

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

**SCOPE AND SEQUENCE AT-A-GLANCE**

**Semester 1: Focus on African American/Black History**

<b>Timeframe</b>	<b>Unit</b>	<b>Content Standards</b>	<b>Course Learning Objectives</b>	<b>Essential Questions</b>	<b>Lessons</b>	<b>Days</b>
Early-Mid September (2.5 weeks)	<b>Unit 1</b> Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (XX-XX)	<b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past. GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.	<b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed.	<b>EQ1 RACIAL FORMATIONS</b> How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people? <b>EQ3 POWER</b> What do African American, Black, Puerto Rican and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture?	<b>1.0</b> Course Introduction	2 days
			<b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.		<b>1.1</b> African Origins	2 days
			<b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.		<b>1.2</b> African Empires to the Demise of Songhai	2 days
					<b>1.3</b> The Moors	2 days
					<b>1.4</b> The Social Construction of Race and the Transatlantic Slave Trade	5 days

<p>Mid-Late September (2 weeks)</p>	<p><b>Unit 2</b> How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (XX-XX)</p>	<p><b>Dimension 2 Applying disciplinary concepts and tools</b>                  HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.                  GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.                  CIV 9–12.14 Analyze historical, contemporary, and emerging</p>	<p><b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.  <b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.  <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican and Latino(a), histories.  <b>LO5 ARTICULATE</b> the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.  <b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture.</p>	<p><b>EQ2 DIASPORAS</b> Who and what are the diverse people, places, and time periods that African American/Black and Puerto Rican/Latino include? What are the stories of the African, Black, Puerto Rican, and Latino(a) diasporas?  <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?  <b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories?</p>	<p><b>2.1</b> Agency and Resistance in the Caribbean and Spanish America   <b>2.2</b> Understanding Slavery as an Institution in Connecticut: Laws and Census Data   <b>2.3</b> Slavery and Freedom in Their Own Words</p>	<p>2 days                   3 days                   4 days</p>
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		means of changing societies, promoting the common good, and protecting rights.				
October (3 weeks)	<b>Unit 3</b> Black Literacy, Organizations, and Liberation (1820-1865)	<b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.	<b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. <b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture. <b>LO8 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities. <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility. <b>LO10 USE</b> the inquiry cycle to take informed action.	<b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?	<b>3.1</b> The Age of Abolition: The Gradualist Period (1800 to 1830) <b>3.2</b> The Militant Period (1830 to 1840) <b>3.3</b> The Early & Late Political Periods (1840 to 1860) <b>3.4</b> Civil War/The Great American Slave Rebellion (1861-65)	5 days 6 days 3 days 5 days

<p>End of October-Mid November (3 weeks)</p>	<p><b>Unit 4</b> Long, Long History for Equality (1865-1915)</p>	<p><b>Dimension 2 Applying disciplinary concepts and tools</b>            CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.            HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women).  <b>Dimension 3 Evaluating sources and using evidence</b>            INQ 9–12.8 Identify evidence that draws information directly and</p>	<p><b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed.  <b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.  <b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.  <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.  <b>LO5 ARTICULATE</b> the integral role African American, Black, Puerto Rican and Latino(a) communities have played in shaping U.S. society, economy, and culture.  <b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences,</p>	<p><b>EQ3 POWER</b> What do African American, Black, Puerto Rican, and Latino(a) histories reveal about the United States, its foundation, and how power is structured today?  <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?  <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture?  <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?  <b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?</p>	<p><b>4.1</b> African Americans and the Reconstruction Era   <b>4.2</b> The Struggle Against Jim Crow   <b>4.3</b> Blacks and the Age of Imperialism   <b>4.4</b> Migration/ Exoduster Movement   <b>4.5</b> The Education of Blacks and Emergence of HBCUs   <b>4.6</b> The New Negro</p>	<p>5 days             2 days             2 days             2 days             2 days</p>

		substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.	intellectual thought, and culture. <b>LO7 EXPLORE</b> local and regional African American/Black and Puerto Rican/Latino communities and compare/contrast them with national histories. <b>LO8 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities. <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility.			
December (2.5 weeks)	<b>Unit 5</b> Black Movement for Equality (1915-1965)	<b>Dimension 2 Applying disciplinary concepts and tools</b> CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America. CIV 9–12.2 Evaluate the effectiveness of	<b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed. <b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. <b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.	<b>EQ3 POWER</b> What do African American, Black, Puerto Rican, and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped	<b>5.1</b> Great Migration <b>5.2</b> WWI and The Red Summer Riots <b>5.3</b> The Power of Black Art <b>5.4</b> A New Deal or a Raw Deal? <b>5.5</b> Organize and Agitate	2 days 2 days 2 days 2 days 2 days

