African American, Black, Latino, and Puerto Rican Studies

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** African American, Black, Latino, and Puerto Rican Studies		
Course Title:	African American, Black, Latino, and Puerto Rican Studies		
Prerequisite(s):	N/A		
Course Description: *Program of Studies*	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) 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:	● 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 foundation, and how power is structured today? ● 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:	● 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 1 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.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☑ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	SERC Reference List: African-American, Black, Puerto Rican, and Latino Studies	
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	

Year at a Glance (Units):	**Semester 1:** **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) (~1 week) **Unit 2:** How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619-1819) (~2 weeks) **Unit 3:** Black Literacy, Organizations, and Liberation (1820-1865) (~3 weeks) **Unit 4:** Long, Long History for Equality (1865-1915) (~3-4 weeks) **Unit 5:** Black Movement for Equality (1915-1965) (~3-4 weeks) **Unit 6:** Protest, Politics, and Power (1965-Present) (~5-6 weeks) **Semester 2**: **Unit 7:** Early Beginnings: Who Are We (~2-3 weeks) **Unit 8:** Blood and Beauty (~3-4 weeks) **Unit 9:** Sweat (~3-4 weeks) **Unit 10:** Resistance and Defiance (~4-5 weeks) **Unit 11:** Where are we now? (~3-4 weeks)

Unit Number and Title:	**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) Adapted from SERC Curriculum, Foster & Jarman-Smith (2021)
Duration:	~1 week
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	The content of this unit will focus on the African Origins of humanity and the contributions made by the peoples of our greatest civilizations on the continent, such as Kemet, Ghana, and Songhai. The legacy of African Empires, Kings and Queens will provide students with 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 the 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.
Learning Goals	
Standard(s):	From *Connecticut Secondary Social Studies Standards* MW.Eco.5.a. Describe how the Atlantic system affected global trade through cultural diffusion and competition (e.g., de-emphasis of Silk Road, extraction of natural resources, growth of transatlantic slave trade, colonization of the Americas). 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.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.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 do the social constructions of race shape our view of history and the present?
Enduring Understanding(s):	● The diverse aspects of African culture have significantly influenced world civilizations throughout history and continue to shape societies today. ● The social construction of race and identity has concrete and long-term consequences that shape social, political, and economic experiences and development.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the characteristics and achievements in the development of various African civilizations, as well as their achievements. ○ Ghana ○ Songhai ○ Mali ● how Africa's history contradicts false narratives of African inferiority and racial stereotypes. ● how the construct of race has impacted world civilization. ○ the Trans-Atlantic Slave Trade ○ colonialism ○ racism Skills: (Students will be able to…)

	● contribute to and maintain a safe classroom space. ● develop a historical frame of reference of Ancient Africa's contributions to world culture. ● develop a positive and accurate identity, including an awareness of and comfort with one's membership in multiple groups in society.

Unit Number and Title:	**Unit 2:** How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619-1819)
Duration:	~2 weeks
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	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.
Learning Goals	
Standard(s):	*From Connecticut Secondary Social Studies Standards* 8.Civ.5.a. Explain laws that institutionalized slavery in the Colonial Era and in the Constitution (e.g., Black Laws of Virginia, Fugitive Slave Act, Three-Fifths Clause). 8.Civ.3.a. Examine the origin, purpose, and impact of the founding documents (e.g., popular sovereignty, republicanism, separation of powers, enfranchisement, liberty). 8.His.10.a. Describe how individual and group perspectives of the American Revolution are documented in historical records while identifying representation of marginalized voices (e.g., journals, letters, pamphlets, newspaper articles from sources such as the Hartford Daily Courant). 8.Civ.10.a. Explain the perspectives, civic virtues, and democratic principles debated during the Constitutional Convention (e.g., Connecticut Compromise, federalism, Three-Fifths Compromise). 8.Civ.8.a. Analyze how the ideas and principles within the Bill of Rights influence the social and political system in the United States. 8.Civ.8.b. Analyze how ideas and principles about citizenship and access to political power expressed in founding documents influenced social and political systems in the early republic (e.g., Bill of Rights, Declaration of Independence, Three-Fifths Clause, Electoral College). 8.His.16.a. Evaluate the US Constitution and Bill of Rights to determine if the goals of the American

