



STATE EDUCATION RESOURCE CENTER

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African American/Black and Puerto Rican/Latino Course of Studies (P.A. 19-12)

*Advisory Group Informational Meeting
July 28, 2020*

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CSDE Deliverables and Timelines

- Advisory Group Meetings Nov, Jan, ~~Mar~~, May
July, **Sept**, Nov
- Draft Course Objectives March 27
- Draft Scope and Sequence June 5
- Draft Units of Study July 24
- Completed Course and Report **September 30**
- Public Comment **October**
- Presentation at SBOE meeting **November 20**
- Final Revision to SDE **December 18**

Accomplishments June 1 – July 28

- Submitted Course Outline to SDE
- Drafted Professional Learning Plan
- Invited Expert Review Panel Participants
- Drafted 10 Units of Study (using common UBD template)

Special thanks to the individual and collective contributions of members of the African American/Black and Puerto Rican/Latino Content Development Committees for their efforts!

PA 19-12 AN ACT CONCERNING THE INCLUSION OF BLACK AND LATINO STUDIES IN THE PUBLIC SCHOOL CURRICULUM

**-Draft African American/Black
Units of Study-**

Draft African American/Black Units of Study

- Unit 1 - African Origins of Humanity and the Dispersal
- Unit 2 - Black Literacy, Organizations, and Liberation
- Unit 3 - Long, Long History for Equality
- Unit 4 - Black Movement for Equality
- Unit 5 - Protest, Politics, and Power

(Weeks for each unit being determined.)

Draft Unit 1: African Origins of Humanity and the Dispersal

Summary: Throughout the 400 year tenure of African Americans in the United States, Africa and her people have been grossly misrepresented as inferior and non contributors to human civilization. This narrative was used as the prime justification for African enslavement. This narrative formed the basis for the nation's legal racial discrimination system for years. This false narrative is the root of many domain and background assumptions held by many Americans. This false narrative has long been the bane of the African American's struggle for freedom and full citizenship.

Section 1: African Origins, West African Empires
to the Demise of Songhai, The Moors, African
Religions

Section 2: Slavery in Connecticut – Stories of
Resistance and Agency

Draft Unit 2: Black Literacy, Organizations, and Liberation

Summary: Overall, students will grasp how Blacks fought to preserve their humanity and to develop a culture and institutions that reflected their own values and beliefs.

- Lesson 2.1: The Age of Abolition The Gradualist Period
- Lesson 2.2: The Militant Period
- Lesson 2.3: The Early & Late Political Period
- Lesson 2.4: Civil War/The Great American Slave Rebellion

Draft Unit 3: Long, Long History for Equality

Summary: This unit focuses on the period of Reconstruction (1865-77), American Imperialism, Black Settlement Towns, Settlers in West (1865-1915), Black Communities in urban South and North, growth of Historically Black Colleges and Universities, struggle against the Jim Crow System and Pre-WWI Race Riots.

This section will also go into detail on the political contributions of African American politicians to the passage of the Reconstruction era acts and laws that brought right to citizenship, right to vote, and public education.

- Lesson 3.1: African Americans and the Reconstruction Era
- Lesson 3.2: The Age of Imperialism
- Lesson 3.3: The Great Migration/Exoduster Movement
- Lesson 3.4: The Education of Blacks and Emergence of HBCU's

Draft Unit 4: “Black Movement for Equality”

Summary: This unit will focus on Black Americans’ movements for equality, both geographical and societal. It will begin with the Great Migration of approximately a half million African Americans from Southern to Northern states between 1916 and 1918, and will then explore the fight for equal rights and the enormous contributions of Black Americans in the early 20th century. The unit should help students understand how the events of the period helped shaped present-day systems.

- Lesson 4.1: Great Migration
- Lesson 4.2: WWI and The Red Summer Riots
- Lesson 4.3: The Power of Black Art
- Lesson 4.4: A New Deal or a Raw Deal?
- Lesson 4.5: Organize and Agitate
- Lesson 4.6: WWII
- Lesson 4.7: How The Women Organized and Agitated
- Lesson 4.8: How the Youth Organized and Agitated

Draft Unit 5: Protest, Politics, and Power

Summary: This unit examines African American history in from the Black Power Era to Black Lives Matter. The unit begins with an exploration of the political, economic, and cultural impact of Black Power and ends with Black Lives Matter. During this era, African Americans used the vote to demand reform, created organizations such as the Black Panther Party to address police brutality and created independent social programs. Since 1965, African American have made major progress, such as an increase of college graduates and decreasing the poverty rate, however, institutional racism continues to undermine the progress of African Americans. This unit examines the impact of class and gender how the black community is shaped by a variety of identities, communities, and perspectives.