		<p>citizens and institutions in solving social and political problems. ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p> <p><b>Dimension 4 Communicating concluding and taking informed action</b> INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p><b>L04 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. <b>L05 ARTICULATE</b> the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. <b>L06 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture. <b>L07 EXPLORE</b> local and regional African American/Black and Puerto Rican/Latino communities and compare/contrast them with national histories. <b>L08 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities. <b>L09 IDENTIFY</b> resources and opportunities for active engagement,</p>	<p>American society, economy, and culture? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? <b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?</p>	<p><b>5.6</b> World War II <b>5.7</b> How The Women Organized and Agitated <b>5.8</b> How the Youth Organized and Agitated</p>	<p>1 day 2 days 2 days</p>
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			learning, and civic responsibility.			
Mid-December to Mid-January (3 weeks)	<b>Unit 6</b> Protest, Politics, and Power (1965-Present)	<p><b>Dimension 2 Applying disciplinary concepts and tools</b></p> <p>HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><b>Dimension 4 Communicating concluding and taking informed action</b></p> <p>INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics</p>	<p><b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.</p> <p><b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.</p> <p><b>LO5 ARTICULATE</b> the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.</p> <p><b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture.</p> <p><b>LO7 EXPLORE</b> local and regional African American/Black and Puerto Rican/Latino communities and compare/contrast them with national histories.</p> <p><b>LO8 EXAMINE</b> examples of African American/Black</p>	<p><b>EQ3 POWER</b> What do African American, Black, Puerto Rican and Latino(a) histories reveal about the United States, its foundation, and how power is structured today?</p> <p><b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?</p> <p><b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture?</p> <p><b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?</p> <p><b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories?</p> <p><b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto</p>	<p><b>6.1</b> Black Power: 1965-1975</p> <p><b>6.2</b> Black Politics</p> <p><b>6.3</b> Black Cultural Production</p> <p><b>6.4</b> Systemic Racism: 1965-Present</p> <p><b>6.5</b> Black Lives Matter Movement</p>	<p>3 days</p> <p>3 days</p> <p>3 days</p> <p>3 days</p> <p>3 days</p>

		and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.	and Puerto Rican/Latino action in addressing issues impacting their communities. <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility. <b>LO10 USE</b> the inquiry cycle to take informed action.	Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?		
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**Semester 2: Focus on Puerto Rican/Latino History**

Timeframe	Unit	Content Standards	Course Learning Objectives	Essential Questions	Lessons	Days
End of January- Beginning of February (2 weeks)	<b>Unit 1</b> Early Beginnings: Who Are We?	<b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9-12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical account.	<b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed.	<b>EQ1 RACIAL FORMATION</b> How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture?	<b>1.0</b> Introduction/ Review of Semester Themes	1 day
			<b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.		<b>1.1</b> Latinos on Race: Living Between the Black and White Binary?	2 days
					<b>1.2</b> Latino Culture: The Multiple and Evolving Identities of Latinos	3 days

		<p>HIST 9-12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 9-12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p> <p>GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>			<p><b>1.3</b> Where Do We Come From? African and Indigenous Diaspora in Latin America and in the Caribbean</p> <p><b>1.4</b> Geography: Puerto Rican and Latin American Migration</p>	4 days
February (2.5 weeks)	<b>Unit 2</b> Blood and Beauty	<b>Dimension 2 Applying disciplinary concepts and tools</b>	<b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including	<b>EQ2 DIASPORAS</b> Who and what are the diverse people, places, and time periods that African American/Black and Puerto Rican/Latino include? What are	<b>2.1</b> The Tainos, Aztecs, Incas, and the Mayans: The critical hidden figures in	5 days

		<p>WHIST 9-12.6 Analyze the way in which the perspective of those writing history shaped the history that they produced. GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. USHIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<p>intersections with Indigenous and other identities. <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.</p>	<p>the stories of the African, Black, Puerto Rican, and Latino(a) diasporas? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture? <b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories?</p>	<p>Puerto Rican and Latino history</p> <p><b>2.2</b> Columbus and His Actions in the Caribbean</p> <p><b>2.3</b> Bartolomé de Las Casas</p> <p><b>2.4</b> Treatment of Indigenous by the Spanish</p> <p><b>2.5</b> Anti-Latino Massacre Timeline</p> <p><b>2.6</b> Scientific Experiments</p> <p><b>2.7</b> Language Suppression in Puerto Rico, Latin America, and the U.S.</p>	<p>3 days</p> <p>1 day</p> <p>3 days</p> <p>2 days</p> <p>3 days</p> <p>1 day</p>
End of February-March (5 weeks)	<b>Unit 3</b> Sweat	<b>Dimension 2 Applying disciplinary</b>	<b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black,	<b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for	<b>3.1 Emergence of Latin American Nations</b>	