	Revolution, as stated in the Declaration of Independence, were realized. 8.His.1.c. Analyze the events and developments related to the institution of slavery in the early republic (e.g., Haitian Revolution, Act Prohibiting the Importation of Slaves, cotton gin, textile industry). *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 present, using a multidisciplinary lens.
Essential Question(s):	● How were some Africans from the global diaspora able to assert their agency to resist slavery, and why were other Africans unable to do this?
Enduring Understanding(s):	● Africans, African Americans, and their descendants have continually strived for freedom, equality, and social justice, shaping both their communities and broader society. ● Slavery was systematically embedded in legislation, affecting generations and shaping societal structures. ● Interpretations of slavery are influenced by multiple racial and cultural perspectives, contributing to a complex and evolving understanding of history.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the scope of African American slavery in Connecticut and in the U.S. ○ Prime and Prince of Fairfield's Petition to end slavery, 1779.

	● the laws and statutes that established, upheld, and abolished slavery. ○ gradual emancipation act, 1784 ● the institution of slavery was fundamental to the beliefs of American society about race. ● the principles articulated in the Declaration of Independence and the justification for the American Revolution. ○ “all men are created equal” ○ “life, liberty, and the pursuit of happiness” ● the ways that Black people demonstrated agency, resistance, and innovation over time. ○ maroons ○ marronage ○ Fort Mose ○ Stono Rebellion ● the issues involved in the creation and ratification of the United States Constitution and the new government it established. ○ Three-Fifths Compromise ● the guarantees of the Bill of Rights and its continuing significance. Skills: (Students will be able to…) ● evaluate the scope of African American slavery in Connecticut and in the U.S. ● 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 and fought against via the court system. ● investigate how multiple racial and cultural perspectives influence the interpretation of slavery.

Unit Number and Title:	**Unit 3:** Black Literacy, Organizations, and Liberation (1820-1865) Adapted from SERC Curriculum, D. Broyld & P. Jarman-Smith (2021)
Duration:	~3 weeks
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	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, folklore, newspapers, pamphlets, and speeches that Blacks and abolitionists employed to precipitate change. Themes of resistance and agency will be examined.
Learning Goals	
Standard(s):	*From Connecticut Secondary Social Studies Standards* 8.His.3.a. Develop questions to analyze the significance of the methods of resistance employed by enslaved and free Black people in the United States (e.g., work resistance, violence, sabotage, petition, forming maroon communities, independent churches, and educational associations). 8.His.12.a. Develop questions using multiple historical sources about how individuals and groups in northern states sustained or challenged racial inequality during the Antebellum Period (e.g., Connecticut's gradual emancipation act, Amistad Trials, Sarah Harris and Prudence Crandall, The Liberator, American Colonization Society, American Anti-Slavery Society, Underground Railroad). 8.His.1.d. Analyze how secession sought to preserve the social, economic, and racial hierarchies throughout the United States (e.g., domestic labor, manufacturing, slavocracy, textiles). 8.His.12.b. Using multiple historical sources, identify individuals and groups during the Antebellum Period who sustained, promoted, or challenged the institution of slavery (e.g., Frederick Douglass, Harriett Beecher Stowe, John C. Calhoun).

	8.Civ.14.c. Compare historical means used by individuals and groups to promote, sustain, and dismantle discrimination in the Antebellum Period (e.g., Underground Railroad, Bleeding Kansas, American Anti-Slavery Society, American Colonization Society, Compromise of 1850). *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):	● When is resistance and/or revolutionary action either justified, glorified, and/or condemned? ● How effective were the actions of abolitionists and the slave rebellions of this period? ● Are individual contributions or collective efforts more effective in actualizing social change?
Enduring Understanding(s):	● Africans and their descendants have driven revolutionary change through both individual and collective actions that transformed their lives and communities. ● Experiences and perspectives of enslavement varied widely among free and enslaved Africans, shaping diverse narratives and understandings of this period. ● The growth of the cotton economy profoundly influenced the development and expansion of the domestic slave trade in the United States.
Learning Goal(s):	Content: (Students will know…)

Students will be able to use their learning to: (Content/ Skills)	● the role that political, economic, and social movements of the 18th and 19th centuries played in the development of abolitionist thinking. ● the various tactics employed by enslaved persons and abolitionists during the 19th century to resist and fight against slavery. ○ silent sabotage ○ revolts ○ running away ○ using the written and spoken word. ● how competing politics, economics, and ideologies led to the Civil War. ● the ways that Black people fought to preserve their humanity and developed a culture and institutions reflecting their own values and beliefs. Skills: (Students will understand…) ● evaluate the role that political, economic, and social movements of the 18th and 19th centuries had on the development of abolitionist thinking. ● examine how Africans and the descendants of African Americans worked individually and collectively to spark revolutionary change to their existence. ● explore various perspectives of enslavement from free and enslaved Africans using primary sources representative of the social, political, economic, and cultural changes occurring during this time. ● analyze the impact of rhetoric, tactics, and timing on the abolitionist movement. ● explore how competing politics, economics, and ideologies led to the Civil War.

