.
5 th	Social Studies	Delaware Recommended Curriculum/Model Lessons Unit 2, Lesson 4: Not Everyone Uses Banks Unit 9, Lesson 5: Banks Don't Serve Everyone Equally
7 th	ELA	Guidebooks Curriculum Novel Study: Chasing Lincoln's Killer Students learn how slavery and the fight over emancipation led to national conflict and shaped Booth's motives.
8 th	Social Studies	Resource: Discovery Online Students read and evaluate techbook materials on the expansion of enslavement, political conflict, and secession.
11 th	ELA	Guidebooks Curriculum Novel Study: Beloved Students read flashbacks to Sweet Home Plantation, the fugitive slave experience and the horrors of capture and sale.

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

Grade-level	Content Area(s)	Lessons/Resources
4 th	Social Studies	Delaware Recommended Curriculum/Model Lessons Unit 4, Lesson 3: Servants on Trial: John Punch Students discover how labor shifted from indentured servitude to permanent enslavement and the impact this had on Black people.
7 th	ELA	Guidebooks Curriculum Novel Study: Chasing Lincoln's Killer Booth's perspective reveals deep racism and resistance to racial equality, allowing students to analyze how prejudice persisted after abolition.
8 th	Social Studies	Delaware Recommended Curriculum/Model Lessons Supported with texts and additional information from Discovery Ed Lesson: Reasons for Westward Expansion Lesson: Emancipation in the North

		Lesson: Changes in African American Freedom
8 th	ELA	<p>Guidebooks Curriculum</p> <p>Novel Study: Freak the Mighty</p> <p>Students analyze how stereotypes and social inequities affect individuals and communities through settings including neighborhoods marked by social inequality and implicit bias.</p>
11 th	Social Studies	<p>Resources: Stanford History Education Group, Zinn Education Project, New Visions, and Oyez</p> <p>Students learn about key events and movements that impacted African Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers of this time period.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
7 th	ELA	<p>Guidebooks Curriculum</p> <p>Novel Study: Chasing Lincoln's Killer</p> <p>Students learn how Lincoln's assassination was directly tied to his leadership in ending slavery. In providing historical context, the novel are able to connect abolition to post-war reconstruction and continued racial tension.</p>
8th	Social Studies	<p>Delaware Recommended Curriculum/Model Lessons</p> <p>Supported with texts and additional information from Discovery Ed</p> <p>Lesson: Reasons for Westward Expansion Lesson: Emancipation in the North</p> <p>Lesson: Changes in African American Freedom</p>
11 th	ELA	<p>Guidebooks Curriculum</p> <p>Novel Study: Beloved</p> <p>This novel provides historical context including the Fugitive Slave Act, Underground Railroad, and the aftermath of the Civil War.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
4 th	Social Studies	<p>Delaware Recommended Curriculum/Model Lessons</p> <p>Unit 4, Lessons 1-2: Seeking Solutions to the Labor Problem</p> <p>Students learn how enslavement was different in the New World</p>

7 th	Social Studies	Delaware Recommended Curriculum/Model Lessons Unit 1, Lessons 20: <i>How does Where You Live Influence How You Live?</i> Students learn how redlining influenced the socio-economic struggles of Black people. Civics Model Lesson: <i>Our Nation's Report Card; At the Hands of Persons Unknown: The Case of George White</i>
8 th	Social Studies	Delaware Recommended Curriculum/Model Lessons Supported with texts and additional information from Discovery Ed Lesson: <i>Reasons for Westward Expansion Lesson: Emancipation in the North</i> Lesson: <i>Changes in African American Freedom</i>
9 th	Social Studies	Resources: <i>iCivics, National Archives, Library of Congress, and Oyez</i> Through various lessons using these resources, students learn specifically about legislation, the amendments, and Supreme Court cases that highlight how racism impacted freedom for Black people, as well as the efforts leaders took to change and change those limitations to freedom.
11 th	Social Studies	Resources: <i>Stanford History Education Group, Zinn Education Project, New Visions, and Oyez</i> Students learn about key events and movements that impacted African Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers of this time period.
11 th	ELA	Guidebooks Curriculum Novel Study: <i>Beloved</i> In this novel, Morrison highlights limited freedom and ongoing oppression and critiques “freedom” as incomplete.

