

African American, Black, Latino, and Puerto Rican Studies Course

CONNECTICUT PUBLIC ACT NO. 19-12:

An Act Concerning the Inclusion of Black and Latino Studies in the Public School Curriculum

Developed by State Education Resource Center (SERC) in collaboration with Connecticut State Department of Education (CSDE)

Grade(s):	11, 12
Discipline/Course:	Social Studies
Course Title:	African American, Black, Latino, and Puerto Rican Studies (Early College Experience, ECE)
Prerequisite(s):	Successful completion of 9th grade Global Studies and 10th grade Modern Global Studies
Course Description: <i>Program of Studies</i>	African American, Black, Latino, and Puerto Rican Studies is a 21st century course that provides students with the skills and knowledge that they need to thrive in the modern world. It provides students with the opportunity to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the United States. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build United States cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. Students will apply the four dimensions of the inquiry arch from the C3 Framework for Social Studies by: developing questions and planning inquiries; applying the four disciplinary concepts of history, civics, economics, and geography; evaluating sources and using evidence; and communicating conclusions and taking informed action. These social studies learning expectations are linked to the Common Core State Standards in English Language Arts and Literacy in History/Social Studies throughout the curriculum.
Course Essential Questions:	<ul style="list-style-type: none">● How has the American identity evolved?● How have different social and political groups influenced society and government in the United States and how have they changed over time?● What do African American, Puerto Rican and Latino histories reveal about the United States, its

	<p>foundation, and how power is structured today?</p> <ul style="list-style-type: none"> ● How and why was the concept of race constructed? What is its impact on African American, Puerto Rican, Latino, and Indigenous people? ● How have the accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people influenced the evolution of the United States? ● What roles have ideas, beliefs, social mores, and creative expression played in shaping the United States and how have various identities, cultures, and values been preserved or changed? ● How have historical movements, legislation, and wars affected citizenship rights? ● How have African American, Black, Latino, and Puerto Rican people, both separately and together, worked to build U.S.cultural and economic wealth and create more just societies in local, national, and international contexts? ● What are the stories of the African, Black,Puerto Rican, and Latino(a) diasporas?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Analyze the evolution of the American political system, including the formal and informal structures of government and civic participation, and the way in which power and authority have been exercised through various eras of United States History. ● Evaluate the impact of evolving American values on various ethnic, religious, social, and political groups through various eras of United States History. ● Investigate the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. ● Analyze how race, power, and privilege influence group access to citizenship, civil rights, and economic power. ● Examine the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. ● Examine the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. ● Reimagine the 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. ● Identify resources and opportunities for active engagement, learning, and civic responsibility. ● Analyze and evaluate historical sources and interpretations (e.g. credibility, perspective, bias, and

	<p>authenticity; verifiable or unverifiable; fact or interpretation).</p> <ul style="list-style-type: none"> ● Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data. ● Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity. ● Develop open-ended historical questions that can be addressed through historical research and interpretation. ● Recognize and analyze personal assumptions and question thinking through collaboration. ● Analyze and compare texts from various time periods, cultures, and perspectives in order to understand the complexity of the American Dream.
Duration:	Full year/1 credit course
Course Materials/Resources:	SERC Reference List: Black and Latino Studies
FPS Course Academic Expectation(s):	<p>Exploring and Understanding: The student generates questions, gathers relevant, credible sources, and reviews text in order to acquire knowledge, infer meaning, and develop deep understanding.</p> <p>Synthesizing and Evaluating: The student analyzes and interprets text, phenomena, or strategies to critically evaluate and synthesize information.</p> <p>Creating and Constructing: The student transfers or extends constructed knowledge to draft and develop ideas, claims, products, or solutions.</p> <p>Conveying Ideas: The student expresses ideas clearly and effectively for the intended purpose and specific audience.</p> <p>Collaborating Strategically: The student demonstrates awareness, respect, and consideration for self and others while engaging in a shared learning experience.</p> <p>Using Communication (Media) Tools: The student selects and uses media tools strategically and responsibly throughout the inquiry process.</p>

Unit One: Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600)