Unit Number and Title:	**Unit 4:** Long, Long History for Equality (1865-1915) Adapted from SERC Curriculum, S. Close & P. Jarman-Smith (2021)
Duration:	~3-4 weeks
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	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 African American culture in the Western Hemisphere.
Learning Goals	
Standard(s):	*From Connecticut Secondary Social Studies Standards* US.His.16.a. Analyze the political, economic, and social agency demonstrated by Black Americans throughout the period of Reconstruction using evidence from multiple relevant historical sources (e.g., Black Republicans, Historically Black Colleges and Universities, Edisto Island). US.Civ.13.a. Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity (e.g., Radical Republicans, Compromise of 1877, Freedmen's Bureau, Reconstruction Treaties). US.Civ.5.a. Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws). US.Civ.14.a. Analyze the historical context of racism, racial violence, and challenges to reconciliation between the United States and the former Confederacy. US.His.7.a. Explain how contemporary perspectives of Reconstruction are shaped by political and social attitudes. US.His.4.a. Analyze complex and interacting factors that influenced the strategies for Black social and

	economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W.E.B. Du Bois, Ida B. Wells, Mary Townsend Seymour). *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):	● What is freedom, and how best should it be achieved?
Enduring Understanding(s):	● Africans and their descendants have sparked revolutionary change through both individual actions and collective efforts, reshaping their lives and society. ● Reconstruction politics profoundly affected both Black and White Americans, with literature and primary accounts revealing diverse experiences and perspectives from this era. ● The settlement of the American West and Manifest Destiny greatly impacted the development of African American societies and cultures. ● The post Civil-War era in the United States brought significant political, social, and economic changes, leading to both progress and conflict as new movements, cultural shifts, and ideologies emerged.
Learning Goal(s):	Content: (Students will know…)

Students will be able to use their learning to: (Content/ Skills)	● how African Americans fought and struggled for justice during Reconstruction and Jim Crow. ○ the 13th, 14th, and 15th Amendments to the Constitution. ○ Plessy v. Ferguson ○ terror lynching ● the impact of Jim Crow laws on Black communities. ○ segregation ○ disenfranchisement ● the various forms of resistance to Jim Crow. ○ activism ○ community organization ● Students will know the impact of the Black public intellectual on the early fight for civil rights and equality in the U.S. ○ Ida B. Wells-Barnett ○ Booker T. Washington ○ W.E.B. DuBois Skills: (Students will be able to…) ● analyze how African Americans fought and struggled for justice during Reconstruction and Jim Crow. ● explore the Reconstruction politics through literature and other accounts from primary documents. ● using primary sources, examine how Africans and the descendants of African Americans worked individually and collectively to spark revolutionary change in their existence.

Unit Number and Title:	**Unit 5:** Black Movement for Equality (1915-1965) Adapted from SERC Curriculum, M. Geary, S. Close & P. Jarman-Smith (2021)
Duration:	~3-4 weeks
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	This unit will focus on Black Americans' movements for equality, both geographical and societal. It will begin with the Great Migration, which is when approximately half a million African Americans relocated 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.
Learning Goals	
Standard(s):	*From Connecticut Secondary Social Studies Standards* US.His.14.c. Analyze the causes and effects of the Great Migration (e.g., Jim Crow laws, racial terrorism, emergence of urban Black cultural centers, resurgence of Islam). 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.6.a. Analyze how authors, artists, and musicians documented perspectives and experiences of individuals and groups throughout the interwar period (e.g., Jacob Lawrence, Dorthea Lange, Langston

