

Somers Board of Education Curriculum Meeting

Monday, April 25, 2022 6:00 PM

Somers Central Office Conference Room, 1 Vision Boulevard, Somers, CT 06071

1. **CALL TO ORDER**
2. **AGENDA (has attachments)**



SOMERS PUBLIC SCHOOLS

1 Vision Boulevard, Somers, Connecticut 06071
(860)749-2270 Fax (860)763-0748

Somers Board of Education
Marissa Marks, Chairman

Committee: Curriculum Committee
Chairperson: Jan Martin
Date: April 25, 2022
Time: 6 pm
Place: Central Office Meeting Room

Agenda

1. New Text Book Proposals
2. New Course Proposal
3. Other- general discussion

Documents are online with meeting information.

Vision: *The Somers Public Schools strives to be an exceptional and innovative educational community.*

Mission: *Prepare each student to contribute and succeed in an ever-changing global society.*

Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Date: 1/24/22

Person(s) submitting: Lynn Tracy

Content Area: Food Service & Management
Food Service & Management 1 & 2

Grade(s) 11 & n 12 **Course:**

Recommended Purchase: Textbook and Online Bundle

Title or Name of Resource: The Culinary Professional

Type of Resource: Textbook and Online software resources
ISBN#: 978-978-1-64564-785-0

Copyright: 2023 **Vendor:** Goodheart-Willcox

Address: 18604 West Creek Drive, Tinley Park, Illinois 60477-6243

1. Does the text address the content of the curriculum at the appropriate grade level?

Yes No

Process used to select this curriculum resource: Need an updated version for a text because of outdated information. Also one that has access to Online resources. This will intergrate better for Google classroom and blend with the future of online digital interface. This text is in correlation with CTE standards the ACF, NOCTI and Precision Exam Certification programs .

Is this the only curriculum resource for this course? Yes No

If no, what other resource(s) will be used? Periodicals, Internet

How was this resource evaluated in terms of providing adequate instructional support for the curriculum? This text and its digital components were used as a pilot for school years 2020-2022

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

Use this form to detail the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Proposed Title:

Submitted by:

See front page

Textbook/Novel/Resource Name:

Consumable?

Yes

No

Amount of Funds Needed: \$ 11,000

Vendor Name: Goodheart-Willcox Publisher

Contact Person: John Marconi

Address: 18604 West Creek Drive Tinley Park Illinois 60477-6243

Phone: 18003230440

Fax: 18884093900

Email Address: jmarconi@g-w.com

Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Date: 4/5/22

Person(s) submitting: Mike Mayo

Content Area: Business **Grade(s)** 10-12 **Course:** Accounting 1

Recommended Purchase:

Title or Name of Resource: Century 21 Accounting General Journal, 11th

Type of Resource: Textbook **ISBN#:**

Copyright: 2019 **Vendor:** Cengage Learning

Address: 1065 Toebben Drive, Independence , KY, 41051

1. Does the text address the content of the curriculum at the appropriate grade level?

Yes No

Process used to select this curriculum resource:

This is the only high school accounting textbook available that supported our course scope and sequence

Is this the only curriculum resource for this course? Yes No

If no, what other resource(s) will be used?

How was this resource evaluated in terms of providing adequate instructional support for the curriculum?

We analyzed the textbook and compared it to course scope and sequence. We also investigated other alternatives.

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

Use this form to detail the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Proposed Title: Century 21 Accounting General Journal, 11th Edition

Submitted by: Mike Mayo

Textbook/Novel/Resource Name: See above

Consumable? Yes No

Amount of Funds Needed: \$7,000

Vendor Name: Cengage Learning

Contact Person:

Address: 1065 Toebben Drive, Independence , KY, 41051

Phone: 800-354-9706

Fax:

Email Address: NGL.Cengage.com/customerSupport

Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Date: 4/5/22

Person(s) submitting: Mike Mayo

Content Area: Business **Grade(s)** 11-12 **Course:** Accounting 2

Recommended Purchase:

Title or Name of Resource: Century 21 Accounting Advanced - 11th Edition

Type of Resource: Textbook **ISBN#:**

Copyright: 2020 **Vendor:** Cengage Learning

Address: 1065 Toebben Drive, Independence , KY, 41051

1. Does the text address the content of the curriculum at the appropriate grade level?

Yes No

Process used to select this curriculum resource:

This is the only high school accounting textbook available that supported our course scope and sequence

Is this the only curriculum resource for this course? Yes No

If no, what other resource(s) will be used?