Unit Number and Title:	<p>Unit 1: Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600)</p> <p>Adapted from SERC Curriculum, Foster & Jarman-Smith (2021)</p>
Duration:	<p>Early-Mid September (2.5 weeks/12 days)</p>
Resource(s):	<p>SERC Reference List: Black and Latino Studies</p>
Unit Overview:	<p>Introduction of the basis of course, overview of scope and sequence of content, and orientation of students to expected dialogue and community for learning will be the opening for this unit.</p> <p>The content of this unit will focus on African Origins of humanity and contributions made by peoples of our greatest civilizations on the continent such as Kemet, Ghana, Songhai. The legacy of African Empires Kings and Queens will provide students information that will accurately paint a picture of the vast contributions to world civilizations. It is through the history of African Origins and the exploration of African Civilizations and religions that we engage students in knowledge construction about the majestic breadth of great people in government, academic and technological innovation, and the arts, from whom African Americans and peoples from the Diaspora descended. This exploration will allow students to evaluate and analyze false narratives of inferiority and inhumanity of Africans and Black people which are deeply ingrained in modern society worldwide. As students begin the semester on African American history, they will have opportunities to embark on an exploration of a people who were made captives and brought to distant shores—and their long history of affirmation, resistance, reform, and radicalism.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine the impact of various aspects of African culture on world civilizations; • Analyze the factors that have contributed to racialized global conflict and change in the modern

	<p>world; and</p> <ul style="list-style-type: none"> • Develop a positive and accurate identity, including an awareness of and comfort with one’s membership in multiple groups in society.
Learning Goals	
Standard(s):	<p>From Connecticut Elementary and Secondary Social Studies Framework</p> <p>Dimension 1 - Developing Questions and Planning Inquiries</p> <p>INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>Dimension 2 - Applying disciplinary concepts and tools</p> <p>HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical context.</p> <p>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 context.</p> <p>HIST 9–12.6 Analyze the ways in which the perspective of those writing history shaped the history that they produced.</p> <p>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.</p> <p>GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</p> <p>CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis,</p>

	<p>reflection, and research. From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</p> <p>CELP.9-12.1. RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>
Essential Question(s):	<ul style="list-style-type: none"> • What impact did the people of Ancient Africa have on early and modern civilizations, and why has this impact been largely ignored through much of history? How has the concept of race been socially constructed over time?
Enduring Understanding(s):	<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine the impact of various aspects of African culture world civilizations in the past and present. • Analyze the factors that have contributed to racialized global conflict and change in the modern world; and develop a positive and accurate identity, including an awareness of and comfort with ones’ membership in multiple groups in society.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Compare and contrast the development of various African civilizations. • Evaluate Africa’s contradiction to the false narrative of African inferiority and racial stereotypes. • Analyze West Africa’s wealth, geographical and ethnic diversity. • Evaluate the characteristics and achievements of the African peoples discussed in this unit. • Analyze the construct of race and its impact on world civilization. <p>Skills:</p> <ul style="list-style-type: none"> • Contribute to and maintenance of a safe classroom space • Develop a historical frame-of-reference of Ancient Africa’s contributions to world culture. • Evaluate available primary sources to compare and contrast beliefs and historical background of early African civilizations.

Unit Two: How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619-1819)

Unit Number and Title:	Unit 2: How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619-1819) Adapted from SERC Curriculum, Culliton & Jarman-Smith (2021)
Duration:	Mid-Late September (1.5 weeks/8 days)
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	<p>Soon after the settlement of New England, slavery, first Indigenous and then African, became a way to support the export driven economy of the region. This unit will focus on slavery in Connecticut, the U.S., sources of that history, and how we can use analytical lenses to interpret the evidence and tell the story of local slavery and the individuals held in captivity. Themes of resistance and agency will be explored.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> • Analyze how Africans, African Americans, and their descendants have struggled to gain freedom, equality, and social justice. • Explore the ways in which slavery was embedded in culture and legislation. • Investigate how multiple racial and cultural perspectives influence the interpretation of slavery.
Learning Goals	
Standard(s):	From Connecticut Elementary and Secondary Social Studies Framework Dimension 1 - Developing Questions and Planning Inquiries INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. Dimension 2 Applying disciplinary concepts and tools HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

	<p>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.</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>CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>ECO 9–12.4 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CCSS.ELA-LITERACY.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) CELP.9-12.2. W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
Essential Question(s):	<ul style="list-style-type: none"> • How were some Africans from the global diaspora able to assert their agency to resist slavery; why were other Africans unable to do this?

