

CSDE in collaboration with SERC



STATE EDUCATION RESOURCE CENTER

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<https://ctserc.org/pa1912>

African American/Black and Puerto Rican/Latino Course of Studies

District Information Session

November 2020



Opening Remarks

- Welcome
- Introductions
- Meeting Format



Agenda:

- History of Legislation
- Curriculum Development Process
- Implementation Considerations
- Infrastructure Supports
- Questions and Answers
- Next Steps

History of Legislation

- CT Public Act 19-12 passed June 2019
- SERC written into legislation to coordinate (see Sec. 3)
- First, integrated, model, statewide curriculum (169 districts)
- Elective, full-year course at HS level (206+ high schools)
- Semester by semester focus
- Approximately 10 comprehensive, units of study
- Two-pronged, inquiry based approach
- Schools may offer in 2021-2022; Must offer in 2022-2023



Curriculum Development Process

- 150 Member Advisory Group
- Organized into 9 Committees:
 - Research and Analysis
 - Focus Groups
 - Infrastructure Supports
 - Course Syllabus
 - Content Development (x2)
 - Integration and Assessment
 - Publications and Dissemination
 - Professional Learning Plan
- Expert Review Panel



Draft Course Outline

Semester 1 – African Am./Black

Unit 1: African Origins and Contributions of Ancient African Empires

Unit 2: Slavery and Freedom Stories of Resistance and Agency

Unit 3: Black Literacy, Organizations, and Liberation

Unit 4: Long, Long History for Equality

Unit 5: Black Movement for Equity

Unit 6: Protest, Politics, and Power

Semester 2 – Puerto Rican/Latino

Unit 1: Who are we? Early Beginnings

Unit 2: Blood and Beauty

Unit 3: Sweat

Unit 4: Resistance

Unit 5: Where are we now? Contributions in CT

*See Draft Course Description and Draft Learning Objectives on website

<https://ctserc.org/pa1912>.



“Sneak Peak” of Sample Unit and Lesson

- Aligned with CT Social Studies Frameworks
- Expanded UBD process used by most districts for curriculum writing
- Developed by experts and educators of Content Development Committees
- Reviewed by Advisory Group, Expert Review Panel, and SBOE Committee
- Drafted/not yet available for public dissemination or use (before July 2021 per legislation)



Proposed Implementation Considerations

- 2021-2022 Field Study with Initial Implementers
- Comprehensive Professional Learning Plan
- Book Bundles for Each School
- Speakers Bureau
- Lesson Repository
- Home Links
- Interdisciplinary and Extension Activities
- Inter-district Collaborations



Recommended Infrastructure Supports

- Establishing Buy-In
 - Part of School Improvement Planning
 - Access for All/Pathways for Learning
 - Aligned with Portrait of a Graduate
 - Family and Community Partnerships
- Scheduling
 - Full-Year Course
 - Recommend as Junior or Senior Elective
 - Consider Number of Sections Needed
- Staffing
 - Social Studies Teacher
 - “Best Fit”
 - Shared Responsibility
- Budget and Materials
 - Reference List Forthcoming
- Common Experience
 - Assuring Accuracy and Integrity of Content
 - Contributing to Evolution of Curriculum
 - Synchronous and Asynchronous Options
- Class Composition
 - “Safe Space”
 - Considering Diversity of Perspectives
 - Opportunity for Inter-district Collaborations
- Climate and Culture
 - Staff Readiness; not a stand alone course
 - Role of School Counselors



Questions?

(See separate FAQ document.)



Next Steps

Nov. 16 Meeting with SBOE Standards and Assessment Com.

Mid-Nov Completion of Documentary/PSA for District Use

Dec. 2 Presentation to SBOE

<https://ctserc.org/pa1912>

- Visit website regularly for pertinent information and updates.
- Watch your email for FAQ document and resource list to inform course approvals and teacher preparation.



Contact Information

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