



STATE EDUCATION RESOURCE CENTER

EQUITY | EXCELLENCE | EDUCATION



Leadership Launch

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

June 7, 2023

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Welcome/Introductions

- **Please post district, high school/program, and position in chat.**
- Excited for third year of implementation of CT's model, statewide curriculum.
- Eager to continue to work with teachers and students to enhance and refine.
- All course information and curriculum updates can be found at <https://ctserc.org/pa1912>. Please be certain to bookmark!

Today's Purpose

Supporting teachers and students for course success.

Agenda

- Welcome/Introductions
- Overview of Curriculum, Unit Design and Development, and Lessons Learned
- Preparation of “Elevator Speech”
- Review of Logistics and Implementation Supports
- Overview of CSDE Monitoring Plan
- Closing/Q&A/Session Evaluation

Overview of Curriculum, Unit Design and Development

- One credit, year-long, elective in which students consider the scope of African American/Black and Puerto Rican/Latino contributions to U.S. history, society, economy, and culture
- Utilizes CT's Social Studies Framework inquiry-based approach and UDL principles to support all learners
- Standards-based, including CT Social Studies, ELA, and CELP standards
- Ensures a content rich and personalized learning experience, using expanded UBD curriculum framework

Course Framework (see page 6)

Learning Objectives and Essential Questions give students opportunities to make connections to their own cultural and racial backgrounds and strengthen their understanding:

- of our **collective history**,
- what **positive identity** can look and sound like,
- the importance of inclusivity of **diverse perspectives**, and
- value for social justice to **inform actions** in their own community.

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: Early Beginnings, Who Are We?

Unit 2: Blood and Beauty

Unit 3: Sweat

Unit 4: Resistance and Defiance

Unit 5: Where are we now?

Unit and Lesson Examples: Semester 1

- African Origins
- Age of Abolition
- Jim Crow
- Black Wall Street
- Harlem Renaissance
- Black Power Movement
- Black Cultural Production



Chronological

Unit and Lesson Examples: Semester 2

- Geography: Puerto Rican and Latin American Migrations
- Blood and Beauty: Tainos, Aztec, Incas and Mayans
- Contributions of Indigenous societies
- Puerto Rican Poetry about Resiliency
- Political Economy of Latin America
- Latin America: Women in History, More than just Heroines
- Contributions of Latino/Latina Inventors, Musicians



Chrono-Thematic

What Curriculum Is and Is Not

- Is full-year, history course
- Is 11 units of study over 170 days
- Is cross-cultural, inquiry-based, and student-centered
- Is two-pronged focus: content knowledge and identity development
- Is part of K-12 Pathway for Learning
- Not a course in Critical Race Theory
- Not separate history
- Not simply a collection of teaching materials
- Not a panacea

Preparation of “Elevator Speech”

In Breakouts:

1. Review Preface, Introduction, and Course Framework (pages 2-6) <https://ctserc.org/pa1912>
2. Work with small group to develop 3 minute overview of course
3. Be prepared to share with full group when return to main meeting space

Review of Logistics

- SCED Code 04901 (see page 5)
- Book Bundle
- Additional Prep Time
- Permissions
- Affinity Spaces
- Protocols for Support
- “Low Enrollment”
- Other?

“Neither the life of an individual nor the history of a society can be understood without understanding both.”
C. Wright Mills

Overview of Implementation Supports

- Summer Institute and Quarterly Training (Registration is open)
- Coaching Available
- Regional Networking/Curriculum Councils
- Speakers Bureau
- GoOpenCT.org (Discussion Board and Lesson Repository forthcoming)

CSDE/SERC Training Series

Cohort 3	Registration Link for Summer Sessions	Summer Institute	September Quarterly	December Quarterly	February Quarterly	March Quarterly	June Showcase and Reception
Cadre 1	https://serc.info/23-24cadre1	July 10-14, 2023 9-3	Sept. 26-27, 2023 9-3	Dec. 5-6, 2023 9-3	Feb. 6-7, 2024 9-3	Mar. 19-20, 2024 9-3	June 4, 2024 8-10:30, 11:30-2, and evening reception (time TBD)
Cadre 2	https://serc.info/23-24cadre2	July 31-Aug. 4, 2023 9-3	Sept. 28-29, 2023 9-3	Dec. 7-8, 2023 9-3	Feb. 8-9, 2024 9-3	Mar. 21-22, 2024 9-3	

*Note: First two days of Summer Institute and Reception will be held in-person at SERC’s new location in Waterbury. Remaining sessions will be virtual.

Overview of CSDE Monitoring Plan

- For purpose of continuous improvement
- In draft stage, we welcome your ideas and suggestions
- Various aspects being considered:
 - Survey/Review of Program of Studies (completed)
 - Artifact Submission (2-3 year cycle, tbd)
 - Site Visits (select schools to highlight best practice)
- Criteria/review tools under construction

CSDE Spring 2023 Course Survey Results

- Data is still being analyzed, but survey has been completed by all public high schools.
- 95% offered and more than 80% are currently implementing course.
- Some schools not running due to low enrollment or misconception that a different ethnic/racial studies course could be offered instead (which has been rectified for next year).
- Some schools have made course a requirement, offered as honors level course, or gotten ECE approval for course to support participation.

Questions?



**“How do you know
when your students
are learning?”**

**“When they are
asking the right
questions.”**

David Truss

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Your feedback is important to us!

Please enter the following evaluation link into your browser: <https://ctserc.org/eval>

...and enter the following shortcode for Q1: **6846**