	<ul style="list-style-type: none"> • How and why have moral, philosophical, and cultural values changed in what would become the U.S.? • How and why have different political and social groups competed for influence over society and government in what would become the U.S.?
Enduring Understanding(s):	<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Analyze how Africans, African Americans, and their descendants have struggled to gain freedom, equality, and social justice. • Explore the ways in which slavery was embedded in legislation. • Investigate how multiple racial and cultural perspectives influence the interpretation of slavery.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Evaluate the scope of African American slavery in Connecticut and in the U.S. • Analyze the laws and statutes that established, upheld, and abolished slavery • Analyze how the institution of slavery was fundamental to the beliefs of American Society about race • Understand the principles articulated in the Declaration of Independence and the justification for the American Revolution. • Evaluate ways that Black people demonstrated agency, resistance, and innovation over time • Analyze the issues involved in the creation and ratification of the United States Constitution and the new government it established. • Understand the guarantees of the Bill of Rights and its continuing significance. <p>Skills:</p> <ul style="list-style-type: none"> • Cite specific evidence and laws to illustrate the beginnings of slavery in Connecticut, the Caribbean and the Americas, its growth during the pre-revolutionary period, and the gradual abolition of slavery during the post-revolutionary period. • Analyze and use primary sources, such as CT-based “slave narratives,” census data, probate records, property records, and other manuscripts to retell the life of enslaved individuals in CT and their collective impact in the USA.

Unit Three: Black Literacy, Organizations, and Liberation (1820-1865)

Unit Number and Title:	Unit 3: Black Literacy, Organizations, and Liberation (1820-1865) Adapted from SERC Curriculum, D. Broyld & P. Jarman-Smith (2021)
Duration:	October (3 weeks/15 days)
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	<p>The journey to abolish slavery in the United States was a battle that progressed gradually over time. The unit explores: the individuals, groups, and schools of thought that contributed to the movement. The subsections of the unit will move through the topics of Black survival and resistance to enslavement and emancipation using the Gradualist, Militant, Early and Late Political Periods, and the Civil War. Students will also examine “Free” Black communities, Slave Narratives, Negro Spirituals, folklores, newspapers, pamphlets, and speeches that Blacks and abolitionists employed to precipitate change. Themes of resistance and agency will be examined.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence; and explore various perspectives of enslavement from free and enslaved Africans.
Learning Goals	
Standard(s):	<p>From Connecticut Elementary and Secondary Social Studies Framework INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. Dimension 2-Applying disciplinary concepts and tools HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras</p>

	<p>HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>National Curriculum Standards for Social Studies</p> <p>3.2C.3 Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states. [Examine the influence of ideas]</p> <p>4.4A.3 Compare the positions of African American and white abolitionists on the issue of the African American's place in society. [Compare and contrast differing sets of ideas]</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening and Speaking)</p> <p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</p> <p>CELP.9-12.1.RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account</p> <p>CELP.9-12.4.L.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● When is resistance and/or revolution justified/glorified/condemned? ● How effective were the actions of abolitionists and the slave rebellions of this period?

	<ul style="list-style-type: none"> • Are individual contributions or collective efforts more effective in actualizing social change?
Enduring Understanding(s):	<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence; • Explore various perspectives of enslavement from free and enslaved Africans; and • Analyze the impact of the cotton economy on the development of the domestic slave trade.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Evaluate the role that religious and political movements of the 18th century had on the development of abolitionist thinking. • Evaluate the ideology of Manifest Destiny, the nation's expansion to the Pacific, and the Mexican-American War. • Explore how competing politics, economics, and ideologies led to the Civil War. • Analyze ways that Blacks fought to preserve their humanity and to develop a culture and institutions that reflected their own values and beliefs. • Analyze forms of slave resistance. <p>Skills:</p> <ul style="list-style-type: none"> • Analyze primary sources representative of the social, political, economic and cultural perspectives of Blacks and African Americans, at the time.

Unit Four: Long, Long History for Equality (1865-1915)

Unit Number and Title:	Unit 4: Long, Long History for Equality (1865-1915) Adapted from SERC Curriculum, S. Close & P. Jarman-Smith (2021)
Duration:	Late October-Mid November (3 weeks/14 days)
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	<p>This unit focuses on the period of Reconstruction (1865-77), Black Settlement, Towns, and Settlers in the West (1865-1915), and the struggle against the Jim Crow System. This unit will also go into detail on the political contributions of African American politicians to the passage of the Reconstruction era: acts and laws that brought the right to citizenship, the right to vote, and public education. In addition, this course will focus on the African past as it relates to the development of the African American culture in the western hemisphere.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence. • Explore the Reconstruction politics through literature and other accounts from primary documents and impact on Whites and Blacks.
Learning Goals	
Standard(s):	<p>From Connecticut Elementary and Secondary Social Studies Framework Dimension 2 Applying disciplinary concepts and tools</p> <p>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). ECO 9–12.2 Evaluate the extent to which competition among sellers and among buyers exists in</p>

specific markets.

ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

ECO 9–12.4 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

Dimension 3 Evaluating sources and using evidence

INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

National Curriculum Standards for Social Studies

5.3A.3 Explain the provisions of the 14th and 15th amendments and the political forces supporting and opposing each. [Consider multiple perspectives]

V.B.2.4.b explain the importance to the individual and society of such political rights as right to vote and to seek public office

From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, and Speaking)
CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)

CELP.9-12.1.RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account

CELP.9-12.4. L.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;

	demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Essential Question(s):	<ul style="list-style-type: none"> • How was the Reconstruction a success or failure?
Enduring Understanding(s):	<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence. • Explore the Reconstruction politics through literature and other accounts from primary documents and impact on Whites and Blacks. • Demonstrate an understanding of the domestic political, social, and economic changes in the postwar era and their consequences (e.g. radical political movements, women’s suffrage, resurgence of the KKK, clash between traditional moral values and changing ideas, radio, Harlem Renaissance, modern capitalist economy, etc.).
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p>For this Unit of Study, students will understand and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Analyze how African Americans fought and struggled for justice during Reconstruction and Jim Crow • Evaluate the ties of the African American Church to African American Education <p>Skills:</p> <ul style="list-style-type: none"> • Analyze a variety of primary sources to evaluate the lives of Blacks/African Americans during this time period; utilize primary sources to analyze racial attitudes during this era

Unit Five: Black Movement for Equality (1915-1965)

Unit Number and Title:	Unit Five: Black Movement for Equality (1915-1965) Adapted from SERC Curriculum, M. Geary, S. Close & P. Jarman-Smith (2021)
Duration:	Mid November-Mid December (3 weeks/16 days)
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	<p>This unit will focus on Black Americans’ movements for equality, both geographical and societal. It will begin with the ideology of Nadir, which triggered the Great Migration of approximately a half million African Americans from Southern to Northern states between 1916 and 1918, and will then explore the fight for equal rights and the enormous contributions of Black people in America during the early 20th century. The unit should help students understand how the events of the period helped shape present-day systems. Topics include: the impact of Jim Crow laws on Black communities and their resistance; The Harlem Renaissance and African American arts; Black Wall Street and the Tulsa Massacre; African American participation in WWI and WWII; the “Red Summer” of 1919; how FDR’s New Deal Fair Housing Act exacerbated segregation and led to current wealth/wage/opportunity gaps; the establishment of important organizations including the National Association for the Advancement of Colored People (NAACP), The Universal Negro Improvement Association (UNIA), the National Urban League, The Southern Christian Leadership Conference (SCLC), The National Council of Negro Women, The Nation of Islam (NOI), The Congress of Racial Equity (CORE), The Student Nonviolent Coordinating Committee (SNCC); landmark Supreme Court decisions such as Brown v. BOE; major Civil Rights legislation such as CRA of 1957 and 1964, and the VRA of 1965; Black women’s role in the ongoing revolution; and the contributions of W.E.B. Du Bois, August Wilson, Mary Townsend Seymour, John Lewis, Dr. Mary McLeod Bethune, Constance Baker Motley, Mamie Till and others as detailed in the lessons.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Identify tactics, mission, and accomplishments of major groups involved in the movement for equality. • Investigate the causes, consequences, and historical context of key events in this time period.

	<ul style="list-style-type: none"> • Evaluate how individuals, groups, and institutions in the United States have both promote and hinder people’s struggle for freedom, equality, and social justice. • Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements. • Analyze the role of women of color in the women’s rights movement.
Learning Goals	
Standard(s):	<p>From Connecticut Elementary and Secondary Social Studies Framework Dimension 2 Applying disciplinary concepts and tools HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women). HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past. 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 citizens and institutions in solving social and political problems. INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-LITERACY.WHST.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) CELP.9-12.1. RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account CELP.9-12.2. A.W.6. Use technology, including the Internet, to produce, publish, and update individual</p>

	<p>or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> • How successful have Black Americans’ movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States? • How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
<p>Enduring Understanding(s):</p>	<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Identify tactics, mission, and accomplishments of major groups involved in the movement for equality • Investigate the causes, consequences, and historical context of key events in this time period • Evaluate the effectiveness of the New Deal in combating the Great Depression and demonstrate an understanding of the opposition to the New Deal. • Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice. • Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements. • Analyze the role of women of color in the women’s rights movement.
<p>Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Gain understanding of the role African Americans played in shaping the U.S. society, economy, and culture. • Gain understanding of how African Americans advocated for freedom and justice. • Gain understanding of how Blacks and African Americans used the arts to perpetuate a theme of hope, persistence and resilience. • Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice. • Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements.

