

**NEW MILFORD BOARD OF EDUCATION**  
**New Milford Public Schools**  
**50 East Street**  
**New Milford, Connecticut 06776**

**COMMITTEE ON LEARNING**  
**MEETING NOTICE**

|               |                                                             |
|---------------|-------------------------------------------------------------|
| <b>DATE:</b>  | <b>June 1, 2021</b>                                         |
| <b>TIME:</b>  | <b>7:30 P.M.</b>                                            |
| <b>PLACE:</b> | <b>Sarah Noble Intermediate School Library Media Center</b> |

While this is an in-person meeting for Board of Education members and district staff, due to COVID-19 restrictions on capacity and social distancing requirements that make public attendance impossible, members of the public will be permitted to attend the meeting via the Zoom link provided below. Closed captioning is available through Zoom.

There will be live public comment offered through the Zoom format for items on the agenda. Public comment may also be emailed to [suptoffice@newmilfordps.org](mailto:suptoffice@newmilfordps.org) for distribution to Board members.

**Join Zoom Meeting**

<https://zoom.us/j/91503327275?pwd=dHNHUKRPSXVrSkxGaGRva3BXZzBzUT09>

Meeting ID: 915 0332 7275

Passcode: 326016

One tap mobile

+13126266799,,91503327275# US (Chicago)

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Dial by your location

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+1 301 715 8592 US (Washington DC)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 915 0332 7275

Find your local number: <https://zoom.us/u/aew5r3TlSy>

**AGENDA**

**New Milford Public Schools Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

- 1. Call to Order**
- 2. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

RECEIVED  
TOWN CLERK  
2021 MAY 28 A 8:15  
NEW MILFORD, CT

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

### **3. Discussion and Possible Action**

- A. Presentation
  - 1. Phonemic Awareness
- B. Request for New Course
  - 1. Sports Literature
  - 2. Graphic Novels
  - 3. World History
  - 4. Modern World History
  - 5. African American/Black and Puerto Rican/Latino Course of Studies
- C. Review and Approval of Curricula
  - 1. Instrumental Music - Grades 6 and 7
  - 2. Instrumental Music - Grade 8
  - 3. Public Speaking
  - 4. English I College Prep
  - 5. English I Honors
  - 6. English II College Prep
  - 7. English II Honors
  - 8. Grade 4 Social Studies
  - 9. Grade 5 Social Studies
  - 10. Forensic Science

### **4. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

### **5. Adjourn**

**Sub-Committee Members:** Tammy McInerney, Chairperson  
Joseph Failla  
Brian McCauley  
Vacancy

**Alternates:** Olga I. Rella  
Pete Helmus

## Request for a New Program or Course

Signature of Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Dept. Chair (if applicable): \_\_\_\_\_

Date: \_\_\_\_\_

Title of Proposal: **Sports Literature**

Person submitting Proposal: Justin Ongley

Curriculum Area: English

Number of Credits/Level (if applicable): .5

Prerequisite Courses (if applicable): N/A

Grade(s): 12

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

Most Americans probably either participate actively in some sport or watch their favorite sporting event without being aware in any real sense of the wide applications sports can have in their lives. Sports shape the ways we experience the world around us and reveal American culture and values. Sports Literature examines the unique relationship between sports and society through reading contemporary authors, columnists, and other media. Reading for this course is selected to be high-interest and thought-provoking. Writing in this course will include argument, informative, and narrative pieces. This course meets the requirements set forth by the Common Core.

The guiding questions for this course are: Why are sports so compelling? and What about human nature excites the individual to play games?

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

On January 2, 2020, the English and Guidance departments held a joint meeting to discuss elective courses in the twelfth grade. At the meeting, we agreed there is a need to recommend electives that can accommodate groups of students who may be at risk of not graduating.

Unfortunately, some students brag that they "have never read a book in English class" or they self-identify as "reluctant readers". Text selection for this course is guided by the "high-interest, low-lexile" approach to attract the interest of the aforementioned students. Through this course, we hope that students discover a love of reading.

In my seventeen years of teaching at NMHS, I have taught every grade and every level. From my experience, it is easy to teach self-motivated AP students. It is not as easy to teach students who lack motivation and interest.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the

This course is designed for CP students who have not yet discovered a passion or talent for writing and reading about their world. Course material is intended to reflect contemporary issues in society through a medium that many students are already familiar with and passionate about: sports. Through high-impact, low lexile texts, students will continue to improve the literacy skills necessary for college and the work force.

program/course.

B. Will it have impact on other students, if so how?

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

D. What is the impact of this proposal on staffing?

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Yes. My hope is that this course helps to promote a positive school climate. For example, one of the major units is Sports Writing. Each student will be required to attend one school sporting event per marking period

Part of this course focuses on American values and culture, which the students who took English III will

None.

No.

No. The class will be taught in existing classrooms.

F. Are there space implications associated with the program/course?

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

4. **What resources are required for the program?**

This course offers multiple opportunities for multi-disciplinary study, including Health/PE, Math, and Science

No.

A. Is there a need for new technology? If so, please explain.

B. What current materials will need replacement?

C. Are there staffing needs required because of the resources?

D. Would there be specific needs for materials for SPED or ELL?

E. Is specialized training required for staff?

No replacements needed.

No.

CEFO audio books and text to speech function

5. Who will be involved in curriculum writing and when does one envision it will occur?

Justin Ongley and Rick Casagrande. Fall/Winter 2020-21

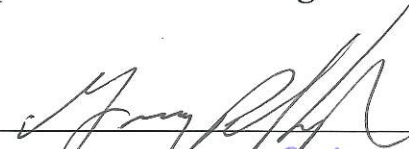

6. Develop a projected budget of impact costs for three years and show below.

| Description              | Year 1 | Year 2 | Year 3 | Total |
|--------------------------|--------|--------|--------|-------|
| Cost of Texts            | 1000   | 500    | 500    | 2000  |
| Supplies                 | 100    | 100    | 100    | 300   |
| Professional Development | 0      | 0      | 0      | 0     |
| Curriculum Writing       | 650    | 0      | 0      | 650   |
| Staffing                 | 0      | 0      | 0      | 0     |
| Other (identify)         | 0      | 0      | 0      | 0     |
| <b>Total</b>             | 1750   | 600    | 600    | 2950  |

Additional explanation of budget impact (if needed):