- Lesson 5.1: **Black Power**
- Lesson 5.2: **Black Politics**
- Lesson 5.3: **Black Cultural Production**
- Lesson 5.4: **Systemic Racism 1965-**
- Lesson 5.5: **Black Lives Matter**

PA 19-12 AN ACT CONCERNING THE INCLUSION OF BLACK AND LATINO STUDIES IN THE PUBLIC SCHOOL CURRICULUM

**-Draft Puerto Rican/Latino
Units of Study-**

Draft Puerto Rican/Latino Units of Study

- Unit 1 - Introduction: Early Beginnings (2 weeks)
- Unit 2 - Blood (2 weeks)
- Unit 3 - Sweat (5 weeks)
- Unit 4 - Defiance (5 weeks)
- Unit 5 - Conclusion: Contributions of Puerto Ricans/Latinos in CT (3 weeks)

Draft Unit 1: Early Beginnings

- General Overview of major themes of the first semester
- Review of Courageous Conversations
- Understanding of one's own racial/ethnic identity
- Unit provides an understanding of the different indigenous groups in Latin America and Puerto Rico , while finding commonalities that various groups share. Due to the enormous amount of distinct indigenous groups and cultures, students will study specifically identified groups that represent varying regional differences including but not limited to climate, demographic, physical boundaries, and culture

Draft Unit 1: Early Beginnings Lessons

- Lesson 1: What is race? Are Latinos one race?
- Lesson 2: Does a Latino/a culture exist?
- Lesson 3: Geography
- Lesson 4: Indigenous people of Latin America/Puerto Rico(e.g. Incas, Aztecs and Tainos)

Draft Unit 2: Blood

Summary: The story of Latinos goes back thousands of years. After reviewing the achievements and accomplishments of the Native Americans found in Central America, South America, and the Caribbean in the previous unit, this unit begins with the first European interaction between these natives and Columbus starting in 1492. It views how these Natives were treated by the Europeans and the voices like Bartolomeo de las Casas, who left this history behind. After looking at this treatment of the indigenous by Europeans, the second part of the unit focuses on the treatment of Latinos throughout American History. Once students dissect these events, they look at various forms of anti-Latino treatment like scientific experiments in Puerto Rico and Guatemala, and language

Draft Unit 2: Blood Lessons

- Lesson 1: Columbus and his actions in the Caribbean and Latin America
 - (ex: The People v Columbus Mock Trial)
- Lesson 2: Bartolome de Las Casas
- Lesson 3: Treatment of the Indigenous by the Spaniards
- Lesson 4: Anti-Latino/a Massacre Timeline
 - (ex: Remembrance posters for victims of anti-Latino violence)
- Lesson 5: Scientific Experiments performed in Women (e.g. Puerto Rico and Guatemala)
- Lesson 6: Language Suppression

Draft Unit 3: Sweat

Summary: The unit of sweat focuses on the social, class, and economic structures created to take advantage of the majority by a wealthy minority. It begins with a look at the encomienda system and the evolution of the caste system found in Puerto Rico and Latin America. Students will examine the economic growth, prosperity, and the impacts of colonization on Puerto Rico and other Latin American countries since 1493 to present day. The unit will explore Puerto Rico's history as a possession of Spain, the effects of colonization, and how living conditions vary for Latinos within the US. Students will explore the present day relationships Latinos face with work, COVID, mass incarceration, and immigration. Finally, students will analyze elements of the Latino/a civil rights movement focusing on unequal education and how Puerto Rican and other Latino artists have revolutionized and galvanized social justice movements in