- Analyze the role of women of color in the women's rights movement.

Skills:

- Investigate a variety of primary resources (including both the Black and the White press) to analyze social and political changes for Black Americans in this period and reactions to these changes.
- Evaluate the roles of music and literature in the study of history.

Unit Six: Protest, Politics, and Power (1965-Present)

Unit Number and Title:	Unit Six: Protest, Politics, and Power (1965-Present) Adapted from SERC Curriculum, D. Canton & P. Jarman-Smith (2021)
Duration:	Mid-December to Mid-January (3 weeks/15 days)
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	<p>This unit examines African American history from the political, economic, and cultural impact of Black Power to Black Lives Matter. During this era, African Americans used the vote to demand reform, created organizations such as the Black Panther Party to address police brutality, and created independent social programs. Since 1965, African Americans have made major progress, such as an increase of college graduates and decrease in poverty rate; however, institutional racism continues to undermine the progress of African Americans and African and Black Caribbean immigrants as well as an expanding Black middle class.</p> <p>In this unit, students will: Examine how the Black community is shaped by a variety of identities, communities, and perspectives.</p> <ul style="list-style-type: none"> • Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American, Black experiences, intellectual thought, and culture.
Learning Goals	
Standard(s):	From Connecticut Elementary and Secondary Social Studies Framework Dimension 2 Applying disciplinary concepts and tools HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past. CIV 9–12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens’ rights CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting

the common good, and protecting rights.

Dimension 4 Communicating concluding and taking informed action

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics 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

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

National Curriculum Standards for Social Studies

9.4A.7 Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the Civil Rights Movement. [Marshal evidence of antecedent circumstances]

9.2C.1 Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. [Formulate a position or course of action on an issue].

From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)

CCSS.ELA-LITERACY.RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)

CELP.9-12.1.RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account

CELP.9-12.2. W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Essential Question(s):	<ul style="list-style-type: none"> • What are the greatest issues facing Blacks and African Americans in the U.S. today? • What does radically reimagining new possibilities and more just futures look and sound like now? • How and why have different political and social groups competed for influence over society and government in what would become the U.S.?
Enduring Understanding(s):	<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine the impact of class and gender on how the Black community is shaped by a variety of identities, communities, and perspectives. • Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black experiences, intellectual thought, and culture.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <p>Evaluate ways that African Americans have navigated and used power in the past and what these approaches teach us about radically reimagining new possibilities and more just futures.</p> <ul style="list-style-type: none"> • Analyze and interpret the scope and legacy of resistance that has been integral to African American people's resilience. • Analyze the foreign and domestic consequences of United States involvement in Vietnam. • Assess the extent and impact of economic and social changes in the postwar era. <p>Skills:</p> <ul style="list-style-type: none"> • Through the use of primary and secondary sources, compare and contrast the contributions of various individuals and groups to the Civil Rights Movement, the Black Power Movement, and Black Lives Matter; include specific analysis of Connecticut-specific resources when analyzing the civil rights movement in the state. • Use popular culture (television, music, films) to analyze the values and beliefs of Black Americans during this time period.)

Unit Seven: Early Beginnings: Who Are We?

Unit Number and Title:	Unit 7: Early Beginnings: Who Are We?
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	Adapted from SERC Curriculum, C. Torre, S. Armstrong & N. Diaz (2021)
Duration:	Late January-Mid February (2.5 weeks/13)
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	<p>NOTE: At the beginning of Semester 2, there should be a general review of the major themes of Semester 1. Students should also be informed that during Semester 1 their instructor took a largely chronological approach to the subject matter, while Semester 2 will be more thematic and will spiral back to prior learning. Review of expectations for dialogue, safe spaces, and community of learners should occur. Students should be reminded that there will be many “difficult discussions” throughout the semester, and that it is important that all student voices be heard. Before beginning with the actual subject matter of Semester 2, students will take part in a project in which they attempt to find what they can about their own personal and family identity. Memories, interviews with family members, family letters, photographs, etc. can all be used to inform and complete an I Am From Poem. Sensitivity and assistance for students who may not have access to this information given their family situation should be provided up front.</p> <p>Even before the United States became a republic, Latinos have contributed to the culture and history and life of the U.S. Yet, Latinos have been perceived as the “other.” Despite histories of migration, labor recruitment, wars, invasion, and occupations, millions of Latinos have persevered and demonstrated the beauty of their contributions. This unit will examine the early beginning and origins of what we know as Latin America.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> • Explore Puerto Rican and Latino identity and culture. • Examine the individual and collective identities of Puerto Ricans and Latinos and demonstrate understanding of how this influences the perception and realities of Puerto Rican and Latino people. • Explore Latinos’ understanding of race. • Understand how Latinos show up in Black-White binary. • Examine Puerto Rican Migration.