How was this resource evaluated in terms of providing adequate instructional support for the curriculum?

We analyzed the textbook and compared it to course scope and sequence. We also investigated other alternatives.

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

Use this form to detail the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Proposed Title: Century 21 Accounting Advanced - 11th Edition

Submitted by: Mike Mayo

Textbook/Novel/Resource Name: See above

Consumable? Yes No

Amount of Funds Needed: \$1,300

Vendor Name: Cengage Learning

Contact Person:

Address: 1065 Toebben Drive, Independence , KY, 41051

Phone: 800-354-9706

Fax:

Email Address: NGL.Cengage.com/customerSupport

Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Date: 1/12/2022

Person(s) submitting: Mary Neyssen

Content Area: Science **Grade(s)** 11, 12 **Course:** AP/ECE chemistry

Recommended Purchase: Textbook as required by UCONN

Title or Name of Resource: Chemistry

Type of Resource: Textbook **ISBN#:** ISBN-10: 1305957407

Copyright: 2017 **Vendor:** Cengage

1. Does the text address the content of the curriculum at the appropriate grade level?

Yes No

Process used to select this curriculum resource:

It is the required textbook from UCONN needed to teach ECE chemistry

Is this the only curriculum resource for this course? Yes No

If no, what other resource(s) will be used?

A laboratory manual will be used that is custom made by UCONN

How was this resource evaluated in terms of providing adequate instructional support for the curriculum?

It has been evaluated by UCONN

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

Use this form to detail the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Proposed Title: Chemistry

Submitted by: Mary Neysen

Textbook/Novel/Resource Name:

Chemistry

Zumdahl, Steven S.; Zumdahl, Susan A.; DeCoste, Donald J.

25 Copies

Consumable? Yes **No**

Amount of Funds Needed: \$2,500

Vendor Name: Cengage Learning

<https://www.abebooks.com/9781305957404/Chemistry-Zumdahl-Steven-Susan-DeCoste-1305957407/plp>

Contact Person: Brett Soucy (Sales Consultant grades 9-12)

Address:

National Geographic Learning | Cengage
Connecticut and Rhode Island

Phone: 860-836-9443(c)

Email Address: 860-836-9443(c)

Revised: June 27, 20-19

Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Date: 3/24/21

Person(s) submitting: Michael Szafir

Content Area: Social Studies **Grade(s)** 8 **Course:** US History

Recommended Purchase:

Title or Name of Resource: US History American Stories Beginnings to 1877

Type of Resource: Textbook/6 Year Online Subscription

ISBN#: 9781337467001

Copyright: 2020

Vendor: National Geographic/Cengage Learning

Address:

100650 Toebben Drive
Independence, KY 41051

1. Does the text address the content of the curriculum at the appropriate grade level?

Yes No

Process used to select this curriculum resource:

Meeting with a textbook representative. Online training through National Geographic technology support. Demoing the book in the classroom throughout the year (including posting on GoogleClassroom).

Is this the only curriculum resource for this course? Yes No

If no, what other resource(s) will be used?

Other curriculum resources include other previously purchased materials (US Atlas, InspireEd US and State Studies, Primary Source Analysis, etc.).

How was this resource evaluated in terms of providing adequate instructional support for the curriculum?

The resource was evaluated in terms of providing adequate instructional support for the curriculum through the Grade 8 Social Studies Curriculum. The textbook lexile, spanish edition, and ability to modify lessons fit well into the grade 8 curriculum. The online format of the book is compatible with Google Classroom and easily used by students.

