



STATE EDUCATION RESOURCE CENTER

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# Overview of PA 19-12 for SBOE Academic Standards and Assessment Committee

*September 14, 2020*

*SERC/SDE Team*

**[www.ctserc.org/pa1912](http://www.ctserc.org/pa1912)**

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# History of Legislation and Vision

- CT Public Act 19-12 passed June 2019
- SERC written into legislation (see Sec. 3)
- First, integrated, model, statewide curriculum (169 districts)
- Elective, full-year course at HS level (206+ high schools)
- Semester by semester focus
- Approximately 10 comprehensive, units of study
- Two-pronged, inquiry based approach
- Schools may offer in 2021-2022 (Legislators encouraging as field study); Must offer in 2022-2023
- PD for Administrators and Counselors Winter 2020
- PD for Initial Implementers Spring/Summer 2021 with year-long networking and coaching supports made available
- Speakers Bureau and Lesson Repository to be developed

# Curriculum Development Process

- 150 Member Advisory Group
- Organized by Committee
  - Research and Eval
  - Focus Groups
  - Infrastructure Supports
  - Course Syllabus
  - Content Development Committees (x2)
  - Integration and Assessment
  - Publications and Dissemination
  - Professional Learning Plan
- Expert Review Panel  
Aug 24-Sept 11
- Committee Review  
Oct 16-Nov 16
- Submission to SBOE  
Nov 18
- Public Comment  
Nov 18-Dec 2
- Presentation to SBOE  
Dec 2
- Final Revision to SDE  
Dec 18

# Expert Review Panel Members

**George Coleman**, Chair, SERC Board of Directors

**Dr. Terrell Hill**, Founder/President, Black Leaders and Adm. Consortium (BLAC)

**Dr. Jason Irizarry**, Associate Dean for Academic Affairs, UCONN

**Sandra Lamb**, Co-Founder/Director, The Institute of Black Inventions and Tech.

**Ana Ortiz**, President, Association of Latino Admin. and Supt. (ALAS)

**Dr. Paul Ortiz**, Professor of History, University of Florida

**Dr. Raquel Ortiz**, Curriculum Developer, Center for Puerto Rican Studies

**Glenn Singleton**, Founder/President, Pacific Educational Group (PEG)

**Dr. Blanca Silvestrini**, Professor Emerita of History, University of Connecticut

**Stefanie Wager**, President, National Council for Social Studies

# Outline of Curriculum Document

- Preface, including history of legislation
- Curriculum Development Process (i.e., organization by committee, summary of research, proposed plans for dissemination and professional learning, link to documentary)
- Course Description and Pedagogy
- Curriculum Framework (i.e., learning objectives, essential questions, infographics)
- Units of Study
- Sample Lessons (as examples of what will be included in repository)
- Appendix
  - Advisory Group Listing (full, by committee, curriculum developers)
  - Expert Review Panel
  - Infrastructure Supports/District Guidance
  - Professional Learning Plan
  - Complete Reference List (i.e., books, articles, websites, materials, speakers bureau, etc.)
  - Letters of Support

# Expanded UBD Format

<https://drive.google.com/file/d/1y5RHGrzwgx7oPW5YDKXrckAhmdSez6FK/view?usp=sharing>

# **Semester 1: African American/Black Histories**

- **Unit 1 - African Origins of Humanity and the Dispersal**
- **Unit 2 - Black Literacy, Organizations, and Liberation**
- **Unit 3 - Long, Long History for Equality**
- **Unit 4 - Black Movement for Equality**
- **Unit 5 - Protest, Politics, and Power**

(Weeks for each unit being determined.)

# Draft Unit 1: African Origins of Humanity and the Dispersal

Summary: African American history is a long history of affirmation, resistance, reform and radicalism. This unit will focus on African Origins and contributions to world civilization and foster positive identity. Students will have opportunities to examine examples of the lived experiences of individuals who were enslaved and free, both local to CT and nationally; and how they fought for freedom and justice.

Section 1: **African Origins, West African Empires to the Demise of Songhai, The Moors, African Religions**

Section 2: **Slavery in Connecticut – Stories of Resistance and Agency**



# Draft Unit 2: Black Literacy, Organizations, and Liberation

Summary: Overall, students will grasp how Blacks fought to preserve their humanity and to develop a culture and institutions that reflected their own values and beliefs.

- Lesson 2.1: **The Age of Abolition The Gradualist Period**
- Lesson 2.2: **The Militant Period**
- Lesson 2.3: **The Early & Late Political Period**
- Lesson 2.4: **Civil War/The Great American Slave Rebellion**

## Draft Unit 3: Long, Long History for Equality

Summary: This unit focuses on the period of Reconstruction (1865-77), American Imperialism, Black Settlement Towns, Settlers in West (1865-1915), Black Communities in urban South and North, growth of Historically Black Colleges and Universities, struggle against the Jim Crow System and Pre-WWI Race Riots.

This section will also go into detail on the political contributions of African American politicians to the passage of the Reconstruction era acts and laws that brought right to citizenship, right to vote, and public education.

