Latino and Puerto Rican Studies

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Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course**: Latino and Puerto Rican Studies		
Course Title:	Latino and Puerto Rican Studies		
Prerequisite(s):	N/A		
Course Description: *Program of Studies*	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 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 the 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.		
Course Essential Questions:	● How have Latino and Puerto Rican identities evolved over time? Is there a single "Latino identity"? Is there a Latino "race"? ● How have persisting false narratives about indigenous and Latino groups allowed for acts of violence to be perpetrated against those groups? ● How has the intersection of power and hierarchy helped create social and economic structures within Latin America, the United States, and Puerto Rico?		

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	• With the diaspora in mind, how has the theme of resilience been illustrated in the past and present history of Latinos' battle for equity in the United States? • What impact have Puerto Ricans and Latinos had on Connecticut and the United States, and what additional impact might they have in the future?	
Course Enduring Understandings:	• The American political system has continually evolved, with both formal and informal structures and civic participation shaping how power and authority are exercised throughout U.S. history. • Shifting American values have significantly influenced the experiences of ethnic, religious, social, and political groups in different eras. • Latino and Puerto Rican identities have developed through complex intersections with Indigenous and other identities, reflecting dynamic and multifaceted communities. • Race, power, and privilege have shaped and continue to shape group access to citizenship, civil rights, and economic opportunities. • Resistance has been an essential force in Latino and Puerto Rican histories, shaping individual and collective experiences and driving social change. • Latino and Puerto Rican communities have played vital roles in shaping the society, economy, and culture of the United States. • The legacy of Latino and Puerto Rican experiences, intellectual thought, and culture inspires the creation of new possibilities and more just futures for our society and the world. • Active engagement, learning, and civic responsibility are crucial for meaningful participation in society. • Critical analysis of historical sources and interpretations builds understanding of credibility, perspective, bias, and the difference between fact and interpretation.	
Duration: **Credit:**	☑ Semester ☐ Full-Year	☑ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	SERC Reference List: Black and Latino Studies	
FPS Course	☐ Exploring and Understanding (EU)	

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Academic Expectation(s):	☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1:** Early Beginnings: Who Are We (~2-3 weeks) **Unit 2:** Blood and Beauty (~3-4 weeks) **Unit 3:** Sweat (~3-4 weeks) **Unit 4:** Resistance and Defiance (~4-5 weeks) **Unit 5:** Where are we now? (~3-4 weeks)

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Unit Number and Title:	**Unit 1**: Early Beginnings: Who Are We? Adapted from SERC Curriculum, C. Torre, S. Armstrong & N. Diaz (2021)
Duration:	~2-3 weeks
Resource(s):	SERC Reference List
Unit Overview:	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 beginnings and origins of what and who we know as Latin America and Latino Americans.
Learning Goals	
Standard(s):	*CT Social Studies Standards* 8.His.4.a. Analyze factors that influenced perspectives about national identity both during and as a result of the American Revolution (e.g., social contract, individual liberties, tyranny, economic and political sovereignty, citizenship). *From NCSS Inquiry Standards* Dimension 1 - Developing Questions and Planning Inquiries US.Inq.1.c. 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 3 -Evaluate Sources and Use Evidence US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. Dimension 4- Communicate Conclusions and Take Informed Action US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and

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	present, using a multidisciplinary lens.
Essential Question(s):	● How have Latino and Puerto Rican identities evolved over time? ● Is there a single "Latino identity"? Is there a Latino race?
Enduring Understanding(s):	● Latino and Puerto Rican identities are complex and shaped by both collective and individual experiences, influencing how these communities are perceived and how they perceive themselves. ● Concepts of race within Latino communities are diverse and impact how Latinos navigate and are situated within racial frameworks such as the Black and White binary in the United States. ● Puerto Rican migration has significantly shaped the experiences, identities, and communities of Puerto Ricans both on the island and the mainland. ● The African diaspora has contributed significant strengths and cultural influences to Latin America and the Caribbean, enriching the identities and histories of these regions.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the definitions of race, ethnicity, and nationality as they relate to culture. ● the complexities involved in defining "Latino identity." ○ Latino ○ Hispanic ○ Chicano ○ Latine ○ *mestizaje* ○ *blanqueamiento* ● the strengths and contributions of Indigenous and African populations in Latin America and the Caribbean. ● how the concept of "race" has been constructed for and has impacted Puerto Ricans and Latinos globally and in the U.S. Skills: (Students will be able to…)