## Request for a New Program or Course

Signature of Principal:  Date: 5/4/21  
Signature of Dept. Chair (if applicable):  Date: 5/3/21

Title of Proposal: **Graphic Novel Studies**

Person submitting Proposal: Joseph DiFabbio

Curriculum Area: English

Number of Credits/Level (if applicable): .5

Prerequisite Courses (if applicable): N/A

Grade(s): 12

### Graphic Novel Course Proposal

**1. Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course is designed to introduce, expand, and elaborate on the world of Graphic Novels to the students of NMHS. Graphic Novels are an increasingly growing genre of fiction and nonfiction that holds a high interest value for students. This class means to show students the power and relevance of sequential art by reading, analyzing, and writing about comics. Students will learn new visual and media literacy skills, develop analytical and creative writing skills, research the history and development of Graphic Novels, understand the formal techniques and structure of Graphic Novels, and work individually and collaboratively to create their own visual stories. Students will view comics as literature as they learn about the complex topics of heroism, justice, personal responsibility, gender, race, cultural values, and disillusionment.

Essential questions for the course include: What does it mean to be a hero? Do powerful individuals have a responsibility to society? What kind of power do images and words create together? Why are visual stories such a vital part to human development? Are telling visual stories part of human nature?

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

On January 2, 2020, the English and Guidance departments held a joint meeting to discuss elective courses in the twelfth grade. At the meeting, we agreed there is a need to recommend electives that can accommodate groups of students who may be at risk of not graduating. This course is directed toward students who are reluctant to read, require remedial reading comprehension instruction, have a 504 or IEP, and for students who are ELL/ESL.

Understanding that many students gravitate towards comics due to their highly visual and stylized form of writing, the text selection for the course is to appeal to as wide a range of students as possible from traditional Graphic Novels to Japanese manga. Full year courses such as Eng I, II, and III College Prep and honors courses all cover one Graphic Novel to read for the year. These units are usually the most interesting and engaging to students based on their own written and verbal feedback - students both already have read and enjoy Graphic Novels, or they have never been exposed and are interested in a new genre.

The benefit of this course is to offer only graphic novels as a way to engage students in reading and talking about literature, encourage those who claim "they do not like to read", and allow for meaningful learning for ELL/ESL students.

**3. Forecasted impact of change** (use attachment if more space is needed):

**A. Please describe the likely impact of change on the students intended to be directly served by the program/course.**

This class is for struggling students who are in danger of graduating and higher achieving students who want to engage in visual literature. Many students with 504's and IEPs need English credits at the end of their high school career and are put into classes that are deemed "easy". This course is to encourage students to participate in the discussion about literature and develop an understanding and appreciation of reading through comics. The goal is to improve the reading, writing, and speaking skills of these students.

**B. Will it have an impact on other students, if so how?**

Yes, it will have a huge impact. Graphic Novels are naturally differentiated and are easy to apply to all students, especially those in CP classes and those who receive Special Education. Informal polling and questioning of my students and students in other classes show that there is high interest in this type of course. The secondary goal is that students from different cultural backgrounds, educational/academic backgrounds (AP and Honors level students), and learning styles will all learn to appreciate comics, express their creativity, and foster a love of engaging with literature in more than a superficial way.

**C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?**

Many of the themes and topics of the comics we will read apply to students at this school. Contemporary issues and the world at large are reflected in many superhero stories - these topics and themes are universal and any student who took English I, II, or III are already familiar with them. Students who have taken Lit and Media will also benefit from this course by being able to devote a full Semester to learning about how to read and create comics.

**D. What is the impact of this proposal on staffing?**

None

**E. Are there scheduling implications associated with this proposal? If yes, detail those implications.**

No

**F. Are there space implications associated with the program/course?**

No

**G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)**

This course will be one of the few CP electives that focus on reading literature. This course will draw students that do not want a yearlong Honors course.

Secondary programs impacted include Painting, Drawing, Art, graphic design, and Creative Writing. Any student with an eye for visuals, art, and creative writing will be impacted because they can bring their natural talents and passions into this course - Additionally, enrollment in the aforementioned courses can potentially go up and vice versa.

Students who take Lit and Media may want to focus on Graphic Novels or students who take this course may be interested in Lit and Media. Exposure to different forms of expression and literature will help some students find a passion or a hobby they did not know they had - or a natural talent for writing/drawing. The ideal scenario is that students will work collaboratively - those who are talented as artists will work with those who are talented at writing to create something truly unique and special.

**4. What resources are required for the program?**

**A. Is there a need for new technology? If so, please explain.**



No

**B. What current materials will need replacement?**

Possibly some of the English Department's copies of the text *Maus*.

**C. Are there staffing needs required because of the resources?**

No

**D. Would there be specific needs for materials for SPED or ELL?**

No, the course texts are naturally differentiated for SPED and ELL. These students will benefit the most from this course.

**E. Is specialized training required for staff?**

No

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

Joseph DiFabbio - Fall/Winter 2021-2022

**6. Develop a projected budget of impact costs for three years and show below.**

| Description              | Year 1 | Year 2 | Year 3 | Total |
|--------------------------|--------|--------|--------|-------|
| Cost of Texts            | 1000   | 500    | 500    | 2000  |
| Supplies                 | 100    | 100    | 100    | 300   |
| Professional Development | 0      | 0      | 0      | 0     |
| Curriculum Writing       | 650    | 0      | 0      | 650   |
| Staffing                 | 0      | 0      | 0      | 0     |
| Other (identify)         | 0      | 0      | 0      | 0     |
| <b>Total</b>             | 1750   | 600    | 600    | 2950  |

### Request for a New Program or Course

Signature of Principal:

Date:

4/26/21

Signature of Dept. Chair (if applicable):

Date:

4/26/21

Title of Proposal: World History

Person Submitting Proposal: Suzanne Andrews

Curriculum Area: Social Studies

Number of Credits/Level if applicable): Prerequisite Courses (if applicable): 1 credit, full year.

Grade(s): 9th

CP/Honors

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The World History course would replace our 9th grade Development of Western Civilization course. Reasoning for this change is as follows.

