



Black and Latino Course of Studies (PA 19-12)
Advisory Group
Questions/Suggestions/Concerns*
(as of 11-12-19)

1. What if high school is already offering course? What to do in meantime? Will high schools be required to offer state adopted course?
2. Would current Ethnic Course of Study, which is interactive/discussion-based, have to change given this curriculum and common assessments?
3. What about teacher preparation? Recognize not a mandate, while excited, fearful of harm to students. (Can't control biases, time for professional development built in. Going to be a model, state curriculum with perspective of cultures as contributors, not just about the demise of persons of color.)
4. Teachers received history certification and continue to teach own history. Is it possible for teachers to be "credentialed" to teach this course specifically...preparing teachers for where students are going to take them?
5. What is flexibility of curriculum? Look at integrated curriculum prior to and intersection of various cultures. How can study history through literature, sciences, and arts – cross disciplines?
6. Opportunity for curriculum to branch. Can be taught through variety of vehicles, content should be built with this and Universal Design for Learning in mind.
7. Attention to library resources in each school to ensure adapted and robust to reflect curriculum.
8. Use of CT Library Network to provide access to supplemental resources not available to teachers at local level.
9. Use of transdisciplinary and interdisciplinary networks in each RESC (Regional Education Service Center).
10. Importance of local history. Who's missing, such as J. Lang, A. Farrell, J. Frank – Complicity, How the North Benefitted From Slavery.
11. Need to go beyond 13 colonies...and depths of British and French Empires in order to understand full history of even our most recent new arrivals as result of US Foreign Policy....other contributors Juan Coronado, Dan Broyld.
12. Add to action plan - implementation and feedback loop during initial phase, including opportunity for revision and inclusion of additional resources.

13. Where would we start with history...typical classes only start with slavery and end with civil rights movement...weren't always slaves...so much before and after?
14. Would prefer curriculum not have any limits or boundaries to what will/won't be discussed.
15. How much will curriculum focus on cultural achievements and true story of genocide in our country?
16. Too much for one course...as review big ideas, will need to eliminate many...down to K, yes...and explore a dual enrollment course in collaboration with local universities in order to fulfill original vision.
17. Farther veer from common curriculum, harder will get to train...if every town has own autonomy/spin, splintered implementation will result.
18. Having flexibility to pull some units out as build to full curriculum design. When students are producers of knowledge vs. consumers of information is when our youth are most engaged. Maintaining level of own story as make meaning, that can be measured.
19. History is life – dynamic dialogue, so shouldn't just be on shoulders of teachers. How can we get creative with community resources (e.g., speakers bureau, traveling museum artifacts, inter-district partnerships)?
20. Distinction between curriculum and lesson planning...use of infrastructure/technology of state to ensure interaction across districts, across phases (e.g., crowd-sourcing, ranking, etc.) to build community of practice.
21. What about districts who don't have many Black/Latino teachers and/or students?
22. What often happens is omission – how will we ensure representation? What resources exist (primary and secondary) to support? What will be financial implications to districts?
23. Might this course of studies be considered mandated history credit for graduation in the future? (Can currently fulfill a history or humanities elective.)
24. Add CT Historical Society, Harriet Beecher Stowe, Wadsworth, and other museums.
25. Will there be flexibility in teacher certification required to teach course (e.g., History, English, World Language)?
26. With introduction of new courses, will there be correlation/impetus/priority for hiring teachers of color? How will schools accommodate climate to this curriculum change and discussions?
27. New Jersey has required course in every school district in state (7 states in total), included paid statewide director to oversee implementation. All the colleges/universities that have African American and Latino studies have historical resources available.
28. Accessibility will be key – local history content in abundance (e.g., Amistad) – so that students understand a part of something more than themselves – African American CT Explored by Norman, Harris, and Close.

29. Disrupting power of how history has been written – will reveal institutionalized biases and racism that exists – concerns regarding what adults will be modeling – or not – for our youth...what competencies/skills/disposition to teach this course is needed?
30. What are plans to include more students, including white students who can speak about importance? How going to market to all students? What year will be offered as shouldn't have to wait to learn my own history after learning white-washed history in first two years of HS?
31. Concept of "other" so critical...how will include Indigenous People, Asian Americans, LGBTQ+, Jewish Americans...learn about science and psychology of otherness that can be applied to any history...how to be critical thinkers, problem-solvers, and seekers of counter-story?
32. How do we make sure that this course doesn't just reinforce the concept of the other by teaching alternative history? Meaning, how do we see this course as a first step toward transforming all the history courses that are taught in our state?
33. Opportunity to look at philanthropy efforts of communities such as faith-based and civic organizations that are already engaging in this work.
34. Would suggest to not allow some districts to take on and others to opt out. Hope will revisit so that all see value for all students, not just students of color in seeing themselves.
35. Activism component to push back against systemic barriers. What tools/life skills are students going to have after they finish taking course?
36. How will small high schools with small staffing and budgets be able to fulfill mandate if not graduation requirement?
37. There are legitimate concerns from smaller districts/schools about how to implement the course when there is already so much elective competition. So, if the course can fulfill one of the already required history courses that would be ideal.
38. Is there potential for a half credit/single semester option?
39. Would potential for dual enrollment create appeal, but not be available to all students?
40. Elements of legislation include, specific course and embedded studies. How will SERC assist with resources for schools to embed in curriculums for American Government, US History, Global Studies, etc.?
41. Will we be making distinctions between curriculum, unit/lesson design, and assessments?
42. Will the addition of this course correlate to the hiring of more Black and Latino teachers?
43. What will be done to make the culture of predominantly white schools welcoming to the course and teachers of color that may be teaching course?
44. Can the popular education model replace our current banking model (deposit and withdraw)?
45. Is there a concern that some districts may see this course as a way to opt out of teaching Black/Latino/etc. histories in "regular" history classes?

46. What products/artifacts are anticipate by January 2021?

47. If there are committees will there be overarching work done together so there is a consistency throughout the scope and sequence?

*No priority order inferred.