		<p><b>concepts and tools</b>          HIST 9–12.4          Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women).          CIV 9–12.3          Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.          CIV 9–12.2          Evaluate the effectiveness of citizens and institutions in solving social and political problems.          ECO 9-12.1          Analyze how incentives influence choices that may result in policies with a range of costs</p>	<p>Puerto Rican, and Latino(a) histories.  <b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.  <b>LO3 ANALYZE</b> how race, power, privilege influence group access to citizenship, civil rights, and economic power.  <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.  <b>LO8 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.  <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility.  <b>LO10 USE</b> the inquiry cycle to take informed action.</p>	<p>freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?  <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture?  <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?  <b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American, Black, Puerto Rican, and Latino histories of our region, and how do they relate to broader histories?</p>	<p><b>3-1.1</b> The Arrival of the Conquistadores and the Legacy of Colonialism  <b>3-1.2</b> Bringing the New Labor Force  <b>3-1.3</b> Evolution of Identities: Indigenous, Africans, and the Rest of People Who Wanted to be Part  <b>3-1.4</b> Race in Latin America: Caste or Social Hierarchy?  <b>3-2 Political Economy of Latin America</b>  <b>3-2.1:</b> The Uneasy Neighbors: United States and Latin America Relations  <b>3-3 Puerto Rican Sweat: Legacy of US Colonialism</b></p>	<p>3 days          2 days          2 days          2 days          2 days          1 day          2 days          2 days</p>
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		and benefits for different groups.			<p><b>3-3.1</b> Royal Decree of Graces of 1815: Why Is This Important?</p> <p><b>3-3.2</b> U.S. Occupation of the Island</p> <p><b>3-3.3</b> All of these Acts: Jones Act, the Foraker Act: Was this Interest Convergence</p> <p><b>3-3.4</b> Great Puerto Rican Debate: Nation, Commonwealth, and Its Relationship to the Island's Social and Economic Policies</p> <p><b>3-3.5</b> Role of the U.S. as a Neighbor/ Colonizer: The Economic Impact of Section 936, PROMESA, Hurricane Maria, and the Earthquake</p>	<p>2 days</p> <p>3 days</p>
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<p>April-Mid May (5 weeks)</p>	<p><b>Unit 4</b> Resistance</p>	<p><b>Dimension 2</b> <b>Applying disciplinary concepts and tools</b> HIST 9-12.5 Analyze how historical contexts shaped and continue to shape historical contexts. HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the times. CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p>	<p><b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. <b>LO5 ARTICULATE</b> the integral role African American Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.</p>	<p><b>EQ3 POWER</b> What do African American, Black, Puerto Rican, and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? <b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?</p>	<p><b>4.1 Latin American Revolutions from Spain</b>  <b>4.1-1</b> Revolution in the Colonies: A Replication of the Liberté, Égalité, Fraternité (Liberty, Equality, Fraternity) <b>4.1-2</b> Revolt, Defiance, and Resistance From Spain  <b>4.2 20th Century Latin American Revolutions</b>  <b>4.2-1</b> Revolutions From Latin American <b>4.2-2</b> Puerto Rican Resistance and Defiance Throughout History <b>4.2-3</b> Resistance in Puerto Rican and Latin American History: Timeline</p>	<p>7 days  X days  X days 3 days  2 days  X days</p>
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					<p>of the Movers and the Shakers</p> <p><b>4.3 Resistance in the U.S.</b></p> <p><b>4.3-1</b> Latino Resistance in the U.S.</p> <p><b>4.4 Latino Civil Rights Movement</b></p> <p><b>4.4-1</b> The History of Latino Civil Rights Movement</p> <p><b>4.4-2</b> When You Try to Change Me, I End Up Changing You?</p> <p><b>4.4-3</b> The Use of Arts for Transforming Societies and Mark the Latino Presence in the U.S.</p> <p><b>4.4-4</b> Protest and Resistance in Puerto Rican Art and Music</p>	<p>3 days</p> <p>2 days</p> <p>1 day</p> <p>2 days</p>
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<p>Mid May- Early June (3 weeks)</p>	<p><b>Unit 5</b> Where Are We Now?</p>	<p><b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9-12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. GEO 9-12. 6 Evaluate the impact of economic activities and political decisions on spatial patterns within</p>	<p><b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed. <b>LO5 ARTICULATE</b> the integral role African American Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. <b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture. <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility. <b>LO10 USE</b> the inquiry cycle to take informed action.</p>	<p><b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? <b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?</p>	<p><b>5.1</b> Puerto Rican Migration to Connecticut and Their Contributions <b>5.2</b> Migration from other Latin American Countries to Connecticut and Their Contributions <b>5.3</b> Accomplishments and Contributions of Latinos in the Military <b>5.4</b> Accomplishments and Contributions of Latino Inventors <b>5.5</b> Accomplishments and Contributions of Latino Community Organizations <b>5.6</b> Latino Challenges in the U.S.:</p>	<p>2 days  1 day  2 days  2 days  1 day  1 day</p>
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		and among urban, suburban, and rural regions.			Immigration Stories from the Border	
					<b>5.7</b> Latino Challenges in the U.S.: Labor and Health	2 days
					<b>5.8</b> Latino Challenges in the U.S.: Education and Incarceration	2 days
					<b>5.9</b> The Beauty of Being Latino	3 days

Notes:

- Targeted Standards drawn from Connecticut Social Studies Framework.
- Timeframes are projected and will be informed by field study during initial year of implementation (2021-2022).
- Days are equivalent to one 45-minute period/class; adjustments will need to be made for high schools using block schedule/90-minute periods.