Draft Unit 3: Sweat Lessons

- Lesson 1: Spanish Colonial Era
 - The New Labor Force & Evolution of the Caste System
- Lesson 2: Neocolonialism Identity
 - Puerto Ricans and Latinos in their societies/economies
- Lesson 3: Life Conditions for Latinos and Puerto Ricans
 - Work, Covid-19 Impact, Mass Incarceration, Immigration

Draft Unit 4: Defiance

Summary: Coming from a place of frustration, anger, and suppression, Latinos, time and time again, have resisted the power and control of a group of people, governments, or institutions. Their resistance has always been part of their existence, however, we will look at three major times of resistance. These are the fight for independence against Spain, the nationalist movements against dictatorial/non-democratic leaders in the 20th century, and the power structures within the United States oppressing the people and voices of the Latino world. Finally, we will look at other forms of resistance focusing on music and the development/existence of underground economies within specific Latin American countries.

Draft Unit 4: Defiance Lessons

- Lesson 1: Latin American Revolutions from Spain
 - (ex: Create own Crash Course video of a specific LA revolution)
- Lesson 2: 20th Century Latin American Revolutions
- Lesson 3: Latino/Puerto Rican resistance in the USA
 - (ex: West Hartford 1983 Bank heist - Student detectives)
- Lesson 4: Other forms of Resistance
 - (ex: Latino protest music)

Draft Unit 5: Contributions of Puerto Ricans/Latinos in the U.S. and CT

Summary: In this unit students will analyze reasons that individuals from Puerto Rico and other Latin American countries came to the United States and specifically to Connecticut. Students will examine the accomplishments of these individuals and their descendants in Connecticut.

Draft Unit 5: Contributions of Puerto Ricans/Latinos Lessons

- Lesson 1: Puerto Rican Migration to CT
- Lesson 2: Migration from other Latin American countries to CT
- Lesson 3: Latino/a Identity: Are Latinos/a united?
- Lesson 4: Accomplishments and Challenges of Puerto Rican/Latino/a population in CT

Focus Areas/Look-Fors

- Rigor and relevance of lesson content and activities, including sources used, home links, and asynchronous/synchronous options.
- Continuity/smooth transition between units and semesters, including spiraling of content and through-line of identity development.
- Alignment with course learning objectives and essential questions, and CT Social Studies framework.

Parameters for Unit Feedback

1. All work in draft form, not for download or public use.
2. Google link will be shared with all Advisory Group members by August 3rd.
3. All Advisory Group members will be asked to review each unit and provide feedback via comment feature in Google docs by **August 10th**.
4. Critical feedback provided should include:
 - a. specific affirmation/praise;
 - b. inquiry/clarification where needed; and
 - c. wonder/suggestion, including additional resources.

Next Steps

Targets	Tasks	Responsible
July 31	Final Draft of Units	Content Development Committees
Aug 3-Aug 10	Provide Unit Feedback	All Members of Advisory Group
Aug 10-21	Finalize Units	Integration and Assessment Committee
Aug 24-Sept 4	Review Curriculum and Provide Feedback	Expert Review Panel
Aug 31	Finalize Professional Learning Plan	Professional Learning Committee
Aug 31	Finalize Dissemination Plan	Publications and Dissemination Committee
Sept 9 (3:00-4:00)	Hold Advisory Group Meeting	SERC

Questions/Suggestions/Concerns of Group

- Were School Counselors involved in Focus Groups?
Concern with full year course.
- Rich content...length of lessons given amount of content, learning activities, and reality of time? Quality over quantity will be key.
- Thought about building capacity of deliberative dialogue through the entire year.
- Appreciate all of the work and efforts of committees and SERC Team.
- Is there a particular unit on the triangular slave trade and how it impacted the Puerto Rican history, culture, and make up?

- Curriculum documents don't typically include specific "lessons." Instead, they provide content, skills, and assured learning experiences. This provides teachers with the opportunity to design their own day-to-day lessons. Is this curriculum document intended to be a script for teachers to follow?
- In the Professional Learning, we should include model student-driven activities to learn the content.
- Value for project-based learning to support students' skills development of critical thinking, asking questions, analyzing source materials, and engaging in discourse.
- Everything presented was strong. There is great opportunity for "co-teaching" as discussed by Chris Emdin where students may teach parts of class. This can elevate both voice and agency within the classroom.
- Will the CELP be aligned with the C3 Framework?