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

Use this form to detail the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Proposed Title: National Geographic US History: American Stories Beginnings to 1877

Submitted by: Michael Szafir

Textbook/Novel/Resource Name: American Stories: Beginnings to 1877

Consumable? Yes No X

Amount of Funds Needed: \$ 14,267.50 (130 Student copies/6-year online access)
+ \$ 1,426.75 (shipping and/or process)
Total= 15,694.25

Vendor Name: National Geographic Learning/Cengage Learning

Contact Person: Brett Soucy

Address:
Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051

Phone: 860-836-9443

Fax:

Email Address: brett.soucy@cengage.com

Revised: June 27, 20-19

Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Date: 3/20/2022

Person(s) submitting: John Gieras & Tammany Reynolds for both 6th and 7th Grade

Content Area: Social Studies **Grade(s)** 6 & 7 **Course:** World Regions

Recommended Purchase:

Title or Name of Resource: National Geographic World Cultures and Geography

Type of Resource: Textbook and 6 year online subscription

Copyright: 2021 **Vendor:** National Geographic Learning/Cengage Learning

Address: Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(800) 354-9706

1. Does the text address the content of the curriculum at the appropriate grade level?

Yes No

Process used to select this curriculum resource:

I compared this book to three other current Social Studies Geography programs.

I made sure that our current curriculum matched this book and it did.

Both Tammany and myself looked at the book, teacher resources and the online platform.

Both 6th Grade Language Arts teachers picked this textbook over others being considered.

Sent up a zoom professional development training for the program to be piloted and tested with the chromebooks.

Looked at the advantage of having the same online platform for two years in Social Studies would help the students feel more comfortable with the program.

Is this the only curriculum resource for this course? Yes No
If no, what other resource(s) will be used?

How was this resource evaluated in terms of providing adequate instructional support for the curriculum?

This resource was compared to the current 6th and 7th grade curriculum. This survey edition covers all the curriculum for both grade levels. During our professional development zoom we were shown how the program can link with google classroom, has the textbook read aloud to students, includes various note taking formats (the high school Social Studies staff indicated this was a weakness for incoming freshman), allows for Differentiation and includes videos with the lessons.

https://ngl.cengage.com/search/productOverview.do?Ntt=1575357091164463349012538865681373597106&N=201+4294918395&Ntk=P_EPI&Ntx=mode+matchallpartial&homePage=false

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

Use this form to detail the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Proposed Title: National Geographic World Cultures and Geography

Submitted by: John Gieras & Tammany Reynolds

Textbook/Novel/Resource Name: National Geographic World Cultures and Geography

Consumable? Yes No

Amount of Funds Needed: \$ 19,340.75 130 Copies for 6th Grade
19,340.75 130 Copies for 7th Grade

TOTAL FOR 6TH AND 7TH GRADE \$ 38,681.50

<https://poweron.cengage.com/Magellan/SchoolQuote.aspx?cid=WIB8jqWbhBlmsWq1NSVxoQ%3d%3d&qid=ecU1TGGsBK8%3d&qulDs=>

<https://poweron.cengage.com/Magellan/SchoolQuote.aspx?cid=NwuNzbtiaWeKH+uW/Z7KBw%3d%3d&qid=Qw59ucqpJV4%3d&qulDs=>

Vendor Name: National Geographic Learning Cengage Learning

Contact Person: Brett Soucy

Address:

Cengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(800) 354-9706
<http://NGL.Cengage.com/CustomerSupp>

Phone: 860-836-9443(c)

Fax: Textbook rep said they do not use a fax number

Email Address: brett.soucy@cengage.com

Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Date: March 2022

Person(s) submitting: SPS World Language Department (Grades 7-12)

Content Area: Spanish & French **Grade(s)** 7-12 **Course:** All Spanish and French Courses District Wide

Recommended Purchase: Textbooks & on-line access to support World Language Grades 7-12 See attached quote/document.

Title or Name of Resource: D'Accord (French) & Senderos (Spanish)

Type of Resource: Textbooks, Digital Access (6 year access)
ISBN#: Various (see attached quote for details)

Copyright: 2019-2023 **Vendor:** Vista Higher Learning

Address: 500 Boylston St. Suite 620 Boston, MA 02116-3736

1. Does the text address the content of the curriculum at the appropriate grade level?

Yes No

Process used to select this curriculum resource:

World Language teachers district-wide along with administration met several times to review possible materials to support instruction. Once the team narrowed down the materials to three, they scheduled demos with the publishers/sales rep and requested samples. They reviewed the materials as a verticle team eventually reaching consensus.

Is this the only curriculum resource for this course? Yes No

If no, what other resource(s) will be used?

This is a primary resource however, teacher do supplement with various other resources (videos, articles, websites)

How was this resource evaluated in terms of providing adequate instructional support for the curriculum?

