



*Fairfield Ludlowe High School - Fairfield Warde High School*

# **African American, Black, Puerto Rican, and Latino Studies**

---

Insert Teacher Name

Insert Room Number

Insert Full Year/Semester

Insert Period

Insert Email Address

## **COURSE DESCRIPTION**

---

This dual enrollment/early college experience course on African American, Black, Puerto Rican, and Latino Studies is a full year course. It's 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 Latino/Puerto Rican 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. (Adapted from SERC Black and Latino Studies Curriculum, 2021). Students enrolled in this course have an opportunity to earn college credit at Sacred Heart University.

## **COURSE OBJECTIVES**

---

Students will be able to:

- 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 authenticity; verifiable or unverifiable; fact or interpretation).
  - 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.

## UNITS OF STUDY

---

### SEMESTER ONE: Black and African American Studies

- 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)
- Unit 2: How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619-1819)
- Unit 3: Black Literacy, Organizations, and Liberation (1820-1865)
- Unit 4: Long, Long History for Equality (1865-1915)
- Unit 5: Black Movement for Equality (1915-1965)
- Unit 6: Protest, Politics, and Power (1965-Present)

### SEMESTER TWO: Latino and Puerto Rican Studies

- Unit 1: Early Beginnings
- Unit 2: Blood and Beauty
- Unit 3: Sweat
- Unit 4: Resistance and Defiance
- Unit Five: Where Are We Now?

## FPS COURSE ACADEMIC EXPECTATIONS:

**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.

**Synthesizing and Evaluating:** The student analyzes and interprets text, phenomena, or strategies to critically evaluate and synthesize information.

**Creating and Constructing:** The student transfers or extends constructed knowledge to draft and develop ideas, claims, products, or solutions.

**Conveying Ideas:** The student expresses ideas clearly and effectively for the intended purpose and specific audience.

**Collaborating Strategically:** The student demonstrates awareness, respect, and consideration for self and others while engaging in a shared learning experience.

**Using Communication (Media) Tools:** The student selects and uses media tools strategically and responsibly throughout the inquiry process.

---

## COURSE POLICIES AND REQUIREMENTS

---

GRADING (see FPS BOE [Policy 6154.1AR](#) and [Policy 6146.1AR](#))

Cumulative/In-Progress Grade:

- 10% of the grade will be based on formative assessments, homework completion, or behavior.
- 90% will be based on summative assessments based on a minimum of eight assessments.  
Individual Tests, Projects, Performance Tasks, Mid-Chapter Tests, Summative Quizzes, Written Papers, Labs, etc.

End-of-the-Year Grade:

- 80% of the overall course grade will reflect the student's mastery of course content and skills during the school year through the Cumulative/In-Progress Grade.
- 10% of the End-of-the-Year course grade will be based on the Mid-Year Assessment
- 10% of the End-of-the-Year course grade will be based on the Final Assessment.

Grade Reporting

- All grades will be communicated through Infinite Campus
- Summative assessment results will be reported back to the student within ten school days from the date of submission or the due date.

Guidelines for Late Work:

- Late work will be accepted for both summative and formative tasks within a defined timeline agreed upon between the student and the teacher.
- The total points may be reduced as a penalty for late work.

As outlined in the Student Parent Handbook, academic dishonesty is defined as, “*plagiarizing another person's work from any resource and submitting it as one's own, and/or plagiarizing by paraphrasing or using parts of another person's work (ideas, text, images, etc.) without citing it as a resource in context or in a footnote.*” Consequently, submitting text from ChatGPT or other generative artificial intelligence programs will be considered plagiarism and will be addressed as such within our Academic Integrity Policy.

Insert Additional Grading Information Here

## MATERIALS

A classroom library of source materials was assembled by the State Education Resource Center for instructor and student access. Primary and secondary source documents, photos, maps, letters, art, data, monographs, and census information referenced in units of study are all accessible and linked on Google Classroom. All sources are from reputable libraries, museums, and historical centers such as, but not limited to: *Connecticut Humanities Center, Connecticut State Library, The Gilder Lehrman Institute of American History, Museum of*

*Connecticut History, National Archives, Library of Congress, Smithsonian: National Museum of American History, Smithsonian: National Museum of Art, National Humanities Center, New York Public Library: Digital Schomburg Center for Research in Black Culture, PEW Research Center and the United States Census Bureau..*

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

## **EXPECTATIONS OF STUDENTS**

Insert Course Expectations Here

## **EXTRA HELP**

Insert Course Expectations Here

Insert Additional Information Here