	Hughes, Billie Holiday, Yasuo Kuniyoshi, Magdalena Carmen Frida Kahlo, y Calderón). US.His.16.c. Develop arguments about the juxtaposition between the United States' founding ideals and actions of the Federal government during World War II using evidence from multiple relevant sources (e.g., Japanese-American Internment, Holocaust intervention, Braceros Program, Fair Employment Practices Act, segregated regiments, women in the military). US.His.16.d. Describe the achievements and contributions of diverse individuals and groups during World War II using evidence from historical sources (e.g., Women accepted for Volunteer Emergency Service, Tuskegee Airmen, Navajo Code Talkers, 442 Japanese-American Regiment, 158th Regimental Combat Team). 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):	• 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?
Enduring Understanding(s):	● Major groups in the movement for equality used diverse tactics and missions, achieving significant accomplishments that shaped American society. ● Key events in history are shaped by complex causes and contexts, producing lasting consequences for individuals and communities. ● Individuals, groups, and institutions in the United States have played critical roles in both advancing and obstructing the pursuit of freedom, equality, and social justice. ● The federal government has both supported and inhibited various civil rights movements throughout the 20th century. ● Women of color have played vital and often under-recognized roles in the Civil Rights Movement, contributing unique perspectives and leadership.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the significance of key cultural and historical events in shaping African American identity and experiences. ○ the Great Migration ○ the "Red Summer" of 1919 ○ the Harlem Renaissance ○ the New Negro Movement ● the contributions of African Americans in WWI and WWII and the ongoing struggle for rights and recognition during these periods. ○ military service ○ advocacy for civil rights ○ the Double V Campaign ● how federal policies such as FDR's New Deal and the Fair Housing Act exacerbated segregation and led to current gaps in wealth, wages, and opportunity for African Americans. ○ redlining ○ housing discrimination ● the roles of important organizations.

	○ NAACP ○ UNIA ○ National Urban League ○ SCLC ○ National Council of Negro Women ○ NOI ○ CORE ○ SNCC ● the impact of landmark Supreme Court decisions. ○ *Brown v. Board of Education* ● major Civil Rights legislation. ○ Civil Rights Acts of 1957 and 1964 ○ Voting Rights Act of 1965 ● the influential contributions of Black leaders and women. ○ W.E.B. Du Bois ○ August Wilson ○ Mary Townsend Seymour ○ John Lewis ○ Dr. Mary McLeod Bethune ○ Constance Baker Motley ○ Mamie Till Skills: (Students will be able to…) ● 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 students and women of color in the Civil Rights Movement.

	• 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.

Unit Number and Title:	**Unit 6:** Protest, Politics, and Power (1965-Present) Adapted from SERC Curriculum, D. Canton & P. Jarman-Smith (2021)
Duration:	~5-6 weeks
Resource(s):	SERC Reference List: Black and Latino Studies
Unit Overview:	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 in college graduates and a 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.
Learning Goals	
Standard(s):	*From Connecticut Secondary Social Studies Standards* 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). 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). US.His.1.h. Evaluate how popular culture in the 1970s and 1980s promoted and reflected

	hyperconsumerism, racial tension, women's empowerment, and the Cold War. 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.His.2.c. Analyze the effectiveness of individual and group responses to public policies that they deem to be discriminatory. 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. 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 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?
Enduring Understanding(s):	● The Black community is shaped by intersecting identities, including race, class, and gender, resulting in a rich diversity of experiences, communities, and perspectives. ● Societal change, the promotion of the common good, and the protection of rights have been advanced through historical, contemporary, and emerging strategies. ● The legacy of African American and Black experiences, intellectual thought, and culture inspires new possibilities and more just futures for the country and the world.
Learning Goal(s): *Students will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the 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. ○ civil disobedience ○ community control ○ solidarity movements ○ mutual aid ● the different definitions of power and how they have impacted the African American and Black communities ○ people power ○ political power ○ economic power ○ cultural power ● the scope and legacy of resistance that has been integral to African American people's resilience. ● the various movements that have shaped Black experiences in the U.S.

	○ Black Power ○ intersectionality ○ Womanism ○ Hip Hop ○ Black Lives Matter ● the present-day challenges faced by members of the African American community in achieving equality and social justice ○ economic inequality ○ mass incarceration Skills: (Students will be able to…) ● compare and contrast the contributions of various individuals and groups to the Civil Rights Movement, the Black Power Movement, and Black Lives Matter (e.g., Martin Luther King, Jr., Malcolm X, Fred Hampton, Angela Davis). ● use popular culture (television, music, films) to analyze the values and beliefs of Black Americans during this time period. ● examine the impact of race, 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 and Black experiences, intellectual thought, and culture.

Unit Number and Title:	**Unit 7**: 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 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…) ● 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."

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:	~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.,

	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…)

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.

Unit Number and Title:	**Unit 9:** 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). 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. ● 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…)

	● 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.”

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:	~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). 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 ● 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. ● 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.

Unit Number and Title:	**Unit 11:** 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). 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. 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…) ● 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.