- Western Civilization tends to have a Eurocentric view and we need more diversification especially in our global society.
- Currently we offer World History honors in 9th grade tracking to 10th grade AP World History. New curriculum alignment will give more students the opportunity to take the AP World History Sophomore year if they choose to challenge themselves.
- Our neighboring towns of Danbury and Brookfield have 9th grade World History and 10th grade Modern World History. If students switch into our school, this will allow for an easier transition.
- According to the US Census, 13.4 % of our population is of African descent, 5.9 % of our population is of Asian descent, and 18.5 % of our population is of Hispanic descent. With the increasing diversification of our population, it is fitting to integrate the history of other areas in the world. There is an increasing need for knowledge of these cultures and their histories, which will allow for a rich and balanced understanding of all the people of the U.S.
- Teaching Western Civilization in the 9th grade and Global Studies in the 10th grade (mostly Eastern oriented) separately, leaves students with the false impression that they are separate stories, each occurring in its own vacuum. Each is taught in isolation.
- As it is now, between Western Civilization in 9th grade and Global Studies in 10th grade, there is double coverage of many historical and cultural concepts like imperialism, revolution, and religion, for example. These may be more easily understood if treated together.
- Teaching World History gives teachers the opportunity to compare things that were happening around the globe, like revolutions in the United States, France and Latin America, or trade in the Atlantic versus trade in the Pacific.
- Even with the introduction of the African American/Latino Studies course, not all students will be able to take the class as it is an elective and a full-year course.

Relation to Common Core - The purpose of the standards are to prepare students for college and beyond. To be contributing members to a global society. This course change will provide students with the political, economic, and cultural background knowledge needed to become active members in a global society.

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

Currently in the 9th grade we teach the Development of Western Civilization and in the 10th grade we teach Global Studies. In the past, there was a need to educate students on our cultural, political and economic history which stemmed from Europe. The cultural and religious roots of our heritage were based on European ancestry. As our student body becomes more diverse and our society becomes more diverse, it is fitting to learn and celebrate these histories and cultures. Simply put, the current curriculum is outdated.

**3. Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

Instead of limiting our focus on European history, this will give students a broader historical, social, political, and economic perspective.

B. Will it have an impact on other students, if so how?

No

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

N/A

D. What is the impact of this proposal on staffing?

None. This will be a reallocation of current staffing as it is replacing courses.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

None. This will be the main social studies course offered to the 9th grade.

F. Are there space implications associated with the program/course?

No.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This will be a benefit to other programs. Currently, students who are on the AP World History track take Honors World History in 9th grade. The intent is to follow the same basic curriculum, which would allow a freshman to possibly go into the AP World History class their sophomore year if they chose to challenge themselves. It would allow for a smoother transition. Currently, this is difficult as the same content is not covered.

**4. What resources are required for the program?**

A. Is there a need for new technology? Is so, please explain.

None

B. What current materials will need replacement?

No new textbooks would be required as we have recently purchased new World History textbooks.

C. Are there staffing needs required because of the resources?

No, this is a reallocation of current staff members.

D. Would there be specific needs for materials for SPED or ELL?

The current textbook has an online version which is in Spanish. There are no other specific material needs.

E. Is specialized training required for staff?

No.

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

I would be willing to write the new curriculum and possibly another staff member. I would like to start writing the curriculum as soon as approved.

**6. Develop a projected budget of impact costs for three years and show below.**

| Description              | Year 1 | Year 2 | Year 3 | Total |
|--------------------------|--------|--------|--------|-------|
| Cost of Texts            | N/A    |        |        | N/A   |
| Supplies                 | N/A    |        |        | N/A   |
| Professional Development | N/A    |        |        | N/A   |
| Curriculum Writing       | 1,240  |        |        | 1,240 |

|                  |       |  |  |       |
|------------------|-------|--|--|-------|
| Staffing         | N/A   |  |  | N/A   |
| Other (identify) |       |  |  |       |
| <b>Total</b>     | 1,240 |  |  | 1,240 |

Additional explanation of budget impact (if needed):

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### World History Proposal

The Social Studies Department proposes that the 9th grade curriculum be switched to World History and the 10th grade curriculum be switched to Modern World History. This request is for the implementation of the 2022-2023 School Year.

Currently in the 9th grade we teach the Development of Western Civilization and in the 10th grade we teach Global Studies. I would like to propose that we replace these two courses with the study of World History and students will follow this curriculum over a two-year span.

My reasoning for this change is as follows.

- Western Civilization tends to have a Eurocentric view and we need more diversification especially in our global society.
- Currently we offer World History honors in 9th grade tracking to 10th grade AP World History. New curriculum alignment will give more students the opportunity to take the AP World History Sophomore year if they choose to challenge themselves.
- Our neighboring towns of Danbury and Brookfield have 9th grade World History and 10th grade Modern World History. If students switch into our school, this will allow for an easier transition.
- According to the US Census, 13.4 % of our population is of African descent, 5.9 % of our population is of Asian descent, and 18.5 % of our population is of Hispanic descent. With the increasing diversification of our population, it is fitting to integrate the history of other areas in the world. There is an increasing need for knowledge of these cultures and their histories, which will allow for a rich and balanced understanding of all the people of the U.S.
- Teaching Western Civilization and Global Studies (mostly Eastern oriented) separately leaves students with the false impression that they are separate stories, each occurring in its own vacuum.
- As it is now, between Western Civilization in 9th grade and Global Studies in 10th grade, there is double coverage of many historical and cultural concepts like imperialism, revolution, and religion, for example. These may be more easily understood if treated together.
- Teaching World History gives teachers the opportunity to compare things that were happening around the globe, like revolutions in the United States, France and Latin America, or trade in the Atlantic versus trade in the Pacific.
- Even with the introduction of the African American/Latino Studies course, not all students will be able to take the class as it is an elective and a full-year course.

#### Why have we taught Western Civilization?

In the past, there was a need to educate students on our cultural, political and economic history which stemmed from Europe. The cultural and religious roots of our heritage were based on European ancestry. As stated above, that need has changed.

#### Financial Impact:

- No new textbook will be required as we already have a world history textbook.
- No new staff will be needed as it would be a reallocation of existing staff members.
- The only cost would be in writing the new curriculum.



### Request for a New Program or Course

Signature of Principal: \_\_\_\_\_

Date: 4/26/21

Signature of Dept. Chair (if applicable): \_\_\_\_\_

Date: 4/26/21

Title of Proposal: Modern World History

Person Submitting Proposal: Suzanne Andrews

Curriculum Area: Social Studies

Number of Credits/Level if applicable): Prerequisite Courses (if applicable): 1 credit, full year.

