

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: Angelina Peterson
Position: Instructional Coach
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HB 198 Lead: Tara Robbins
Position: Principal
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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.

1. All scholars from Kindergarten through 8th grade will receive African American Studies throughout the 2024-2025 school year.
2. African American Studies will be a 30-45 minute instructional period facilitated by homeroom teachers K-4 and Our Social Studies teachers 5th-8th from Aug. 2024-Nov. 2025.

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, Kuumba Academy 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	X	X	X				
b. The significance of enslavement in the development of the American economy.		X			X								
c. The relationship between white supremacy, racism, and American slavery.			X	X	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				
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				
h. Black figures in national history and in Delaware history.			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
Kindergarten	African American Studies	<p>Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</p> <p>Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</p> <p>Students will be able to identify Africa on a map of the world, as well as identify geographical features of Africa.</p> <p>Students will be able to explain that we are all kings and queens from Africa. "Where It All Began"</p> <p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • How has the geography of Africa shaped the culture of Africa? • How has the history of Africa shaped you as an individual? <ol style="list-style-type: none"> 1. Book Study - <u>Jambo Means Hello: Swahili Alphabet Book</u> 2. Book Study - <u>Ashanti to Zulu: African Traditions</u>.
5th-8th Grade	<p>Arts of the African Diaspora</p> <p>African Masks Making</p>	<p>Diaspora West African Drum and Dance Traditions Workshop This program is an intense study of the elements of various Diaspora West African drum, dance, song, storytelling, and masquerade traditions from Mali, Guinea, Senegal, Ivory Coast, and Ghana. This Jeannine Osayande & Dunya Performing Arts Company workshop allows students to understand how dance is used to communicate in different ways, and how dance and drumming can play an integral role in a community.</p> <p>Adinkra Language of Ghana Lessons on the Adinkra language of Ghana, understanding their meanings. Students select symbols that represent them and their rationale.</p> <p>African Masks Making Students design African masks to honor and explore the artistic traditions of the African diaspora. These masks will be displayed to celebrate our scholars creativity and may even be used in the Arts performance.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
1st Grade	African American Studies	<p>Identity "We are Kings and Queens From Africa"</p> <p>Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</p> <p>Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</p>

		<p>Students will be able to identify Africa on a map of the world, as well as identify geographical features of Africa.</p> <p>Students will be able to explain that we are all kings and queens from Africa.</p> <p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • How has the history of Africa shaped you as an individual? <p>Literature/Read Alouds:</p> <ol style="list-style-type: none"> 1. Knight, Margy Burns. (2002). <i>Africa is Not a Country</i>. Illustrated by Anne Sibley O'Brien. Minneapolis, MN: First Ave. Editions. 2. Oxlade, Chris. (2014). <i>Introducing Africa</i>. Chicago, IL: Heinemann. 3. <i>Africa's Little Kings and Queens</i>, by Kunda Kids: Four Children's Books on Bold and Influential Leaders in Black History 4. Aardema, Verna. (1992). <i>Why Mosquitoes Buzz in People's Ears: A West African Tale</i>. Illustrated by Leo and Diane Dillon. New York: Picture Puffin.
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c. The relationship between white supremacy, racism, and American slavery.

Grade-level	Content Area(s)	Lessons/Resources
2nd Grade	African American Studies	<p>“Africa to America - Brave and Black”</p> <p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • How have notable figures in history impacted our social and political culture shift from Africa to America? • Recall foundational knowledge necessary to evaluate domination, oppression, social welfare, and justice. <p>Literature/Read Alouds:</p> <ol style="list-style-type: none"> 1. Oxlade, Chris. (2014). <i>Introducing Africa</i>. Chicago, IL: Heinemann. 2. Aardema, Verna. (1992). <i>Why Mosquitoes Buzz in People's Ears: A West African Tale</i>. Illustrated by Leo and Diane Dillon. New York: Picture Puffin.
3rd	Justice “Let’s Talk About Race”	<p>Justice “Let’s Talk About Race”</p> <p>Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • How will you locate yourself in the work of antiracism as you read and discuss this book? • How might learning about the source of racist ideas help you to know the present and yourself. <p>Literature Text:</p> <ol style="list-style-type: none"> 1. Lester, Julius. (2008). <i>Let’s Talk About Race</i>. Illustrated by Karen Barbour. New York: HarperCollins.
4th	Action “Race and Reality”	<p>Action “Race and Reality”</p> <p>Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p> <p>Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>