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	● explore and examine the collective and individual identities of Latinos and Puerto Ricans. ● explore Latinos' understandings of race and how Latinos "show up in the color line that has created a Black and White binary." ● analyze Latino poetry and music to assist in the definition of "Latino identity."

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Unit Number and Title:	**Unit 2:** Blood and Beauty Adapted from SERC Curriculum, A. Solis, G. Labas, A. Quinones, V. Sosa & N. Diaz (2021)
Duration:	~3-4 weeks
Resource(s):	SERC Reference List
Unit Overview:	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. After an initial exploration of the mistreatment of the Indigenous by Europeans, the second part of the unit focuses on the treatment of Latinos throughout American History.
Learning Goals	
Standard(s):	*CT Social Studies Standards* MW.His.8.a. Analyze how current interpretations of cultural exchange of the early modern world are limited by the availability of sources and the perspectives represented (e.g., accounts by Gomes de Zurara, Conquistadors, Ogier Ghiselin de Busbecq, Francisco de Almeida, Bartolomé de las Casas, Francis Xavier). MW.Geo.6.a. Evaluate the impact of settlement on the environmental and cultural characteristics of the early modern world (e.g., hacienda, encomienda, Jesuit missionaries, East India Company, Ottoman Empire, unification of Japan, Indigenous genocide). 8.His.14.a. Explain the causes and effects of government policies and executive decisions related to industrialization and expansion of the United States (e.g., Bureau of Indian Affairs, Indian Removal Act, Louisiana Purchase, Mexican-American War). US.His.12.a. Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917). US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g.,

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	24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). *From NCSS Inquiry Standards* Dimension 1 - Developing Questions and Planning Inquiries US.Inq.1.a. Explain how compelling and supporting questions reflect an enduring issue in United States History. Dimension 3 -Evaluate Sources and Use Evidence US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources. Dimension 4- Communicate Conclusions and Take Informed Action US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses, given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details).
Essential Question(s):	● How have persisting false narratives about indigenous and Latino groups allowed for acts of violence to be perpetrated against those groups? ● How do the experiences of people impact the way they tell their story?
Enduring Understanding(s):	● Historical encounters between Europeans and Native peoples are understood through multiple perspectives, with figures like Bartolomé de las Casas providing important but singular viewpoints on these interactions. ● Anti-Latino treatment has taken diverse forms throughout American history, including overt violence, scientific experimentation, and language suppression, all of which have shaped the lived experiences of Latino communities. ● Despite facing violence and oppression, Latino people have made significant and lasting contributions to American history and society.
Learning Goal(s): *Students will know and will*	Content: (Students will know…)

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be able to use their learning to: (Content/ Skills)	● the achievements and contributions of the Tainos, Aztecs, Incas, and Mayans to the evolution of Latino identities. ● the impact of Columbus and the Spanish on Indigenous populations in the Americas. ○ *requerimiento* ○ *encomienda* ○ removal ○ extermination policies ● acts of violence, conquest, and oppression, both systemic and individualized, perpetrated against Latinos. ○ the Mexican American War ○ Mexican lynchings in Texas ○ the Porvenir Massacre ● the types of language suppression and scientific experimentation used by the American government specifically against Puerto Ricans and the reasons behind these actions. Skills: (Students will be able to…) ● locate the Tainos, Aztecs, and Incan empires on a map. ● carefully analyze primary sources to deepen understanding of the growth of Indigenous societies and the impact of European exploration. ● explore different perspectives on how the Natives were treated by the Europeans following the initial contact between the two groups. ● explore various forms of anti-Latino treatment and violence. ● become more aware of the contributions of Latino people to American history in spite of oppression.