Grade(s): 10th

CP/Honors

**1. Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The Modern World History course would replace our 10th grade Global Studies course.

Reasoning for this change is as follows.

- Our current Global Studies curriculum focuses on six regions. Unfortunately, the curriculum fails to adequately give the time for an in-depth study of each region. Realistically, only 4 regions are being taught. For example, Latin America is not taught at all.
- According to the US Census, 13.4 % of our population is of African descent, 5.9 % of our population is of Asian descent, and 18.5 % of our population is of Hispanic descent. With the increasing diversification of our population, it is fitting to integrate the history of other areas in the world. There is an increasing need for knowledge of these cultures and their histories, which will allow for a rich and balanced understanding of all the people of the U.S.
- Teaching Western Civilization in 9th grade and Global Studies in 10th grade separately, leaves students with the false impression that they are separate stories, each occurring in its own vacuum. Each is taught in isolation.
- As it is now, between Western Civilization in 9th grade and Global Studies in 10th grade, there is double coverage of many historical and cultural concepts like imperialism, revolution, and religion, for example. These may be more easily understood if treated together.
- Teaching Modern World History gives teachers the opportunity to compare things that were happening around the globe, like revolutions in the United States, France and Latin America, or trade in the Atlantic versus trade in the Pacific. It will also allow teachers to focus on current events.
- Even with the introduction of the African American/Latino Studies course, not all students will be able to take the class as it is an elective and a full-year course.

Relation to Common Core - The purpose of the standards are to prepare students for college and beyond. To be contributing members to a global society. This course change will provide students with the political, economic, and cultural background knowledge needed. Also, this will give students the opportunity to study current events.

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

Even with the intent of the Global Studies curriculum, parts of the world are not being taught. This is unacceptable in a global society. We need to give our students a world view so that they can be active members. If our district wants to prepare our students for the 21st century, we need to enable students to have to have a cultural, political, and economic world view. If not, we are doing a disservice to our students.

**3. Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

Instead of limiting our focus to only certain areas of the world, this will give students a broader historical, cultural, political, and economic perspective.

B. Will it have an impact on other students, if so how?

No

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

N/A

D. What is the impact of this proposal on staffing?

None. This will be a reallocation of current staffing as it is replacing courses.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

None. This will be the main social studies course offered to the 10th grade.

F. Are there space implications associated with the program/course?

No.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This will not impact other programs.

**4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

None

B. What current materials will need replacement?

No new textbooks would be required as we have recently purchased new World History textbooks.

C. Are there staffing needs required because of the resources?

No, this is a reallocation of current staff members.

D. Would there be specific needs for materials for SPED or ELL?

The current textbook has an online version which is in Spanish. There are no other specific material needs.

E. Is specialized training required for staff?

No.

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

I would be willing to write the new curriculum and possibly another staff member. I would like to start writing the curriculum as soon as approved.

**6. Develop a projected budget of impact costs for three years and show below.**

| Description              | Year 1 | Year 2 | Year 3 | Total |
|--------------------------|--------|--------|--------|-------|
| Cost of Texts            | N/A    |        |        | N/A   |
| Supplies                 | N/A    |        |        | N/A   |
| Professional Development | N/A    |        |        | N/A   |
| Curriculum Writing       | 1,240  |        |        | 1,240 |
| Staffing                 | N/A    |        |        | N/A   |
| Other (identify)         | N/A    |        |        | N/A   |
| <b>Total</b>             | 1,240  |        |        | 1,240 |

Additional explanation of budget impact (if needed):

### Request for a New Program or Course

Signature of Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Dept. Chair (if applicable): \_\_\_\_\_

Date: \_\_\_\_\_

Title of Proposal: African American/Black and Puerto Rican/Latino Course of Studies

Person Submitting Proposal: Suzanne Andrews

Curriculum Area: Social Studies

Number of Credits/Level if applicable): Prerequisite Courses (if applicable): 1 credit, full year.

Grade(s): 11-12 (SERC recommends students have some knowledge of U.S. History before taking this course)

**1. Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

In June of 2019, CT Public Act 19-12 was passed. The reasoning for this legislation began when students of diverse backgrounds approached state legislatures requesting that schools offer courses that would lead to a better understanding of various cultures. The goal would be to educate students on the contributions of diverse peoples that led to the betterment of Connecticut and to the United States. Once state legislatures agreed on this need, CT Public Act 19-12 was formed.

The purpose of the Act was to require Connecticut public schools to offer a full year course regarding African American/Black and Puerto Rican/Latino studies. The course needs to be offered in the 2022-2023 school year.

As per the State Education Resource Center (SERC) November 2020, "the course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the US."

In relation to the Common Core - per SERC, "It utilizes Connecticut's Social Studies Framework themes and inquiry-based approach."

The State of Connecticut will be writing the curriculum, and the curriculum will be broken up into two semesters.

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

A focus group survey was conducted by SERC. Students who responded to the survey felt there was a need to replace stereotypes with a "real" history. Respondents felt there was a lack of understanding of peoples from varied backgrounds. A high school curriculum survey was also conducted. The survey results showed that only 17% of schools had a stand alone course of study for African American or Latino Studies.

**3. Forecasted impact of change** (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The likely impact is that students who want to take the course will find a rich curriculum that celebrates diversity. Currently available is the Scope and Sequence which describes a positive and imaginative analysis of diversity. This will be offered as an elective.

B. Will it have an impact on other students, if so how?

No.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

This will only offer an opportunity of study.

D. What is the impact of this proposal on staffing?

The school will be required to offer the course. But if enrollment is low, the course does not have to run based on the needs of the overall department. For example, if 5 students sign up for the class, the school is not required to run the course. However, if more students do sign up for the course it may impact other electives being offered. Since this is a Connecticut law, it must take precedence over other electives.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

The only scheduling implications would be that it is a full year course and may impact the ability to run other electives. Usually students in the 11th or 12th grade take semester electives. This may impact student choice.

F. Are there space implications associated with the program/course?

No.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

Because this is a full year class, it may affect enrollment in electives within the Social Studies Department and possibly electives in other departments.

#### **4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

SERC has provided a 3 page resource list. Since the actual curriculum has not been published, I have not been able to determine exactly what resources will be needed. The CT State Department of Education will be providing lesson plans online once the curriculum is completed.