		<p>Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p> <p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • How will you locate yourself in the work of antiracism as you read and discuss this book? • How might learning about the source of racist ideas help you to know the present and yourself. <p><u>Informational Text:</u></p> <ol style="list-style-type: none"> 1. <i>Sit-In: How Four Friends Stood Up by Sitting Down</i> by: Pinkney, Andrea Davis 2. <i>The First Step: How One Girl Put Segregation on Trial</i> by: Goodman, Susan E. 3. <i>Turning 15 on the Road to Freedom: My Story of the 1965 Selma Voting Rights March</i> by: Lowery, Lynda Blackmon (as told to Elspeth Leacock and Susan Buckley)
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d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
3rd	Justice “Let’s Talk About Race”	<p>Justice “Let’s Talk About Race”</p> <p>Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • How will you locate yourself in the work of antiracism as you read and discuss this book? • How might learning about the source of racist ideas help you to know the present and yourself. <p><u>Literature/Read Alouds:</u></p> <ol style="list-style-type: none"> 1. Lester, Julius. (2008). <i>Let’s Talk About Race</i>. Illustrated by Karen Barbour. New York: HarperCollins.
4th	Action “Race and Reality”	<p>Action “Race and Reality”</p> <p>Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p> <p>Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p> <p>Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p> <p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • How will you locate yourself in the work of antiracism as you read and discuss this book? • How might learning about the source of racist ideas help you to know the present and yourself. <p><u>Informational Text:</u></p> <ol style="list-style-type: none"> 1. <i>Discovering Black America: From the Age of Exploration to the</i>

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

Grade-level	Content Area(s)	Lessons/Resources
<u>5th grade</u>		<p>“Be the Change You Want To See”</p> <p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • How will you overcome social injustice and become the change you want to see in the world? • How will you explain the links between well-being, social justice, and diverse worldviews? <ol style="list-style-type: none"> 1. Book Study - <i>Harbor Me</i> - Jaqueline Woodson <p>“Athletes of Social Change”</p> <p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • How have athletes broken barriers during the historical era in which they lived? • What factors can contribute to an individual's success in changing society? • Athletes are presented with unique opportunities to lead change. • Individuals are shaped by and can shape society. • A variety of factors can influence an individual's ability to effect change. <ol style="list-style-type: none"> 1. <u>Text</u>: <i>Promises to Keep: How Jackie Robinson Changed America</i> 2. <u>Informational Text</u>: <i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i> by: Krull, Kathleen
<u>6th grade</u>		<p>“The New Millennium Change Agent”</p> <p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • How will you employ ethical reasoning to critique historical and contemporary social systems? <ol style="list-style-type: none"> 1. Book Study - <i>Just Mercy</i> 2. Book Study <i>Remarkable - Hidden Figures</i> <p>“The New Millennium Change Agent”</p> <p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> • How will you advocate for awareness, engagement, or change with respect to social justice? <ol style="list-style-type: none"> 1. Book Study - <i>Stamped</i>
<u>7th grade</u>		

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

Grade-level	Content Area(s)	Lessons/Resources
2nd and 6th	Diversity “Hidden	Diversity “Hidden Figures” Students will express comfort with people who are both similar to and

	Figures”	<p>Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>Students will respond to diversity by building empathy, respect, understanding and connection.</p> <p>Students will research notable figures in Black History and analyze how those individuals have had an impact on the course of history and present day.</p> <p>Essential Question(s):</p> <ul style="list-style-type: none"> • How have notable figures in history impacted social and political culture in regard to race equality? <p>Literature/Read Alouds:</p> <ol style="list-style-type: none"> 1. <u>This Is the Rope: A Story from the Great Migration Paperback</u> – Picture Book, August 1, 2017 2. <u>Show Way Hardcover – Picture Book</u>, September 8, 2005 by Jacqueline Woodson (Author), James Ransome (Illustrator) 3. Harris, T. Marie. (2015). <u>Look What Brown Can Do!</u> Illustrated by Neda Ivanova. Sweetberry Books. 4. Alexander, Kwame. (2020). <u>The Undefeated</u>. Illustrated by Kadir Nelson. New York: Versify. 5. Hudson, Cheryl. (2020). <u>Brave, Black. First: 50+ African American Women Who Changed the World</u>. Illustrated by Erin K. Robinson. Brooklyn, NY: Crown Books for Young Readers. 6. Nelson, Kadir. (2013). <u>Heart and Soul: The Story of America and African Americans</u>. New York: Balzer & Bray. 7. Smith Jr., Charles R. (2015). <u>28 Days: Moments in Black History that Changed the World</u>. Illustrated by Shane W. Evans. New York: Roaring Brook Press. 8. Wilson, James. (2018). <u>Young Gifted and Black: Meet 52 Black Heroes from Past and Present</u>. Illustrated by Andrea Pippins. London: Wide Eyed Editions.
3rd	Justice “Let’s Talk About Race”	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How will you locate yourself in the work of antiracism as you read and discuss this book? • How might learning about the source of racist ideas help you to know the present and yourself. • Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world. <p>Literature/Read Alouds:</p> <ol style="list-style-type: none"> 1. Lester, Julius. (2008). <u>Let's Talk About Race</u>. Illustrated by Karen Barbour. New York: HarperCollins.
7th	ELA	Essential Question(s):