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Unit Number and Title:	**Unit 3:** Sweat Adapted from SERC Curriculum, D. Ojeda, H. Cajigas, & N. Diaz (2021)
Duration:	~3-4 weeks
Resource(s):	SERC Reference List
Unit Overview:	In this unit, the focus is on the legacies of colonialism that have contributed to the further development of Latino and Puerto Rican political, economic, and social 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.
Learning Goals	
Standard(s):	*CT Social Studies Standards* MW.His.4.a. Analyze the complex and interacting cultural, religious, and racial factors that influenced perspectives of imperialist policies (e.g., Rudyard Kipling, E. D. Morel, Dadabhai Naoroji, Boxer Rebellion, Sepoy Rebellion). US.His.4.b. Analyze how economic and cultural hegemony influenced American perspectives of imperialism at the end of the 19th century (e.g., Cuba, Puerto Rico, Spanish-American War, Annexation of Hawaii and Philippines, dispossession of Latino American lands in the American West). US.His.14.e. Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam). US.His.15.b. Develop an argument about the long-term causes and triggering events of United States foreign policies designed to contain and dismantle communism (e.g., Iran Hostage Crisis, El Salvador, Nicaragua, Iran-Contra, Afghanistan).

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	US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations). US.Eco.8.b. Describe domestic economic policies in terms of market outcomes (e.g., North American Free Trade Agreement, Electronic Benefit Transfer, Great Recession, Dodd-Frank Wall Street Reform and Consumer Protection Act, Puerto Rico Oversight, Management, and Economic Stability Act). *From NCSS Inquiry Standards* Dimension 1 - Developing Questions and Planning Inquiries US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives. Dimension 3 -Evaluate Sources and Use Evidence US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). Dimension 4- Communicate Conclusions and Take Informed Action US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
Essential Question(s):	● How has the intersection of power and hierarchy helped create social and economic structures within Latin America, the United States, and Puerto Rico?
Enduring Understanding(s):	● Colonialism fundamentally shaped the social and economic development of Latin American societies, leading to lasting transformations. ● Historic and economic experiences, including the legacy of enslaved Africans, have deeply influenced how Latin Americans and Puerto Ricans construct and interpret racial, ethnic, class, and gender identities. ● The relationship between the United States, Puerto Rico, and Latin America has played a significant role in either promoting or hindering social and economic growth in the region.

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	● Contemporary economic policies significantly affect the economic growth and well-being of Latin America and Puerto Rico. ● Indigenous peoples, Spaniards, and Africans each played crucial roles in the formation of the Puerto Rican nation and its identity.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the scope and legacy of colonization and resistance that have been integral to Latino and Puerto Rican and Latino populations. ○ causes ○ consequences ○ contestation ○ collaboration ○ context ● how U.S. relations and policies have impacted the social and economic development of Puerto Rico and Latin America, both positively and negatively. ○ Monroe Doctrine ○ Manifest Destiny ○ Banana Wars ○ Direct Occupation ○ Good Neighbor Policy ○ Cold War Hysteria ○ Washington Consensus ○ Free Trade ● the human impact of foreign intervention. ○ El Mozote Massacre ○ *los desaparecidos* Skills: (Students will be able to…)

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	● analyze primary sources representative of the social, cultural, political, and economics of Latinos and Puerto Ricans during a specific time period. ● explore how colonialism impacted the development of Latin American societies during a period of social and economic "transformation". ● examine and interpret how Latin Americans and Puerto Ricans constructed and interpreted racial, ethnic, class, and gender identities as a result of the historic and economic experiences of enslaved Africans in Latin America and Puerto Rico. ● investigate how the United States' relations with Latin America and Puerto Rico help or hinder social and economic growth. ● evaluate how severe economic policies impact the economic growth of Latin America and Puerto Rico currently. ● communicate more effectively in oral, written, and artistic form. ● identify and contextualize historical sources written from the perspective of "missing voices."