B. What current materials will need replacement?

We do not have any current materials at this time.

C. Are there staffing needs required because of the resources?

This would be a reallocation of current staffing.

D. Would there be specific needs for materials for SPED or ELL?

Whatever materials are chosen would need to be modified for SPED or ELL.

E. Is specialized training required for staff?

SERC has said that professional development will be offered.

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

CT State Department of Education will be supplying the curriculum.

**6. Develop a projected budget of impact costs for three years and show below.**

| Description              | Year 1 | Year 2 | Year 3 | Total |
|--------------------------|--------|--------|--------|-------|
| Cost of Texts            |        |        |        |       |
| Supplies                 |        |        |        |       |
| Professional Development |        |        |        |       |
| Curriculum Writing       |        |        |        |       |
| Staffing                 |        |        |        |       |
| Other (identify)         |        |        |        |       |
| <b>Total</b>             |        |        |        |       |

Additional explanation of budget impact (if needed):

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## OLR Bill Analysis

sHB 7082 (as amended by House "A")\*

### ***AN ACT CONCERNING THE INCLUSION OF AFRICAN-AMERICAN STUDIES IN THE PUBLIC SCHOOL CURRICULUM.***

#### **SUMMARY**

This bill adds African-American and black and Puerto Rican and Latino studies to the required programs of study for public schools and requires all local and regional boards of education ("boards") to include these topics in their curriculum beginning with the 2021-22 school year. As with other courses required under existing law, the State Board of Education (SBE) must make curriculum materials available to help boards develop their instructional programs.

The bill also requires SBE to review and approve, by January 1, 2021, a black and Latino studies high school course. Under the bill:

1. the State Education Resource Center (SERC) must develop the course,
2. SBE must make course curriculum material available,
3. boards may offer the course beginning with the 2021-22 school year, and
4. boards must offer the course beginning with the 2022-23 school year.

For the school years 2022-23 to 2024-25, SDE must conduct an annual audit to ensure that the black and Latino studies course approved under the bill is being offered by each board of education. SDE must annually submit a report on the audit to the Education Committee.

\*House Amendment "A" (1) adds the provisions related to Puerto

Rican and Latino studies; (2) requires SERC to develop, and SBE to approve, a high school course in black and Latino studies; and (3) requires SDE to audit and report on the local implementation of the course. It also eliminates the provisions requiring (1) an African-American studies course to become a high school graduation requirement and (2) SBE, by July 1, 2020, to develop and adopt a model curriculum for grades kindergarten through eight that includes African-American studies within the various subject matter areas.

EFFECTIVE DATE: July 1, 2019, except (1) the requirement that SBE approve, and SERC develop, the course are effective upon passage and (2) the addition of African-American and black and Puerto Rican and Latino studies to the required courses of study is effective July 1, 2021.

**§§ 1 & 2 — AFRICAN-AMERICAN AND PUERTO RICAN AND LATINO STUDIES AS PART OF THE REQUIRED COURSES OF STUDY**

The bill adds African-American and black and Puerto Rican and Latino studies to the required program of study for public schools. By law, the required program of study includes the arts; language arts, including reading and writing; mathematics; physical education; science; and social studies, including citizenship, economics, geography, government, and history. Also included are career education; consumer education; and health and safety, including human growth and development, nutrition, and first aid.

The bill requires all boards to include African-American and black and Puerto Rican and Latino studies in their curriculum beginning with the 2021-22 school year. In developing and implementing the new curriculum, the bill allows the boards to use existing and appropriate public or private materials, personnel, and other resources, including curriculum material that SBE must make available under the bill. The curriculum must meet SBE-approved statewide subject matter content standards. The bill allows boards to accept gifts, grants, and donations, including in-kind donations for the development and implementation of the curriculum.

Under current law, SBE must assist and encourage boards to include

African-American history and Puerto Rican history, among a number of subjects, in their instructional program. The bill broadens this requirement to include African-American and black studies and Puerto Rican and Latino studies rather than just African-American history and Puerto Rican history.

### **§ 3 — HIGH SCHOOL COURSE**

The bill requires SERC to develop the one-credit high school course in black and Latino studies. In developing the course, SERC may use (1) existing and appropriate public or private materials, personnel and other resources, including persons and organizations with subject matter expertise in African-American, black, Puerto Rican or Latino studies and (2) the SBE curriculum materials the bill requires.

SBE must review and approve, by January 1, 2021, the black and Latino studies high school course that SERC develops. Under the bill, SBE must approve the course if, following a review, it determines that the content is rigorous, aligned with state-approved curriculum guidelines, and in accordance with the SBE-approved subject matter content standards.

By January 15, 2021, SBE, in consultation with SERC, must submit to the Education Committee a description of the black and Latino studies course, which includes the scope and sequence and course objective, and a report on the course's development.

### **§ 4 — HIGH SCHOOL COURSE PHASE-IN**

For the 2021-22 school year, the bill allows any board of education to offer the state-approved high school course in black and Latino studies. By the 2022-23 school year, the bill requires each board to offer the state-approved high school course in black and Latino studies.

## **BACKGROUND**

### **SERC**

SERC is a quasi-public agency that provides professional development, special education services, and other educational services to local school districts (CGS §§ 10-357a to -357g).

**COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea 35 Nay 0 (03/25/2019)

Appropriations Committee

Joint Favorable

Yea 37 Nay 8 (05/13/2019)

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

### SCOPE AND SEQUENCE AT-A-GLANCE

#### Semester 1: Focus on African American/Black History

| Timeframe                       | Unit                                                                                                                                                                   | Content Standards                                                                                                                                                                                                                                                                                                                                                               | Course Learning Objectives                                                                                                                                                                                                                                                                                                                                                                      | Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Lessons                                                                      | Days   |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------|
| Early-Mid September (2.5 weeks) | <b>Unit 1</b> Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (XX-XX) | <b>Dimension 2 Applying disciplinary concepts and tools</b><br>HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.<br>GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. | <b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed.<br><b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.<br><b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power. | <b>EQ1 RACIAL FORMATIONS</b> How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people?<br><b>EQ3 POWER</b> What do African American, Black, Puerto Rican and Latino(a) histories reveal about the United States, its foundation, and how power is structured today?<br><b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?<br><b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture? | <b>1.0</b> Course Introduction                                               | 2 days |
|                                 |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>1.1</b> African Origins                                                   | 2 days |
|                                 |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>1.2</b> African Empires to the Demise of Songhai                          | 2 days |
|                                 |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>1.3</b> The Moors                                                         | 2 days |
|                                 |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>1.4</b> The Social Construction of Race and the Transatlantic Slave Trade | 5 days |