		<ul style="list-style-type: none"> ● What are some of the historical factors surrounding and contributing to the Harlem Renaissance? ● Some societal factors that contributed to the movement and its art are the Great Migration, Jim Crow laws, and the racial violence of post-Civil War America. This migration, struggle, and oppression create urgency and frustration, out of which comes an expression of culture and identity. Out of the migration came a new freedom to create. ● What are some of the lasting legacies of the Harlem Renaissance? ● The Harlem Renaissance has contributed to contemporary art, music, literature, and politics.
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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
2nd and 6th	Diversity “Hidden Figures”	<p>Diversity “Hidden Figures” Students will express comfort with people who are both similar to and Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</p> <p>Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>Students will respond to diversity by building empathy, respect, understanding and connection.</p> <p>Students will research notable figures in Black History and analyze how those individuals have had an impact on the course of history and present day.</p> <p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How have notable figures in history impacted social and political culture in regard to race equality? <p>Literature/Read Alouds:</p> <ol style="list-style-type: none"> 1. <u>This Is the Rope: A Story from the Great Migration Paperback – Picture Book</u>, August 1, 2017 2. <u>Show Way Hardcover – Picture Book</u>, September 8, 2005 by Jacqueline Woodson (Author), James Ransome (Illustrator) 3. Harris, T. Marie. (2015). <u>Look What Brown Can Do!</u> Illustrated by Neda Ivanova. Sweetberry Books. 4. Alexander, Kwame. (2020). <u>The Undefeated</u>. Illustrated by Kadir Nelson. New York: Versify. 5. Hudson, Cheryl. (2020). <u>Brave, Black. First: 50+ African American Women Who Changed the World</u>. Illustrated by Erin K. Robinson. Brooklyn, NY: Crown Books for Young Readers.

		<p>6. Nelson, Kadir. (2013). <i>Heart and Soul: The Story of America and African Americans</i>. New York: Balzer & Bray.</p> <p>7. Smith Jr., Charles R. (2015). <i>28 Days: Moments in Black History that Changed the World</i>. Illustrated by Shane W. Evans. New York: Roaring Brook Press.</p> <p>8. Wilson, James. (2018). <i>Young Gifted and Black: Meet 52 Black Heroes from Past and Present</i>. Illustrated by Andrea Pippins. London: Wide Eyed Editions.</p>
3rd	Justice “Let’s Talk About Race”	<p>Justice “Let’s Talk About Race”</p> <p>Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p><u>Literature/Read Alouds:</u></p> <ol style="list-style-type: none"> 1. Lester, Julius. (2008). <i>Let’s Talk About Race</i>. Illustrated by Karen Barbour. New York: HarperCollins.
5th - 8th	<p>Arts Appreciation</p> <p>Passages</p>	<p>“Black Arts Appreciation”</p> <p>I can show Nia by doing my best on our first unit, the Historical Roots of Hip Hop. Hip Hop emerged in the 1970s but has roots in other musical and spoken word traditions including stand up comedy, Gospel and Reggae music from the Caribbean. Many Hip Hop artists including Slick Rick, Notorious B.I.G., and Cardi B were born in the Caribbean or have Caribbean ancestry.</p> <p><u>Passages</u></p> <p>Passages is a self-exploratory and reflective class that prepares scholars for their transition into middle and high school. The emphasis on "Know thyself- Show thyself" always encourages individuals to be their proud authentic selves. What they learn from their collective histories helps them to manifest self-assured, talented global leadership in their futures.</p>