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	Resource: <i>Studies Weekly</i> Week 9: <i>Characteristics of Responsible Citizens</i> Students learn about working and living together with respect by reading and discussing Booker T. Washington, Ruby Bridges, and Dr. Martin Luther
3 rd	Social Studies	Resource: <i>Studies Weekly</i> Week 25: Langston Hughes and Booker T. Washington
4 th	ELA/Reading	Core Knowledge Language Arts (CKLA)

		<p>Unit 4: Eureka! Student Inventor: George Washington Carver</p> <p>Unit 6: The American Revolution</p> <p>Students make connections between revolutionary ideals to later movements for equality and civil rights.</p> <p>Unit 7: American Revolution: Phillis Wheatley, Crispus Attucks, Saul Matthews, James Armistead, and Peter Salem.</p>
5 th	Social Studies	<p>Delaware Recommended Curriculum/Model Lessons</p> <p>Unit 2, Lesson 4: Not Everyone Uses Banks</p> <p>Unit 9, Lesson 5: Banks Don't Serve Everyone Equally</p>
6 th	ELA	<p>Guidebooks Curriculum</p> <p>Developmental Unit 1: Esperanza Rising <i>Students learn about immigration, cultural origins, contributions, and resilience of protagonists while also addressing the African Diaspora through paired text readings on race and identity.</i></p> <p>Developmental Unit 2: Bud, Not Buddy Centers on an African-American protagonist and the historical experience of Black families during the Great Depression.</p>
9 th	Social Studies	<p>Resources: iCivics, National Archives, Library of Congress, and Oyez</p> <p>Through various lessons using these resources, students learn specifically about legislation, the amendments, and Supreme Court cases that highlight how racism impacted freedom for Black people, as well as the efforts leaders took to change and change those limitations to freedom.</p>
9 th and 10 th	ELA	<p>Guidebooks Curriculum</p> <p>Supplemental Readings at various points: <i>Students analyze primary and secondary texts including non-fiction texts about the Civil Rights Movement and foundational lessons such as "Who Changes the World?" focused on the life histories and work such as photojournalism of African-Americans.</i></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/Reading	<p>Core Knowledge Language Arts</p> <p>Unit 7: Kings and Queens</p> <p>Students learn how to identify fair/unfair leadership and relate leadership styles to justice and equity themes.</p>
K-3	Social Studies	<p>Resource: Studies Weekly</p> <p>Various Weeks: Culture Lessons aimed at helping students develop a respect for cultural and racial diversity through learning focused on the</p>

		struggles and celebrations of various ethnic groups.
4 th	ELA/Reading	Core Knowledge Language Arts (CKLA) Unit 6: The American Revolution Students make connections between revolutionary ideals to later movements for equality and civil rights.
5 th	Social Studies	Delaware Recommended Curriculum/Model Lessons Unit 2, Lesson 4: Not Everyone Uses Banks Unit 9, Lesson 5: Banks Don't Serve Everyone Equally
6 th	ELA	Guidebooks Curriculum Developmental Unit 1: Esperanza Rising Students learn about immigration, cultural origins, contributions, and resilience of protagonists while also addressing the African Diaspora through paired text readings on race and identity. Developmental Unit 2: Bud, Not Buddy Centers on an African-American protagonist and the historical experience of Black families during the Great Depression.
7 th	Social Studies	Delaware Recommended Curriculum/Model Lessons Unit 2, Lessons 14: Not All Unemployment is Created Equal Civics Model Lesson: Equity for the Taking and Not for Sale District Created Lesson: Majority Rule
8 th	Social Studies	Delaware Recommended Curriculum/Model Lessons Supported with texts and additional information from Discovery Ed Lesson: Reasons for Westward Expansion Lesson: Emancipation in the North Lesson: Changes in African American Freedom
8 th	ELA	Guidebooks Curriculum Novel Study: Freak the Mighty The central theme of this novel is empowerment and overcoming limitations, both physical and societal. Students evaluate how the characters demonstrate agency and resilience when facing injustice and marginalization.
9 th	Social Studies	Resources: iCivics, National Archives, Library of Congress, and Oyez Through various lessons using these resources, students learn specifically about legislation, the amendments, and Supreme Court cases that highlight how racism impacted freedom for Black people, as well as the efforts leaders took to change and change those limitations to freedom.
11 th	Social Studies	Resources: Stanford History Education Group, Zinn Education Project, New Visions, and Oyez Students learn about key events and movements that impacted African

		Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers of this time period.
11 th	ELA	<p>Guidebooks Curriculum</p> <p>Novel Study: Beloved</p> <p>Students identify and analyze how characters reclaim their identities and agency after enslavement.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
K	Social Studies	<p>Resource: Studies Weekly</p> <p>Week 9: Characteristics of Responsible Citizens</p> <p>Students learn about working and living together with respect by reading and discussing Booker T. Washington, Ruby Bridges, and Dr. Martin Luther King, Jr.</p> <p>Week 12: National Patriotic Holidays with a focus on Dr. Martin Luther King, Jr.</p> <p>Week 25: Inventors Students learning about George Washington Carver and Garrett Morgan</p>
K	ELA/Reading	<p>Core Knowledge Language Arts (CKLA)</p> <p>Supplemental Trade Books:</p> <p>Students read age-appropriate biographies of key figures such as Rosa Parks and Martin Luther King, Jr. focused on their leadership and advocacy.</p>
1 st	Social Studies	<p>Resource: Studies Weekly</p> <p>Week 10: Rosa Parks</p>
2 nd	Social Studies	<p>Resource: Studies Weekly</p> <p>Week 32: George Washington Carver, Jackie Robinson, and Rosa Parks</p>
3 rd	Social Studies	<p>Resource: Studies Weekly</p> <p>Week 25: Langston Hughes and Booker T. Washington</p>
4 th	ELA/Reading	<p>Core Knowledge Language Arts (CKLA)</p> <p>Unit 4: Eureka! Student Inventor: George Washington Carver</p> <p>Unit 7: American Revolution: Phillis Wheatley, Crispus Attucks, Saul Matthews, James Armistead, and Peter Salem.</p>
4 th	Social Studies	<p>Delaware Recommended Curriculum/Model Lessons</p> <p>Unit 8, Lesson 5: History Mystery: Ona Judge</p>

4 th	Social Studies	Resource: Studies Weekly Students learn about Lisa Blunt Rochester and Kamala Harris during learning about our government's structure and offices.
6 th	ELA	Guidebooks Curriculum Developmental Unit 2: Bud, Not Buddy Centers on an African-American protagonist and the historical experience of Black families during the Great Depression.
7 th	ELA	Guidebooks Curriculum Novel Study: Chasing Lincoln's Killer Students read and analyze Lincoln, Frederick Douglass (paired supplemental reading) and Booth as key figures in shaping U.S. History.
8 th	Social Studies	District-Created Lesson: Nat Turner Students conduct a historical investigation on Nat Turner and then write an explanatory essay on how he expedited the coming of the Civil War.
11 th	Social Studies	Resources: Stanford History Education Group, Zinn Education Project, New Visions, and Oyez Students learn about key events and movements that impacted African Americans during the late 19th century through the 20th century. Some examples include the establishment of Jim Crow Laws, the New Deal, the Civil Rights Movement, and landmark Supreme Court cases. Throughout, students also learn about the contributions of Black leaders and activists, artists, authors, musicians, scientists, politicians, athletes, and entertainers of this time period.

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 25-28, 2025	All IRSD staff and administration participate in professional learning sessions and PLCs during our Returning Educator Week. Professional Learning and PLC conversations/data analysis focus on meeting the needs of all students, particularly those of underperforming subgroups.
October 10, 2025	All IRSD Staff participated in the Delaware Department of Education Professional Learning Day.
January 14,	District-Wide Professional Learning Days:

2026 and March 18, 2026	Our district continues to focus on best instructional practices and data analysis that requires teachers to meet the needs of all students, particularly students in academically underperforming subgroups.
Ongoing	The Department of Student Services provides turn-key professional learning to Special Education Coordinators and Administrators focused on over-identification of emotional disabilities in African-American students.