	<ul style="list-style-type: none"> • Learn about the strengths and contributions of African diaspora in Latin America and in the Caribbean.
Learning Goals	
Standard(s):	<p>From Connecticut Elementary and Secondary Social Studies Framework Dimension 1 Developing Questions and Planning Inquiries Applying disciplinary concepts and tools INQ 9–12.1 Explain how a question reflects an enduring issue in the field. INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. Dimension 2 Applying disciplinary concepts and tools 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. HIST 9-12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. HIST 9-12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. 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>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-LITERACY RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) CELP.9-12.1. RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p>
Essential Question(s):	<ul style="list-style-type: none"> • How has Puerto Rican and Latino identity evolved over time?

	<ul style="list-style-type: none"> • Is there a single “Latino identity”? Is there a Latino race?
Enduring Understanding(s):	<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore Latinos’ and Puerto Ricans’ identity; • Examine the collective and individual identities of Latinos and Puerto Ricans and demonstrate understanding of how this influences the perception and realities of Latino and Puerto Rican; • Explore Latinos’ understanding of race; • Understand how Latinos “show up in the color line that created a Black and White bin”; • Examine Puerto Rican Migration; and • Learn about the strengths and contributions of the African diaspora in Latin America and Caribbean.
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Define race, ethnicity, and nationality as they relate to culture. • Analyze the complexities of defining “Latino identity.” • Evaluate the contributions of Indigenous and African populations. • Evaluate how the Spanish-American War of 1898 reflected American Imperialism. • Evaluate how America’s role in the world changed in the late 19th and early 20th century. • Analyze how the concept of “race” has been constructed for and has impacted Puerto Ricans and Latinos. • Evaluate the strengths and contributions of Indigenous and African populations. <p>Skills:</p> <ul style="list-style-type: none"> • Analyze ways that geographic factors influence and have influenced settlement and migration. • Analyze Latino poetry and music to assist in the definition of “Latino identity.”

Unit Eight: Blood and Beauty, Ancient Civilizations of Latinos

Unit Number and Title:	Unit 8: Blood and Beauty Adapted from SERC Curriculum, A. Solis, G. Labas, A. Quinones, V. Sosa & N. Diaz (2021)
Duration:	Mid-February-Mid March (3.5 weeks/ 18 days)
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	<p>This unit dives deeply into the ancient civilizations of Latinos, which extend back thousands of years prior to the Columbian exploration. After reviewing the achievements and accomplishments of the Native Americans found in Central America, South America, and the Caribbean in the previous unit, this unit begins with the first European encounter with the Indigenous people and Columbus in 1492. It explores the mistreatment of the Indigenous by Europeans, and then the second part of the unit focuses on the treatment of Latinos throughout American History.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore different perspectives on how the Natives were treated by the Europeans and the voices like Bartolomeo de las Casas, who left a single perspective of this historical encounter behind. • Explore various forms of anti-Latino treatment such as scientific experiments in Puerto Rico and Guatemala, and language suppression. • Become more aware of the contributions of Latino people to American history in spite of oppression.
Learning Goals	
Standard(s):	<p>From Connecticut Elementary and Secondary Social Studies Framework Dimension 2 - Applying disciplinary concepts and tools HIST 9–12.5 Analyze the way in which the perspective of those writing history shaped the history that they produced. HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about 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.</p>

	<p>GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.</p> <p>GEO 9-12.4 Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.</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>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-LITERACY.WHST.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) CELP.9–12.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How has the persisting narrative of the voyages of Columbus held long and short-term consequences for the formation and evolution of the identity of Puerto Ricans and Latinos? ● How do the experiences of people impact the way they tell their story?
Enduring Understanding(s):	<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore different perspectives on how the Natives were treated by the Europeans and the voices like Bartolomeo de las Casas, who left a single perspective of this historical encounter behind. • Explore various forms of anti-Latino treatment such as scientific experiments in Puerto Rico and Guatemala, and language suppression. • Become more aware of contributions of Latino people to American history in spite of oppression.
Learning Goal(s): <i>Students will be able to use</i>	<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p>