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

Grade-level	Content Area(s)	Lessons/Resources
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5th grade		<p>“Athletes of Social Change”</p> <p>Students will learn how Athletes are presented with unique opportunities to lead change.</p> <p>Students will understand how Individuals are shaped by and can shape society.</p> <p>Students will identify how a variety of factors can influence an individual's ability to effect change.</p> <p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> ● How have athletes broken barriers during the historical era in which they lived? ● What factors can contribute to an individual's success in changing society? <p>1. Text: <i>Promises to Keep: How Jackie Robinson Changed America</i></p>
7th - 8th	The Brotherhood Crew Social Awareness	<p><i>Kings of Harlem, a play</i> by Layon Gray, is a work of historical fiction depicting the struggles and achievements of members of the New York Rens, an all-Black men's professional basketball team that dominated the game during the 1920s and 1930s. Though the characters are fictionalized compilations of various real men who played for the team, the show portrays them as they experience what was the real discrimination inherent in the Jim Crow era, and illuminates the challenges they faced as they sought respect and equality when given the unprecedented invitation to compete against an all-white championship basketball team. There are a few instances of scatological humor and sexual innuendo, profanity, as well as discussion and verbal imagery of the lynching of a character's family members and another tragic death. Students hear the music of Cab Calloway throughout the play.</p>
2nd and 6th	African American Studies	<p>Diversity “Hidden Figures”</p> <p>Students will express comfort with people who are both similar to and different from them.</p> <p>Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</p> <p>Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>Students will respond to diversity by building empathy, respect, understanding and connection.</p> <p>Students will research notable figures in Black History and analyze how those individuals have had an impact on the course of history and present day.</p> <p><u>Essential Question(s):</u></p> <ul style="list-style-type: none"> ● How have notable figures in history impacted social and political culture in regard to race equality?

		<p>Literature/Read Alouds:</p> <ol style="list-style-type: none"> 1. <u>This Is the Rope: A Story from the Great Migration Paperback</u> – Picture Book, August 1, 2017 2. <u>Show Way Hardcover – Picture Book</u>, September 8, 2005 by Jacqueline Woodson (Author), James Ransome (Illustrator) 3. Harris, T. Marie. (2015). <u>Look What Brown Can Do!</u> Illustrated by Neda Ivanova. Sweetberry Books. 4. Alexander, Kwame. (2020). <u>The Undefeated</u>. Illustrated by Kadir Nelson. New York: Versify. 5. Hudson, Cheryl. (2020). <u>Brave, Black. First: 50+ African American Women Who Changed the World</u>. Illustrated by Erin K. Robinson. Brooklyn, NY: Crown Books for Young Readers. 6. Nelson, Kadir. (2013). <u>Heart and Soul: The Story of America and African Americans</u>. New York: Balzer & Bray. 7. Smith Jr., Charles R. (2015). <u>28 Days: Moments in Black History that Changed the World</u>. Illustrated by Shane W. Evans. New York: Roaring Brook Press. 8. Wilson, James. (2018). <u>Young Gifted and Black: Meet 52 Black Heroes from Past and Present</u>. Illustrated by Andrea Pippins. London: Wide Eyed Editions.
3rd	Justice “Let’s Talk About Race”	<p>Justice “Let’s Talk About Race” Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p>Essential Question(s):</p> <ul style="list-style-type: none"> • How will you locate yourself in the work of antiracism as you read and discuss this book? • How might learning about the source of racist ideas help you to know the present and yourself. <p>Literature/Read Alouds:</p> <ol style="list-style-type: none"> 1. Lester, Julius. (2008). <u>Let’s Talk About Race</u>. Illustrated by Karen Barbour. New York: HarperCollins.

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
10/28/24	Teacher Trip to the Barnes Museum
11/2024	Arts Integration PD
12/2024	Kwanzaa Program - 7 Principles of Kwanzaa
01/04/25	African folklore, fables and storytelling
	Integrating African American Art to enhance Social Studies Curr. @ The Barnes Museum
01/2025	Black History Designing African masks to honor and explore the artistic traditions of the African diaspora
02/2025	Black History Performances

03/14/2025	Arts team led an Arts Integration Workshop
04/28/25	Cultural Relevance and Internalization of Lessons
06/19/2025	Delaware Art Museum Trips
08/25/2025	Cultural Competency Training