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| Mid-Late September<br>(2 weeks) | <b>Unit 2</b> How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (XX-XX) | <b>Dimension 2 Applying disciplinary concepts and tools</b><br>HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.<br>GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.<br>CIV 9–12.14 Analyze historical, contemporary, and emerging | <b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.<br><b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.<br><b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican and Latino(a), histories.<br><b>LO5 ARTICULATE</b> the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.<br><b>LO6 REIMAGINE</b> 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. | <b>EQ2 DIASPORAS</b> Who and what are the diverse people, places, and time periods that African American/Black and Puerto Rican/Latino include? What are the stories of the African, Black, Puerto Rican, and Latino(a) diasporas?<br><b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?<br><b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories? | <b>2.1</b> Agency and Resistance in the Caribbean and Spanish America<br><br><b>2.2</b> Understanding Slavery as an Institution in Connecticut: Laws and Census Data<br><br><b>2.3</b> Slavery and Freedom in Their Own Words | 2 days<br><br>3 days<br><br>4 days |
|                                 |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                               |                                    |
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|                   |                                                                         | means of changing societies, promoting the common good, and protecting rights.                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                         |                                                      |
| October (3 weeks) | <b>Unit 3</b> Black Literacy, Organizations, and Liberation (1820-1865) | <b>Dimension 2 Applying disciplinary concepts and tools</b><br>HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. | <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.<br><b>LO6 REIMAGINE</b> 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.<br><b>LO8 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.<br><b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility.<br><b>LO10 USE</b> the inquiry cycle to take informed action. | <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?<br><b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture?<br><b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? | <b>3.1</b> The Age of Abolition: The Gradualist Period (1800 to 1830)<br><br><b>3.2</b> The Militant Period (1830 to 1840)<br><br><b>3.3</b> The Early & Late Political Periods (1840 to 1860)<br><br><b>3.4</b> Civil War/The Great American Slave Rebellion (1861-65) | 5 days<br><br><br>6 days<br><br>3 days<br><br>5 days |

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| <p>End of<br/>October-Mid<br/>November<br/>(3 weeks)</p> | <p><b>Unit 4</b> Long,<br/>Long History for<br/>Equality (1865-<br/>1915)</p> | <p><b>Dimension 2<br/>Applying<br/>disciplinary<br/>concepts and<br/>tools</b><br/>CIV 9–12.3<br/>Analyze the<br/>impact of<br/>constitutions,<br/>laws, treaties,<br/>and international<br/>agreements on<br/>the maintenance<br/>of national and<br/>international<br/>order.<br/>HIST 9–12.4<br/>Analyze how<br/>historical<br/>contexts shaped<br/>and continue to<br/>shape people’s<br/>perspectives<br/>(e.g.,<br/>immigration,<br/>labor, the role of<br/>women).<br/><b>Dimension 3<br/>Evaluating<br/>sources and<br/>using evidence</b><br/>INQ 9–12.8<br/>Identify evidence<br/>that draws<br/>information<br/>directly and</p> | <p><b>LO1 UNDERSTAND</b> the<br/>construct of race and why<br/>and how it was developed.<br/><b>LO2 INVESTIGATE</b> the<br/>evolution and development<br/>of African American/Black<br/>and Puerto Rican/Latino<br/>identities, including<br/>intersections with<br/>Indigenous and other<br/>identities.<br/><b>LO3 ANALYZE</b> how race,<br/>power, and privilege<br/>influence group access to<br/>citizenship, civil rights, and<br/>economic power.<br/><b>LO4 EXAMINE</b> the scope<br/>and legacy of resistance<br/>that has been integral to<br/>African American, Black,<br/>Puerto Rican, and Latino(a)<br/>histories.<br/><b>LO5 ARTICULATE</b> the<br/>integral role African<br/>American, Black, Puerto<br/>Rican and Latino(a)<br/>communities have played<br/>in shaping U.S. society,<br/>economy, and culture.<br/><b>LO6 REIMAGINE</b> new<br/>possibilities and more just<br/>futures for our country and<br/>our world drawn from the<br/>legacy of African<br/>American/Black and Puerto<br/>Rican/Latino experiences,</p> | <p><b>EQ3 POWER</b> What do African<br/>American, Black, Puerto Rican, and<br/>Latino(a) histories reveal about the<br/>United States, its foundation, and<br/>how power is structured today?<br/><b>EQ4 FREEDOM, JUSTICE,<br/>RESISTANCE</b> How have African<br/>American, Black, Puerto Rican and<br/>Latino(a) people fought for freedom<br/>and justice throughout history and<br/>today, and in what ways have their<br/>struggles been in solidarity with<br/>various other groups?<br/><b>EQ5 SOCIETY, ECONOMY, AND<br/>CULTURE</b> How and in what ways<br/>have African American, Black, Puerto<br/>Rican, and Latino(a) people shaped<br/>American society, economy, and<br/>culture?<br/><b>EQ6 RADICAL IMAGINATIONS</b><br/>What do African American, Black,<br/>Puerto Rican, and Latino(a) histories<br/>and cultures teach us about radically<br/>reimagining new possibilities and<br/>more just futures?<br/><b>EQ8 AGENCY AND CIVIC<br/>ENGAGEMENT</b> In what ways have<br/>African American/Black and Puerto<br/>Rican/Latino people demonstrated<br/>agency in developing organizations<br/>and strategies to address pressing<br/>issues in their communities? How<br/>can young people take informed<br/>action to address pressing issues in<br/>their own communities?</p> | <p><b>4.1</b> African<br/>Americans and<br/>the<br/>Reconstruction<br/>Era<br/><br/><b>4.2</b> The<br/>Struggle<br/>Against Jim<br/>Crow<br/><br/><b>4.3</b> Blacks and<br/>the Age of<br/>Imperialism<br/><br/><b>4.4</b> Migration/<br/>Exoduster<br/>Movement<br/><br/><b>4.5</b> The<br/>Education of<br/>Blacks<br/>and Emergence<br/>of HBCUs<br/><br/><b>4.6</b> The New<br/>Negro</p> | <p>5 days<br/><br/>2 days<br/><br/>2 days<br/><br/>2 days<br/><br/>2 days</p> |
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|                      |                                                       | substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.                                                                                                                    | intellectual thought, and culture.<br><b>LO7 EXPLORE</b> local and regional African American/Black and Puerto Rican/Latino communities and compare/contrast them with national histories.<br><b>LO8 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.<br><b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                       |                                                                |
| December (2.5 weeks) | <b>Unit 5</b> Black Movement for Equality (1915-1965) | <b>Dimension 2 Applying disciplinary concepts and tools</b><br>CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.<br>CIV 9–12.2 Evaluate the effectiveness of | <b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed.<br><b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.<br><b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.                                                   | <b>EQ3 POWER</b> What do African American, Black, Puerto Rican, and Latino(a) histories reveal about the United States, its foundation, and how power is structured today?<br><b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?<br><b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped | <b>5.1</b> Great Migration<br><br><b>5.2</b> WWI and The Red Summer Riots<br><br><b>5.3</b> The Power of Black Art<br><br><b>5.4</b> A New Deal or a Raw Deal?<br><br><b>5.5</b> Organize and Agitate | 2 days<br><br>2 days<br><br>2 days<br><br>2 days<br><br>2 days |