<p><i>their learning to:</i> (Content/ Skills)</p>	<ul style="list-style-type: none">• Examine the achievements and contributions of the Tainos, Aztecs, Incas, and Mayans to the evolution of Latino identity.• Evaluate the impact of Columbus and the Spanish on the Indigenous populations in the Americas.• Analyze the types of language suppression and scientific experimentation used by the American government against Puerto Ricans and why these approaches were used. <p>Skills</p> <ul style="list-style-type: none">• Locate the Tainos, Aztec, and Incan empires in a map.• Carefully analyze primary sources to deepen understanding of growth of Indigenous societies and impact of European exploration.
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Unit Nine: Sweat, United States Citizenship

Unit Number and Title:	Unit 9: Sweat Adapted from SERC Curriculum, D. Ojeda, H. Cajigas, & N. Diaz (2021)
Duration:	Late March-Late April (4 weeks/22 days)
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	<p>In this unit, we walk through the sands of time to remember the blood, beauty, and sweat that contributed to the further development of the Puerto Rican and Latino social and economic structures. These cultures have demonstrated endurance and resilience during countless trials. Even through difficult times, they have nurtured their roots with their ancestors' culture. Perseverance, optimism, and fortitude are the hallmarks of Latinos' striving for equity. The permanent emotional connection with their culture and identity keep them reimagining their independence, economic growth, and prosperity. In this unit, we will examine how the complex relationship between politics and economic policies helps us explain the current level and range of economic development in the region.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore how colonialism impacted the development of Latin America societies during a period of social, economic “transformation.” • Examine and interpret how Latin Americans and Puerto Ricans constructed and interpreted racial, ethnic, class, and gender identities as a result of historic and economic experiences of enslaved Africans in Latin America and in Puerto Rico. • Investigate the ways in which United States relations with Puerto Rico and Latin America help or hinder social and economic growth. • Examine specific role of Indigenous, Spaniards, and Africans in the formation of the Puerto Rican Nation. • Evaluate how severe economic policies impact the economic growth of Puerto Rico and Latin America currently.

Learning Goals	
Standard(s):	<p>From Connecticut Elementary and Secondary Social Studies Framework Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women).</p> <p>CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) CELP.9-12.4.L.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How did power and hierarchy come together to create the social and economic structures of Puerto Rico and Latin America?
Enduring Understanding(s):	<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore how colonialism impacted the development of Latin America societies during a period of social, economic “transformation.” • Examine and interpret how Latin Americans and Puerto Ricans constructed and interpreted racial, ethnic, class, and gender identities as a result of historic and economic experiences of enslaved Africans

	<p>in Latin America and in Puerto Rico.</p> <ul style="list-style-type: none"> • Investigate the ways in which United States relations with Puerto Rico and Latin America help or hinder social and economic growth. • Examine the specific role of Indigenous, Spaniards, and Africans in the formation of the Puerto Rican Nation. • Evaluate how severe economic policies impact the economic growth of Puerto Rican and Latin America currently.
<p>Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Examine the scope and legacy of colonization and resistance that has been integral to Puerto Rican and Latino populations. • Evaluate the diverse experiences of the enslaved natives and Africans enslaved in Latin America. • Analyze and describe the history of how U.S. relations and policies impacted both positively and negatively the social and economic development of Puerto Rico and Latin America. <p>Skills:</p> <ul style="list-style-type: none"> • Analyze primary sources representative of social, cultural, and political and economics of Latinos and Puerto Ricans during a specific time period • Communicate more effectively in oral, written and artistic form. • Identify and contextualize historical sources written from the perspective of “missing voice.”

Unit Ten: Resistance and Defiance, Resilience and Independence

Unit Number and Title:	Unit 10: Resistance and Defiance Adapted from SERC Curriculum, A. Solis, V. Sosa, A. Quinones, G. Labas & N. Diaz (2021)
Duration:	May-Early June (4.5 weeks/ 23 days)
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	<p>Coming from a place of frustration, discord, and suppression, Latinos, time and time again, have resisted the power and control of a group of people, governments, or institutions. Their resistance has always been part of their existence; however, this unit will focus on major times of resistance. Finally, we will look at other forms of resistance focusing on the arts and on the development/existence of underground economies within specific Latin American countries.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore the Latinos’ fight for independence against Spain. • Explore the nationalist movements against dictatorial/non-democratic leaders in the 20th century. • Analyze the power structures within the United States that influence oppressing the people and voices of the Latino world. • Examine how the arts serve as a form of resistance, strength and community building.
Learning Goals	
Standard(s):	<p>From Connecticut Elementary and Secondary Social Studies Framework</p> <p>Dimension 1 Developing Questions and Planning Inquiry INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p>Dimension 2 Applying disciplinary concepts and tools 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</p>