The World Language Team looked at vertical alignment of skills/lessons, alignment to the CT world language standards as well as comparing and contrasting to current course curriculum expectations.

Please use the standard budget sheet below to detail the purchase costs.

Standard Budget Sheet

Use this form to detail the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

Proposed Title: D'Accord (French) & Senderos (Spanish)

Submitted by: SPS World Language Department (Grades 7-12)

Textbook/Novel/Resource Name: D'Accord Levels 1-3, Senderos Levels 1-5

Consumable? Yes No

Amount of Funds Needed: \$65,899.00

Vendor Name: Vista Higher Learning

Contact Person: Myles Stavis

Address: 500 Boylston St. Suite 620 Boston, MA 02116-3736

Phone: 800-269-6311

Fax: 617-426-5215

Email Address: mstavis@higherlearning.com

Revised: June 27, 20-19

Course Proposal Form

Date: April 2022

Proposed Title: African American/Black and Puerto Rican/Latino Studies

Content Area: Social Studies

Semester(s): Full year (1&2)

(a) What need(s) does this course address?

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 U.S. It will address the need to learn US History from multiple points of view.

How was the need identified? What data was considered? Who was involved in determining the need? State of CT Public Act No. 19-12

(b) Who designed the course? CSDE, SERC & Somers Public Schools

(c) What implications does this course have on staffing, other curricular areas, and/or space?

It is an additional full year elective so, it could potentially impact the size of our core courses and the ability to offer other social studies electives

(d) What special background, if any, would the teacher need to have to teach this elective successfully?

US History, African American History, Latino/Puerto Rican History

(e) This course is designed for: (circle any or all choices)

Freshmen

Sophomore

Juniors

Seniors

Middle School

(f) What prerequisites must the student fulfill to take this course?

US World History and Modern World History are recommended prerequisites.

(g) Insert curriculum standards this course will address:

See attached DRAFT Curriculum Document

(h) How will student learning be assessed?

Traditional quizzes and tests, journal reflections, end of unit performance tasks (using a variety of media), written responses, project based learning

(i) What instructional resources are necessary to teach the course? List all books, software, equipment, and materials with rationale and cost.

Newsela Social Studies curated portfolio of resources

Course Budget Sheet

Estimate the cost of the proposed elective for a three-year period assuming a maximum student enrollment of 25.

Proposed Title: African American/Black and Puertorican/Latino Studies

Submitted by: SHS SS Dept. & Dina Senecal Date April 2022

	First Year	Second Year	Third Year
Staff (if new staff must be hired)	\$	\$	\$
Professional Development	\$	\$	\$
Additional Space	\$	\$	\$
Contracted Services/Licensing: Newsela SS	\$4,500 annual subscription cost		
Textbooks	\$	\$	\$
Consumable Books	\$	\$	\$
Resources/Support Materials	\$	\$	\$
Teacher Resource Books	\$	\$	\$
Journals/Magazines	\$	\$	\$
Consumable Supplies	\$	\$	\$
Equipment under \$200	\$	\$	\$
Software	\$	\$	\$
Field Trips	\$	\$	\$
Speakers	\$	\$	\$
Other:	\$	\$	\$
Other: 20% shipping/handling materials & books	\$	\$	\$
TOTAL	\$ <u>4,500</u>	\$	\$

Signatures of person(s) submitting this proposal:

Name Dina M Senecal Date April 8, 2022

Name _____ Date _____

Signature of Principal  Date 4/8/2022

Print out this proposal and submit it to the Curriculum Council, c/o the Director of Curriculum.

Course Department Sign-Off

Proposed Title: African American/Black and Puerto Rican/Latino Studies

Signatures of content area members indicate that the proposal has been discussed and feedback has been elicited on the proposal prior to its completion. Interdisciplinary unit proposals require the signatures of members of all involved content areas/departments.

NAME	CONTENT AREA	DATE
Matthew Macaluso	History	4/6/22
Matthew Macaluso	History	4/6/22
Alan	History	4/6/22
Andrew	History	4/6/22
Kristen	History	4-6-22

DRAFT

African American/Black and Puerto Rican/Latino Studies

COURSE OVERVIEW

The African American/Black and Puerto Rican/Latino Course of Studies is a one credit, year-long elective in which students will consider the scope of African American/Black and Puerto Rican/ Latino contributions to U.S. history, society, economy, and culture. It utilizes Connecticut's Social Studies Framework themes and inquiry-based approach already familiar to social studies teachers to deliver a content rich and personalized learning experience.