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Unit Number and Title:	**Unit 4:** Resistance and Defiance Adapted from SERC Curriculum, A. Solis, V. Sosa, A. Quinones, G. Labas & N. Diaz (2021)
Duration:	~4-5 weeks
Resource(s):	SERC Reference List
Unit Overview:	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 moments of resistance. Finally, we will look at other forms of resistance, focusing on the arts and on the development and existence of underground economies within specific Latin American countries.
Learning Goals	
Standard(s):	*CT Social Studies Standards* MW.His.2.a. Analyze how the diffusion of Enlightenment ideas influenced revolutions (e.g., United States, France, Haiti, Venezuela). MW.Civ.2.a. Analyze how theories of government developed in the Age of Enlightenment represented new ideas about the balance between rights of the individual and power of the government. MW.His.1.g. Evaluate how resistance movements and decolonization were shaped by post-World War II circumstances and broader historical contexts (e.g., India, Kenya, Vietnam, Korea, Algeria, Indonesia, Hungary, Germany). MW.Civ.14.b. Analyze historical and contemporary examples of the formation, dissolution or restructuring of governments (e.g., Soviet Union, Israel, Republic of Iran, Zaire, Cuban Revolution, Sandinista National Liberation Front). US.His.15.a. Identify both long term causes and triggering events to develop historical arguments about efforts to abolish legalized racial segregation, discrimination, and disenfranchisement (e.g., Southern Christian Leadership Conference, Black Panther Party, Student Nonviolent Coordinating Committee, American Jewish Congress, American Indian Movement, United Farm Workers, Congress of Racial Equality).

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	US.Civ.5.b. Evaluate the effectiveness of individuals, groups, and institutions in addressing issues of civil rights and justice in the post-World War II era (e.g., disability, education, environmental justice, LGBTQ+ rights, poverty, racial and gender equity, voting access). US.Civ.5.c. Analyze the role of legislative and judicial decisions in expanding or limiting civil liberties (e.g., Hernandez v. Texas, Executive Order 10450, Loving v. Virginia, Civil Rights Act of 1964, Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, Roe v. Wade). *From NCSS Inquiry Standards* Dimension 1 - Developing Questions and Planning Inquiries US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives. Dimension 3 -Evaluate Sources and Use Evidence US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). Dimension 4- Communicate Conclusions and Take Informed Action US.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
Essential Question(s):	• With the diaspora in mind, how has the theme of resilience been illustrated in the past and present history of Latinos' battles for equity in the United States?
Enduring Understanding(s):	• The struggle for independence against Spain and nationalist movements in the 20th century has been central to shaping Latino political identities and aspirations • Power structures within the United States have influenced the oppression of Latino communities and the suppression of their voices • Themes of resistance and defiance have been brought from Latin America to the United States and have shaped Latino identities and values throughout the region

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	● The arts have served as powerful forms of resistance, strength, and community within Latino societies.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the causes, effects, and key players of the Latin American wars for independence from Spain in the 19th century. ○ Enlightenment ideals ○ nationalism ○ Simon Bolivar ● the similarities and differences among twentieth-century Latin American revolutions. ○ Mexico ○ Guatemala ○ Cuba ○ Chile ○ Nicaragua ○ Venezuela ● the groups and methods of resistance in the struggle for Latino rights in the U.S. ○ Chicano Movement ○ UFW ○ solidarity ○ strikes ○ the Young Lords ○ legal battles ● how Latinos have used art and music as forms of resistance and protest. Skills: (Students will be able to…) ● 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.

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	● analyze groups and methods of resistance in the struggle for Puerto Rican independence. ● analyze power structures within the United States and how Latinos have fought for political, economic, and social representation. ● examine how Latinos have used art and music as a form of resistance, strength, and community.