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|  |  | <p>citizens and institutions in solving social and political problems.<br/>ECO 9–12.3<br/>Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p> <p><b>Dimension 4<br/>Communicating concluding and taking informed action</b><br/>INQ 9–12.8<br/>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> | <p><b>L04 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.<br/><b>L05 ARTICULATE</b> the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.<br/><b>L06 REIMAGINE</b> 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.<br/><b>L07 EXPLORE</b> local and regional African American/Black and Puerto Rican/Latino communities and compare/contrast them with national histories.<br/><b>L08 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.<br/><b>L09 IDENTIFY</b> resources and opportunities for active engagement,</p> | <p>American society, economy, and culture?<br/><b>EQ6 RADICAL IMAGINATIONS</b><br/>What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?<br/><b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?</p> | <p><b>5.6</b> World War II<br/><b>5.7</b> How The Women Organized and Agitated<br/><b>5.8</b> How the Youth Organized and Agitated</p> | <p>1 day<br/><br/>2 days<br/><br/>2 days</p> |
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|                                       |                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | learning, and civic responsibility.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                              |                                                                |
| Mid-December to Mid-January (3 weeks) | <b>Unit 6</b> Protest, Politics, and Power (1965-Present) | <b>Dimension 2 Applying disciplinary concepts and tools</b><br>HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.<br>CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.<br><b>Dimension 4 Communicating concluding and taking informed action</b><br>INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics | <b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.<br><b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.<br><b>LO5 ARTICULATE</b> the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.<br><b>LO6 REIMAGINE</b> 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.<br><b>LO7 EXPLORE</b> local and regional African American/Black and Puerto Rican/Latino communities and compare/contrast them with national histories.<br><b>LO8 EXAMINE</b> examples of African American/Black | <b>EQ3 POWER</b> What do African American, Black, Puerto Rican and Latino(a) histories reveal about the United States, its foundation, and how power is structured today?<br><b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?<br><b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture?<br><b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?<br><b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories?<br><b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto | <b>6.1</b> Black Power: 1965-1975<br><br><b>6.2</b> Black Politics<br><br><b>6.3</b> Black Cultural Production<br><br><b>6.4</b> Systemic Racism: 1965-Present<br><br><b>6.5</b> Black Lives Matter Movement | 3 days<br><br>3 days<br><br>3 days<br><br>3 days<br><br>3 days |

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|  |  | and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. | and Puerto Rican/Latino action in addressing issues impacting their communities.<br><b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility.<br><b>LO10 USE</b> the inquiry cycle to take informed action. | Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities? |  |  |
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**Semester 2: Focus on Puerto Rican/Latino History**

| Timeframe                                      | Unit                                        | Content Standards                                                                                                                                                                                                                          | Course Learning Objectives                                                                                                                                                                                                                                        | Essential Questions                                                                                                                                                                                                                                                                                                                        | Lessons                                                                    | Days   |
|------------------------------------------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------|
| End of January-Beginning of February (2 weeks) | <b>Unit 1</b> Early Beginnings: Who Are We? | <b>Dimension 2 Applying disciplinary concepts and tools</b><br>HIST 9-12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical account. | <b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed.<br><b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. | <b>EQ1 RACIAL FORMATION</b> How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people?<br><b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture? | <b>1.0</b> Introduction/ Review of Semester Themes                         | 1 day  |
|                                                |                                             |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                            |                                                                            | 2 days |
|                                                |                                             |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                            | <b>1.1</b> Latinos on Race: Living Between the Black and White Binary?     | 3 days |
|                                                |                                             |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                            | <b>1.2</b> Latino Culture: The Multiple and Evolving Identities of Latinos | 3 days |



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|                      |                                | <p>HIST 9-12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 9-12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p> <p>GEO 9-12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> |                                                                                                                              |                                                                                                                                                          | <p><b>1.3</b> Where Do We Come From? African and Indigenous Diaspora in Latin America and in the Caribbean</p> <p><b>1.4</b> Geography: Puerto Rican and Latin American Migration</p> | 4 days |
| February (2.5 weeks) | <b>Unit 2</b> Blood and Beauty | <b>Dimension 2 Applying disciplinary concepts and tools</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including | <b>EQ2 DIASPORAS</b> Who and what are the diverse people, places, and time periods that African American/Black and Puerto Rican/Latino include? What are | <b>2.1</b> The Tainos, Aztecs, Incas, and the Mayans: The critical hidden figures in                                                                                                  | 5 days |