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 U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts.

SYNTHESIS FOR PROGRAM OF STUDIES

SCED Course Code: 04901

Title: African American/Black and Puerto Rican/Latino Studies

Recommended Prerequisites: US History and Modern World History

Humanities Elective Grades: 11-12 **Credit:** 1.0

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 U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts.

DRAFT

African American/Black and Puerto Rican/Latino Studies

LEARNING OBJECTIVES

LO1 UNDERSTAND the construct of race and why and how it was developed.

LO2 INVESTIGATE the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.

LO3 ANALYZE how race and power influence access to citizenship, civil rights, and economic power.

LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.

LO5 ARTICULATE the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.

LO6 REIMAGINE new possibilities and futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture.

LO7 EXPLORE local and regional African American/ Black and Puerto Rican/Latino communities and compare/contrast them with national histories.

LO8 EXAMINE examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.

LO9 IDENTIFY resources and opportunities for learning and civic responsibility.

LO10 USE the inquiry cycle to think critically and make informed decisions.

DRAFT

African American/Black and Puerto Rican/Latino Studies

Semester 1: Focus on African American/Black History

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Early-Mid September (2.5 weeks / 12 days)	Unit 1 Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600)	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical context</p> <p>HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p>HIST 9–12.6 Analyze the ways in which the perspective of those writing history shaped the history that they produced.</p> <p>GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>GEO 9-12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p>	<p>LO1 UNDERSTAND</p> <p>LO2 INVESTIGATE</p> <p>LO3 ANALYZE</p>	<p>1.0 Course Introduction</p> <p>1.1 African Origins</p> <p>1.2 African Empires to the Demise of Songhai</p> <p>1.3 The Moors</p> <p>1.4 The Social Construction of Race and the Transatlantic Slave Trade</p>	<p>2 days</p> <p>2 days</p> <p>2 days</p> <p>1 day</p> <p>5 days</p>

DRAFT

African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Mid-Late September (1.5 weeks / 8 days)	Unit 2 How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619 to 1819)	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts</p> <p>HIST 9-12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> <p>GEO 9-12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>CIV 9-12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p>	<p>LO2 INVESTIGATE</p> <p>LO3 ANALYZE</p> <p>LO4 EXAMINE</p> <p>LO5 ARTICULATE</p> <p>LO6 REIMAGINE</p>	<p>2.1 Slavery and Freedom in Their Own Words</p> <p>2.2 Agency and Resistance: Fort Mose and Haiti</p> <p>2.3 Understanding Slavery as an Institution in Connecticut: Laws and Census Data</p>	<p>2 days</p> <p>2 days</p> <p>4 days</p>

DRAFT

African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
October (3 weeks / 15 days)	Unit 3 Black Literacy, Organizations, and Liberation (1820- 1865)	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras</p> <p>HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past</p>	<p>LO4 EXAMINE</p> <p>LO6 REIMAGINE</p> <p>LO8 EXAMINE</p>	<p>3.1 The Age of Abolition: The Gradualist Period (1800 to 1830)</p> <p>3.2 The Militant Period (1830 to 1840)</p> <p>3.3 The Early & Late Political Periods (1840 to 1860)</p> <p>3.4 The Road to Freedom (1861-65)</p>	<p>5 days</p> <p>3 days</p> <p>3 days</p> <p>4 days</p>

DRAFT

African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Late October-Mid November (3 weeks / 14 days)	Unit 4 Long History for Equality (1865-1915)	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</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>Dimension 3 Evaluating sources and using evidence</p> <p>INQ 9–12.8 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>L03 ANALYZE</p> <p>L04 EXAMINE</p> <p>L08 EXAMINE</p>	<p>4.1 The African American Experience During the Reconstruction Era (1865-1877)</p> <p>4.2 The African American Experience in the Years Following Reconstruction (1877-1898)</p> <p>4.3 The Struggle Against Jim Crow</p> <p>4.4 The Education and Entrepreneurship of Blacks</p>	<p>2 days</p> <p>3 days</p> <p>3 days</p> <p>6 days</p>