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Unit Number and Title:	**Unit 5:** Where are we now? Adapted from SERC Curriculum, C. Torre, S. Armstrong & N. Diaz (2021)
Duration:	~3-4 weeks
Resource(s):	SERC Reference List
Unit Overview:	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 Latinos and Puerto Ricans to the U.S. and the state of Connecticut.
Learning Goals	
Standard(s):	*CT Social Studies Standards* US.His.12.a. Develop questions about the rise of nativism and assimilation efforts of immigrants and Indigenous peoples (e.g., Punjabi Migration, Indian Boarding Schools, Chinese Exclusion Act, Rock Spring Massacre, 1907 Bellingham Riots, Immigration Act of 1917). US.His.16.b. Evaluate the juxtaposition between celebration of wartime service in World War I and the discrimination faced by individuals and groups using evidence from multiple historical sources (e.g., European, Latino, Indigenous, and Black service members, Thind v. United States). US.His.4.c. Analyze how racism and nativism shaped perspectives about individuals and groups and influenced government policy (e.g., Red Summer, Sacco Vanzetti, eugenics movement, immigration acts in the 1920s, Angel Island, Ku Klux Klan). US.His.4.d. Analyze complex and interacting factors that influenced a debate over national identity in the United States in the 1920s (e.g., Scopes Trial, Jazz, flappers, Immigration Act of 1924, Marcus Garvey, mass media and advertising). US.His.1.g. Evaluate whether the conservative ascendency of the 1980s was a reaction to social and economic change and to what extent it was consistent with broader historical trends (e.g., New Right, Watergate, energy crisis, Reaganomics).

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	US.Civ.13.b. Evaluate United States policies to address public safety in terms of intended and unintended outcomes, and related consequences (e.g., War on Drugs, "America Responds to AIDS" public information campaign, Immigration Reform and Control Act). US.Geo.12.a. Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology). US.Civ.10.a. Analyze the impact of personal perspectives in public debates about national security and individual liberties (e.g., 2nd Amendment, Obergefell v. Hodges, Dobbs v. Jackson Women's Health Organization, Sanctuary Cities, Dakota Access Pipeline). US.Civ.14.b. Analyze the impact of multimedia on American politics and public discourse (e.g., 24-hour news cycle, echo chambers, social media algorithms, live streaming, trolls, deep fakes, artificial intelligence). *From NCSS Inquiry Standards* Dimension 1 - Developing Questions and Planning Inquiries US.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives. US.Inq.1.c. 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 3 -Evaluate Sources and Use Evidence US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies). US.Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). Dimension 4- Communicate Conclusions and Take Informed Action US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (e.g., credibility, bias, reasoning, sequencing, details). US.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about United States History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

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	US.Inq.4.e. Analyze the characteristics and causation of national problems issues, both past and present, using a multidisciplinary lens.
Essential Question(s):	● What impact have Puerto Ricans and Latinos had on Connecticut and the United States, and what additional impact might they have in the future?
Enduring Understanding(s):	● Migration from Puerto Rico and other Latin American countries to Connecticut and the United States has been driven by varied political, social, economic, and historical factors. ● Latino and Puerto Rican individuals and their descendants have made significant and lasting contributions to Connecticut's history and culture. ● Misconceptions and negative beliefs have often obscured or excluded the important contributions of Latinos and Puerto Ricans, underscoring the need to recognize and value their impact.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● key policies, legislation, and court decisions relating to citizenship and the U.S. immigration system. ○ Dred Scott ○ the 14th Amendment ○ *United States v. Wong Kim Ark* ○ IIRIRA ○ DACA ● the history and reasons for Puerto Rican and Latino immigration to Connecticut. ○ push and pull factors ● the impact, successes, and challenges faced by Puerto Ricans and Latinos in Connecticut and the U.S. ● the influence of Latinos in the arts, politics, culture, and socioeconomic realities of the U.S. ● how race, class, gender, and ethnicity intersect and affect experiences in the workplace. Skills: (Students will be able to…)

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	● analyze the reasons that Latino and Puerto Rican individuals have immigrated to the United States and, more specifically, Connecticut. ● evaluate historical documents during research projects on immigration. ● understand and examine the misconceptions and negative beliefs that have been normalized and exclude the contributions of Latinos and Puerto Ricans to the story of the United States. ● 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, culture, and socioeconomic realities in the U.S. ● examine the intersection of race, class, gender, and ethnicity in the workplace.

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