	<p>available historical sources represent perspectives of people at the time. CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-LITERACY.RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) CELP.9-12.1.RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. CELP.9-12.2. W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
Essential Question(s):	<ul style="list-style-type: none"> • With the diaspora in mind, how has the theme of resilience been illustrated in the past and present history of Latinos’ battle for equity?
Enduring Understanding(s):	<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore the Latinos’ fight for independence against Spain • Explore the nationalist movements against dictatorial/non-democratic leaders in the 20th century • Analyze the power structures within the United States that influence oppressing the people and voices of the Latino world • Examine the arts as a form of resistance, strength, and community • Read and discuss a variety of nonfiction texts that address aspects of American culture. • Correctly identify and demonstrate understanding of specified rhetorical and stylistic elements. • Identify and analyze rhetorical and stylistic devices in texts read as a class and in a text read independently.

Learning Goal(s):

Students will be able to use their learning to: (Content/Skills)

For this Unit of Study, students will know and be able to...

Knowledge:

- Analyze the causes and effects of the Latin American revolutions for independence from Spain in the 19th century.
- Compare and contrast twentieth century Latin American revolutions.
- Analyze groups and methods of resistance in the struggle for Puerto Rican independence.
- Examine how Latinos have used art and music to resist and protest.

Skills:

- Examine diverse primary sources related to the Haitian and other Latin American revolutions.
- Analyze different Latino protest and resistance songs and music.

Unit Eleven: Where are we now?

Unit Number and Title:	Unit 11: Where are we now? Adapted from SERC Curriculum, C. Torre, S. Armstrong & N. Diaz (2021)
Duration:	June (3 weeks/14 days)
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	<p>Between the years of 1820 and 2020, more than 80 million people migrated to the U.S. The history of immigration and migration is bigger than just the narrative that teaches about European immigration. Puerto Ricans and Latinos have migrated to the U.S. since the 1800s, and some Latino groups were already here before Europeans. This unit offers students an opportunity to learn and explore the contributions of Puerto Ricans and Latinos to the U.S. and the state of Connecticut.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Analyze reasons that individuals from Puerto Rico and other Latin Americans migrated to Connecticut. • Explore the accomplishments and contributions of these individuals and their descendants to Connecticut history and culture. • Understand and examine the misconceptions and negative beliefs that have been normalized and excluded the contributions of Puerto Rican and Latino people.
Learning Goals	
Standard(s):	<p>From Connecticut Elementary and Secondary Social Studies Framework Dimension 2 Applying disciplinary concepts and tools 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.</p>

	<p>GEO 9-12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics 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.</p> <p>INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p>INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-LITERACY.RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) CELP.9-12.1.RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account CELP.9-12.2. W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What impact have Puerto Ricans and Latinos had on Connecticut, and what additional impact might they have in the future? ● What social issues do I care about and how can I write to impact change?
Enduring Understanding(s):	<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Analyze reasons that individuals from Puerto Rico and other Latin Americans migrated to Connecticut. • Explore the accomplishments and contributions of these individuals and their descendants to

	<p>Connecticut history and culture.</p> <ul style="list-style-type: none"> • Understand and examine the misconceptions and negative beliefs that have been normalized and excluded the contributions of Latinos and Puerto Ricans.
<p>Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)</p>	<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Analyze Puerto Rican and Latino immigration to Connecticut. • Evaluate the impact of Puerto Ricans and Latinos in Connecticut and the successes and challenges that these groups face. • Identify elements of Latino culture that influenced and are part of your daily life. • Evaluate Latino influence in the arts, politics and socioeconomic realities in the U.S. today. • Examine the intersection of gender and race/ethnicity in the workplace today <p>Skills:</p> <ul style="list-style-type: none"> • Examine Latino identity by surveying classmates and families. • Evaluate historical documents during research projects on immigration. • Discuss literature and nonfiction texts in relation to concepts and characteristics of American culture and the history of Latino, and Puerto Rican cultures. • Make connections between the novels and analyze the impact of background and culture on people's stories