DRAFT

African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Mid November- Mid December (3 weeks/ 16 days)	Unit 5 Black Movement for Equality (1915- 1965)	<p>Dimension 2 Applying disciplinary concepts and tools HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women).</p> <p>HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.</p> <p>CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p> <p>Dimension 4 Communicating concluding and taking informed action</p> <p>INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p>L04 EXAMINE</p> <p>L05 ARTICULATE</p> <p>L06 REIMAGINE</p> <p>L08 EXAMINE</p>	<p>5.1 Great Migration and the “Nadir of Race Relations” and the Juxtaposition of Hope</p> <p>5.2 The Power of Black Art: The Empowerment of Black People Through the Arts</p> <p>5.3 Remnants of the Jim Crow South</p> <p>5.4 Resistance and Revolution Through Organized Efforts</p> <p>5.5 World War II - Tuskegee Airmen</p> <p>5.6 How the Women Organized and Agitated</p> <p>5.8 How the Youth</p>	<p>4 days</p> <p>3 days</p> <p>2 days</p> <p>2 days</p> <p>1 day</p> <p>2 days</p> <p>2 days</p>

DRAFT

African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Mid December -Mid January (3 weeks 15 days)	Unit 6 Protest, Politics, and Power (1965-Present)	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p>Dimension 4 Communicating concluding and taking informed action</p> <p>INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>CIV 9–12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.</p>	<p>LO3 ANALYZE</p> <p>LO6 REIMAGINE</p> <p>LO8 EXAMINE</p> <p>LO9 IDENTIFY</p> <p>LO10 USE</p>	<p>6.1 Black Power (1965-1975)</p> <p>6.2 Black Politics</p> <p>6.3 Black Cultural Production</p> <p>6.4 Racism in our Institutions: 1965-Present</p> <p>6.5 Recent and Current Racial Movements</p>	<p>5 days</p> <p>1 day</p> <p>3 days</p> <p>3 days</p> <p>3 days</p>

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Semester 2: Focus on Puerto Rican/Latino History

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Late January- Mid-February (2.5 weeks / 13 days)	Unit 1 Early Beginnings: Who Are We?	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9-12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical account.</p> <p>HIST 9-12.4 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>LO1 UNDERSTAND</p> <p>LO2 INVESTIGATE</p>	<p>1.0 Introduction/Review of Semester Themes</p> <p>1.1 Latinos on Race while living in between the Black and White Binary</p> <p>1.2 Latino Culture: The Multiple and Evolving Identities of Latinos</p> <p>1.3 Where Do We Come From? African and Indigenous Diaspora in Puerto Rico and in Latin America</p> <p>1.4 Geography: Puerto Rican and Latin American Migration</p>	<p>2 days</p> <p>2 days</p> <p>3 days</p> <p>3 days</p> <p>3 days</p>

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Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Mid-February - Mid March (3.5 weeks / 18 days)	Unit 2 Blood and Beauty	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>WHIST 9-12.6 Analyze the way in which the perspective of those writing history shaped the history that they produced.</p> <p>GEO 9-12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>USHIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<p>LO2 INVESTIGATE</p> <p>LO4 EXAMINE</p>	<p>2.1 The Tainos, Aztecs, Incas, and the Mayans: The critical hidden figures in Puerto Rican and Latino history</p> <p>2.2 Columbus and His Actions in the Caribbean</p> <p>2.3 Bartolomé de Las Casas</p> <p>2.4 Treatment of Indigenous by the Spaniards</p> <p>2.5 Anti-Latino Massacre Timeline</p> <p>2.6 Scientific Experiments: Puerto Rico and Guatemala</p> <p>2.7 Language Suppression in Puerto Rico, Latin America, and the U.S.</p>	<p>5 days</p> <p>2 days</p> <p>1 day</p> <p>1 day</p> <p>2 days</p> <p>5 days</p> <p>2 days</p>