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|                                 |              | <p>WHIST 9-12.6 Analyze the way in which the perspective of those writing history shaped the history that they produced. GEO 9-12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. USHIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> | <p>intersections with Indigenous and other identities.<br/><b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.</p> | <p>the stories of the African, Black, Puerto Rican, and Latino(a) diasporas?<br/><b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?<br/><b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture?<br/><b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories?</p> | <p>Puerto Rican and Latino history<br/><b>2.2</b> Columbus and His Actions in the Caribbean<br/><b>2.3</b> Bartolomé de Las Casas<br/><b>2.4</b> Treatment of Indigenous by the Spanish<br/><b>2.5</b> Anti-Latino Massacre Timeline<br/><b>2.6</b> Scientific Experiments<br/><b>2.7</b> Language Suppression in Puerto Rico, Latin America, and the U.S.</p> | <p>3 days<br/>1 day<br/>3 days<br/>2 days<br/>3 days<br/>1 day</p> |
| End of February-March (5 weeks) | Unit 3 Sweat | <b>Dimension 2 Applying disciplinary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black,                                                                                                       | <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>3.1 Emergence of Latin American Nations</b>                                                                                                                                                                                                                                                                                                                 |                                                                    |

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|  |  | <p><b>concepts and tools</b></p> <p>HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people's perspectives (e.g., immigration, labor, the role of women).</p> <p>CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p> <p>ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs</p> | <p>Puerto Rican, and Latino(a) histories.</p> <p><b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.</p> <p><b>LO3 ANALYZE</b> how race, power, privilege influence group access to citizenship, civil rights, and economic power.</p> <p><b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.</p> <p><b>LO8 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.</p> <p><b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility.</p> <p><b>LO10 USE</b> the inquiry cycle to take informed action.</p> | <p>freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?</p> <p><b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture?</p> <p><b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?</p> <p><b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American, Black, Puerto Rican, and Latino histories of our region, and how do they relate to broader histories?</p> | <p><b>3-1.1</b> The Arrival of the Conquistadores and the Legacy of Colonialism</p> <p><b>3-1.2</b> Bringing the New Labor Force</p> <p><b>3-1.3</b> Evolution of Identities: Indigenous, Africans, and the Rest of People Who Wanted to be Part</p> <p><b>3-1.4</b> Race in Latin America: Caste or Social Hierarchy?</p> <p><b>3-2 Political Economy of Latin America</b></p> <p><b>3-2.1:</b> The Uneasy Neighbors: United States and Latin America Relations</p> <p><b>3-3 Puerto Rican Sweat: Legacy of US Colonialism</b></p> | <p>3 days</p> <p>2 days</p> <p>2 days</p> <p>2 days</p> <p>2 days</p> <p>1 day</p> <p>2 days</p> <p>2 days</p> |
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|  |  | and benefits for different groups. |  |  | <p><b>3-3.1</b> Royal Decree of Graces of 1815: Why Is This Important?</p> <p><b>3-3.2</b> U.S. Occupation of the Island</p> <p><b>3-3.3</b> All of these Acts: Jones Act, the Foraker Act: Was this Interest Convergence</p> <p><b>3-3.4</b> Great Puerto Rican Debate: Nation, Commonwealth, and Its Relationship to the Island's Social and Economic Policies</p> <p><b>3-3.5</b> Role of the U.S. as a Neighbor/ Colonizer: The Economic Impact of Section 936, PROMESA, Hurricane Maria, and the Earthquake</p> | <p>2 days</p> <p>3 days</p> |
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| <p>April-Mid May<br/>(5 weeks)</p> | <p><b>Unit 4</b><br/>Resistance</p> | <p><b>Dimension 2</b><br/><b>Applying disciplinary concepts and tools</b><br/>HIST 9-12.5<br/>Analyze how historical contexts shaped and continue to shape historical contexts.<br/>HIST 9-12.7<br/>Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the times.<br/>CIV 9-12.2<br/>Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p> | <p><b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.<br/><b>LO5 ARTICULATE</b> the integral role African American Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.</p> | <p><b>EQ3 POWER</b> What do African American, Black, Puerto Rican, and Latino(a) histories reveal about the United States, its foundation, and how power is structured today?<br/><b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?<br/><b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?</p> | <p><b>4.1 Latin American Revolutions from Spain</b><br/><br/><b>4.1-1</b> Revolution in the Colonies: A Replication of the Liberté, Égalité, Fraternité (Liberty, Equality, Fraternity)<br/><b>4.1-2</b> Revolt, Defiance, and Resistance From Spain<br/><br/><b>4.2 20th Century Latin American Revolutions</b><br/><br/><b>4.2-1</b> Revolutions From Latin American<br/><b>4.2-2</b> Puerto Rican Resistance and Defiance Throughout History<br/><b>4.2-3</b> Resistance in Puerto Rican and Latin American History: Timeline</p> | <p>7 days<br/><br/>X days<br/><br/>X days<br/>3 days<br/><br/>2 days<br/><br/>X days</p> |
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|  |  |  |  |  | of the Movers<br>and the Shakers                                                                                   |        |
|  |  |  |  |  | <b>4.3 Resistance<br/>in the U.S.</b>                                                                              | 3 days |
|  |  |  |  |  | <b>4.3-1</b> Latino<br>Resistance in the<br>U.S.                                                                   | 2 days |
|  |  |  |  |  | <b>4.4 Latino Civil<br/>Rights<br/>Movement</b>                                                                    | 1 day  |
|  |  |  |  |  | <b>4.4-1</b> The<br>History of Latino<br>Civil Rights<br>Movement                                                  |        |
|  |  |  |  |  | <b>4.4-2</b> When<br>You Try to<br>Change Me, I<br>End Up<br>Changing<br>You?                                      | 2 days |
|  |  |  |  |  | <b>4.4-3</b> The Use<br>of Arts for<br>Transforming<br>Societies and<br>Mark the Latino<br>Presence in the<br>U.S. |        |
|  |  |  |  |  | <b>4.4-4</b> Protest<br>and Resistance<br>in Puerto Rican<br>Art and Music                                         |        |



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|  |  | and among urban, suburban, and rural regions. |  |  | Immigration Stories from the Border                                   |        |
|  |  |                                               |  |  | <b>5.7</b> Latino Challenges in the U.S.: Labor and Health            | 2 days |
|  |  |                                               |  |  | <b>5.8</b> Latino Challenges in the U.S.: Education and Incarceration | 2 days |
|  |  |                                               |  |  | <b>5.9</b> The Beauty of Being Latino                                 | 3 days |

Notes:

- Targeted Standards drawn from Connecticut Social Studies Framework.
- Timeframes are projected and will be informed by field study during initial year of implementation (2021-2022).
- Days are equivalent to one 45-minute period/class; adjustments will need to be made for high schools using block schedule/90-minute periods.