

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: Peter McClure

Position: Director of Teaching and Learning

Email: peter.mcclure@sussexms.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.

As a Montessori school, Sussex Montessori naturally supports the requirements of HB 198 and Title 14 §4143 by grounding instruction in an interdisciplinary, inquiry-based curriculum that prioritizes primary sources, student-led investigation, and culturally responsive teaching. Our Cultural curriculum, spanning geography, zoology, botany, social sciences, and the arts, provides students with authentic opportunities to explore the Black experience across time. Using Understanding by Design (UBD), teachers intentionally plan units that incorporate biographical studies, timelines, oral histories, and primary source texts, ensuring students develop an accurate understanding of Black history, including the history and culture of Black people prior to the diaspora; the impact of enslavement on the American economy; the relationship between white supremacy, racism, and slavery; and the ongoing legacy of segregation, discrimination, and systemic injustice. Lessons are designed to be age-appropriate, trauma-responsive, and aligned with Montessori multi-age groupings, allowing for deeper extensions and conversations as students progress through each developmental stage.

Our interdisciplinary approach also ensures that students learn to connect past and present. Students examine contributions of Black artists, authors, scientists, and leaders; reflect on the socio-economic struggles Black communities have endured—and continue to endure—in pursuit of fair and equal treatment; and study both national and Delaware Black historical figures. Through journal reflections, literature studies, cultural investigations, and discussions about contemporary events, students analyze the ramifications of prejudice, racism, and stereotyping while developing respect for cultural and racial diversity. They also explore tools of resistance, including protest, reform, civic participation, and celebration and learn about mechanisms of transitional and restorative justice. Classroom structures such as timelines, biographical research, and collaborative dialogue help students build civic awareness, understand their responsibilities in a democratic society, and uplift the Black experience in meaningful ways. In Grades K–3, these competencies are reinforced through foundational works on time, citizenship, and respect, while Grades 4–6 extend learning through Delaware’s Social Studies Model Lesson Blueprints. Together, these practices ensure that Sussex Montessori fully meets and exceeds the state’s expectations for high-quality Black history instruction.

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.

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, Sussex Montessori Charter School serves students in grades K-6.*

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	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	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						
h. Black figures in national history and in Delaware history.	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
1-6	Cultural Studies Language Geography History	All lessons outlined in 4th - 6th Model Lesson Blueprints: <ul style="list-style-type: none"> ● What is history and why learn it? ● History Bags: How do we learn about the past? ● How can we learn about the past? ● Using timelines to analyze change over time. ● Contributions of Black people prior to African and Black Diaspora ● Use of primary evidence to research African Culture, Science, Art and Literature.

		Montessori Time Lines and Migration Charts Montessori Globes and Geography Puzzles of Africa Waseca Biomes Materials Research/Interviews/Literature/Storytelling/Music of Black people Readworks
--	--	--

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

Grade-level	Content Area(s)	Lessons/Resources
4-6	Cultural Studies Language Geography History	All lessons outlined in 4th - 6th Model Lesson Blueprints: <ul style="list-style-type: none"> • Seeking solutions to the labor problem? • Enslavement in History-Why were they enslaved? • How was enslavement in America different from enslavement in the "Old World?" Readworks

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

Grade-level	Content Area(s)	Lessons/Resources
4-6	Cultural Studies Language Geography History	All lessons outlined in 4th - 6th Model Lesson Blueprints: <ul style="list-style-type: none"> • Understanding Evidence and why it is needed? • Ways of thinking about people and places in the past • What are some misconceptions about other places and people who live in them? Readworks

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

Grade-level	Content Area(s)	Lessons/Resources
5-6	Cultural Studies Language Geography History	All lessons outlined in 4th - 6th Model Lesson Blueprints: <ul style="list-style-type: none"> • Distinguishing Primary and Secondary Sources and their importance Readworks

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

Grade-level	Content Area(s)	Lessons/Resources
6	Cultural Studies Language Geography History	All lessons outlined in 4th - 6th Model Lesson Blueprints Readworks

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

Grade-level	Content Area(s)	Lessons/Resources
K-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> • How can I arrange things chronologically and why should I do it? • Hidden History: What were some of the experiences of enslaved people and how did they respond? Readworks

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
6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints: <ul style="list-style-type: none"> • What was Black Wall Street? • What role did 'progress' of city planning and how did it impact the Black communities across the country? • What does 'Why the Caged Bird Sings' represent? • Who are the voices of Black Americans that shaped how people saw and viewed Black Americans? Readworks

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

Grade-level	Content Area(s)	Lessons/Resources
K-6	Cultural Studies Language Geography History	All lessons outlined in 4th -6th Model Lesson Blueprints Upper Elementary Wax Museum Project Readworks

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
10/13/25 11/24/25 5/21/26 5/22/26	All SMS Guides utilize their UBD training in their Cultural Curriculum planning. For teachers who are taking their Montessori Training, UBD is part of their curriculum. The school provides UBD refresher PD throughout the year for all classroom teachers, led by senior staff and the Director of Teaching and Learning. The Teachers use the Delaware Model Lessons Blueprint that addresses the

Weekly PLC sessions	<p>HB198 standards. During the school year, Curriculum & Instruction PLCs occur weekly, and each level provides the opportunity to discuss HB198 lessons and resources.</p> <p>This school year, we are also looking at curricular exit goals for each level in all areas of the curriculum, how they connect to Standards, and how we are providing instruction to meet those goals. These “Mastery” sessions are occurring throughout the year.</p>
---------------------	---