



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
September 9, 2020*

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CSDE Deliverables and Timelines

- Advisory Group Meetings Nov, Jan, 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 **Sept 30 (units by 10/16)**
- Presentation to SBOE Committee **Nov 16 (Overview 9/14)**
- Submission to SBOE **Nov 18**
- Public Comment **Nov 18 – Dec 2**
- Presentation to SBOE **Dec 2**
- Final Revision to SDE **Dec 18**

Accomplishments July 29 – Sept 9

- Continued work on Units of Study
- Gathered feedback from Advisory Group members
- Gathered feedback from Expert Review Panel
- Outlined Curriculum Document for submission
- Met with Legislators regarding next steps

Expert Review Panel Members

George Coleman, Chair, SERC Board of Directors

Dr. Terrell Hill, Founder/President, Black Leaders and Adm. Consortium (BLAC)

Dr. Jason Irizarry, Associate Dean for Academic Affairs, UCONN

Sandra Lamb, Co-Founder/Director, The Institute of Black Inventions and Tech.

Ana Ortiz, President, Association of Latino Admin. and Supt. (ALAS)

Dr. Paul Ortiz, Professor of History, University of Florida

Dr. Raquel Ortiz, Curriculum Developer, Center for Puerto Rican Studies

Glenn Singleton, Founder/President, Pacific Educational Group (PEG)

Dr. Blanca Silvestrini, Professor Emerita of History, UCONN

Stefanie Wager, President, National Council for Social Studies

Overall Impressions and Feedback

- Huge undertaking, maximum respect, volume of rich content that will need to consider for single course, if desire to be explicit with counter narrative.
- If not taught in tandem, will need to pay attention to continuity and congruence of content across units and semesters, including cross-cultural influences.
- Focus on inventors and innovators, including women, who brought on optimism of communities despite struggles is needed.
- Materials, investigative learning activities, and teacher resources suggested to maximize relevance and engagement.
- Appreciate oral history assignments that could be strengthened with examination of intersectionality and its understanding of its fluidity.
- Teacher prep will be essential to ensure diversity of thought, bi-directional learning (student:teacher, home:school), and unity in community.

Lingering Questions

- Are we presenting existence of these cultures beyond/outside of experience of White oppression?
- How will students experience who are not Black and/or Latino? Does course design allow for all students to examine and grow in cultural knowledge and identity?
- Where will this course lead? What can be moved out of introductory course to future course development/continued ethnic studies beyond traditional ways history is taught?

Questions/Suggestions/Concerns of Group

- Prerequisite courses (e.g., US History, World History)?
- Streamline standards and learning objectives targeting
- Consider use of stand alone concepts/terms such as “Black Lives Matter” (Unit 2) and think about inclusion in broader strand of social movements
- Think about use of investigative questions without providing background knowledge regarding intersection/impact (e.g., religion)
- Include Bacon’s Rebellion, Rutherford B. Hayes Compromise, if not in African American/Black content already
- Need to identify what are the most important aspects of this course we want students to walk away with (e.g., big rocks, take aways) and build lessons to those key understandings

Outline of Curriculum Document

- Preface, including history of legislation
- Curriculum Development Process (i.e., organization by committee, summary of research, proposed plans for dissemination and professional learning, link to documentary)
- Course Description and Pedagogy
- Curriculum Framework (i.e., learning objectives, essential questions, infographics)
- Units of Study
- Sample Lessons (as examples of what will be included in repository)
- Appendix
 - Advisory Group Listing (full, by committee, curriculum developers)
 - Expert Review Panel
 - Infrastructure Supports/District Guidance
 - Professional Learning Plan
 - Complete Reference List (i.e., books, articles, websites, materials, speakers bureau, etc.)
 - Letters of Support

Questions/Suggestions/Concerns of Group

- Suggested duration of units and lessons (i.e., lessons in terms of minutes vs. days as some schools have 45 minute periods and others have 90)
- Use 2021-2022 school year as opportunity for field study to inform reality of curriculum implementation and strengthen lesson development
- Need for greater differentiation/scaffolding particularly in relation to reading level/access to primary source documents, this should include teacher direction regarding “close reads of text”
- Utilization of UBD framework and alignment with learning objectives and essential questions
- Knowing how students will be expected to demonstrate application of knowledge and skills can assist with prioritizing volume of content
- May want to consider offering to 9-12 keeping graduation requirements in mind
- Planned for 16 weeks; may want to give guidance so that both semesters are afforded time needed; make note of pacing realities in field study

Important Dates to Remember

Targets	Tasks	Responsible
Sept 10-30	Finalize Units	SERC Team and Int. and Assessment Com.
Sept 10-30 (but no later than 10/16)	Prepare Curriculum Document and submit to SBOE Standards and Assessment Committee	SERC Team
Sept 14	Provide Overview to SBOE Standards and Assessment Committee	SERC/SDE Team
Nov 4	Hold Advisory Group meeting	SERC Team
Nov 16	Workshop with SBOE Standards and Assessment Committee	SERC/SDE Team and Advisory Group Reps.
Nov 18	Submit final draft to the SBOE	SERC Team
Nov 18-Dec 2	Public Comment	SERC/SDE Team
Dec 2	Present curriculum to SBOE for approval	Standards and Assessment Committee, SERC/SDE Team, and Advisory Group Reps.
Dec 18	Final revision submitted to SDE	SERC Team

Next Steps

- Continue with support and responsiveness during final stages of revision
- Contact SERC by **Sept 11th** if interested in being interviewed for documentary
- Provide Letters of Support/Endorsement to SERC by **Oct 30th**
- Convene on **Nov 4th** for next Advisory Group meeting