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Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
Late March-Late April (4 weeks / 22 days)	Unit 3 Sweat	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., labor, immigration, the role of women).</p> <p>CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p>	<p>LO2 INVESTIGATE</p> <p>LO3 ANALYZE</p> <p>LO4 EXAMINE</p> <p>LO8 EXAMINE</p> <p>LO9 IDENTIFY</p> <p>LO10 USE</p> <p>LO11 INVESTIGATE</p>	<p>3.1 Emergence of Latin American Nations</p> <p>3.1-1 The arrival of the “Conquistadores” (transition to identity) and the Legacy of Colonialism (1400s)</p> <p>3.1-2 Bringing the New Labor Force</p> <p>3.1-3 Race in Latin America: Caste or Social Hierarchy?</p> <p>3.1-3 Evolution of Identities: Indigenous, Africans and the rest of the people who wanted to be part of this evolution</p> <p>3.2 Political Economy of Latin America</p> <p>3.2.1: The Uneasy Neighbors: U.S. and Latin America Relations</p> <p>3.3 Puerto Rican Sweat: Legacy of U.S. Colonialism</p> <p>3.3-1 The Importance of the Royal Decree of Graces of 1815 (Real Cedula de Gracia)</p>	<p>3 days</p> <p>2 days</p> <p>2 days</p> <p>2 days</p> <p>2 days</p> <p>2 days</p> <p>1 day</p>

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African American/Black and Puerto Rican/Latino Studies

Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
	Unit 3 Sweat (continued)			<p>3.3-2 U.S. Occupation of the Island</p> <p>3.3-3 All of these Acts and Who the Benefit: Jones Act, the Foraker Act</p> <p>3.3-4 The Paradox of Puerto Rico: Nation? Estado Libre Asociado (Associated Free State)? Colony? And Its Relationship to the Island's Social and Economic Policies</p> <p>3.3-5 Role of the U.S. as a Neighbor/Colonizer: The Economic Impact of Operation Bootstrap, PROMESA, Hurricane Maria, and the Earthquake</p>	<p>2 days</p> <p>2 days</p> <p>2 days</p> <p>4 days</p>

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Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
May-Early June (4.5 weeks / 23 days)	Unit 4 Resistance and Defiance	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9–12.5 Analyze how historical contexts shaped and continue to shape historical contexts.</p> <p>HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the times.</p> <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.</p>	<p>LO4 EXAMINE</p> <p>LO5 ARTICULATE</p>	4.1 Latin American Revolutions from Spain	1 day
				4.1-1 Revolution in the Colonies: A Replication of the Liberté, Égalité, Fraternité (Liberty, Equality, Fraternity)	5 days
				4.1-2 Revolt, Defiance, and Resistance From Spain	4 days
				4.2 20th Century Latin American Revolutions	4 days
				4.2-1 Revolutions From Latin American	4 days
				4.2-2 Puerto Rican Resistance and Defiance Throughout History	1 day
				4.2-3 Resistance in Puerto Rican and Latin American History: Timeline of the Movers and the Shakers	4 days
				4.3 Resistance in the U.S.	4 days
				4.3-1 Latino Resistance in the U.S.	2 days
				4.4 Latino Civil Rights Movement	1 day
4.4-1 The History of Latino Civil Rights Movement					

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	Unit 4 Resistance and Defiance (continued)			4.4-2 The Use of Arts for Transforming Societies and Marking the Latino Presence in the U.S. 4.4-3 Protest and Resistance in Puerto Rican and other Latinos in the Arts and in Music	1 day
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Timeframe	Unit	Content Standards	Course Learning Objectives	Lessons	Days
June (3 weeks / 14 days)	Unit 5 Where Are We Now?	<p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9-12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</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>GEO 9-12. 6 Evaluate the impact of economic activities and political decisions on spatial patterns within</p>	<p>LO5 ARTICULATE</p> <p>LO6 REIMAGINE</p> <p>LO9 IDENTIFY</p> <p>LO10 USE</p>	<p>5.1 Introduction to Unit 5 and Puerto Rican Migration to Connecticut and the United States</p> <p>5.2 Migration from other Latin American Countries to Connecticut and the United States</p> <p>5.3 Accomplishments and contributions of Latinos/Latinas in the Military</p> <p>5.4 Accomplishments and contributions of Latino/Latina Inventors, Musicians and Athletes/Sports</p> <p>5.5 Accomplishments and contributions of Latino Community Organizers, Politicians, Justices, etc.</p> <p>5.6 Latino Challenges in the U.S.: Immigration Stories from the Border</p>	<p>2 days</p> <p>1 day</p> <p>2 days</p> <p>1 day</p> <p>1 day</p> <p>2 days</p>