- Lesson 3.1: **African Americans and the Reconstruction Era**
- Lesson 3.2: **The Age of Imperialism**
- Lesson 3.3: **The Great Migration/Exoduster Movement**
- Lesson 3.4: **The Education of Blacks and Emergence of HBCU's**
- Lesson 3.5: **The Struggle against Jim Crow**

## Draft Unit 4: “Black Movement for Equality”

Summary: This unit will focus on Black Americans’ movements for equality, both geographical and societal. It will begin with the Great Migration of approximately a half million African Americans from Southern to Northern states between 1916 and 1918, and will then explore the fight for equal rights and the enormous contributions of Black Americans in the early 20th century. The unit should help students understand how the events of the period helped shaped present-day systems.

- Lesson 4.1: **Great Migration**
- Lesson 4.2: **WWI and The Red Summer Riots**
- Lesson 4.3: **The Power of Black Art**
- Lesson 4.4: **A New Deal or a Raw Deal?**
- Lesson 4.5: **Organize and Agitate**
- Lesson 4.6: **WWII**
- Lesson 4.7: **How The Women Organized and Agitated**
- Lesson 4.8: **How the Youth Organized and Agitated**

## Draft Unit 5: Protest, Politics, and Power

Summary: This unit examines African American history from the Black Power Era to Black Lives Matter. The unit begins with an exploration of the political, economic, and cultural impact of Black Power and ends with Black Lives Matter. During this era, African Americans used the vote to demand reform, created organizations such as the Black Panther Party to address police brutality and created independent social programs. Since 1965, African Americans have made major progress, such as an increase of college graduates and decreasing the poverty rate, however, institutional racism continues to undermine the progress of African Americans. This unit examines the impact of class and gender on how the Black community is shaped by a variety of identities, communities, and perspectives.

- Lesson 5.1: **Black Power**
- Lesson 5.2: **Black Politics**
- Lesson 5.3: **Black Cultural Production**
- Lesson 5.4: **Systemic Racism 1965-**
- Lesson 5.5: **Black Lives Matter**

## **Semester 2: Puerto Rican/Latino Histories**

- **Unit 1 - Introduction: Early Beginnings (2 weeks)**
- **Unit 2 - Blood (2 weeks)**
- **Unit 3 - Sweat (5 weeks)**
- **Unit 4 - Defiance (5 weeks)**
- **Unit 5 - Conclusion: Contributions of Puerto Ricans/Latinos in CT (3 weeks)**

# Draft Unit 1: Early Beginnings

- General Overview of major themes of the first semester
- Review of Courageous Conversations
- Understanding of one's own racial/ethnic identity
- Unit provides an understanding of the different indigenous groups in Latin America and Puerto Rico , while finding commonalities that various groups share. Due to the enormous amount of distinct indigenous groups and cultures, students will study specifically identified groups that represent varying regional differences including but not limited to climate, demographic, physical boundaries, and culture

# Draft Unit 1: Early Beginnings Lessons

- Lesson 1: What is race? Are Latinos one race?
- Lesson 2: Does a Latino/a culture exist?
- Lesson 3: Geography
- Lesson 4: Indigenous people of Latin America/Puerto Rico(e.g. Incas, Aztecs and Tainos)

## Draft Unit 2: Blood

Summary: The story of Latinos goes back thousands of years. After reviewing the achievements and accomplishments of the Native Americans found in Central America, South America, and the Caribbean in the previous unit, this unit begins with the first European interaction between these natives and Columbus starting in 1492. It views how these Natives were treated by the Europeans and the voices like Bartolomeo de las Casas, who left this history behind. After looking at this treatment of the indigenous by Europeans, the second part of the unit focuses on the treatment of Latinos throughout American History. Once students dissect these events, they look at various forms of anti-Latino treatment like scientific experiments in Puerto Rico and Guatemala, and language suppression.



## Draft Unit 2: Blood Lessons

- Lesson 1: Columbus and his actions in the Caribbean and Latin America
  - (ex: The People v Columbus Mock Trial)
- Lesson 2: Bartolome de Las Casas
- Lesson 3: Treatment of the Indigenous by the Spaniards
- Lesson 4: Anti-Latino/a Massacre Timeline
  - (ex: Remembrance posters for victims of anti-Latino violence)
- Lesson 5: Scientific Experiments performed in Women (e.g. Puerto Rico and Guatemala)
- Lesson 6: Language Suppression

## Draft Unit 3: Sweat

Summary: The unit of sweat focuses on the social, class, and economic structures created to take advantage of the majority by a wealthy minority. It begins with a look at the encomienda system and the evolution of the caste system found in Puerto Rico and Latin America. Students will examine the economic growth, prosperity, and the impacts of colonization on Puerto Rico and other Latin American countries since 1493 to present day. The unit will explore Puerto Rico's history as a possession of Spain, the effects of colonization, and how living conditions vary for Latinos within the US. Students will explore the present day relationships Latinos face with work, COVID, mass incarceration, and immigration. Finally, students will analyze elements of the Latino/a civil rights movement focusing on unequal education and how Puerto Rican and other Latino artists have revolutionized and galvanized social justice movements in Puerto Rico, other Latin American countries and in the USA.

## Draft Unit 3: Sweat Lessons

- Lesson 1: Spanish Colonial Era
  - The New Labor Force & Evolution of the Caste System
- Lesson 2: Neocolonialism Identity
  - Puerto Ricans and Latinos in their societies/economies
- Lesson 3: Life Conditions for Latinos and Puerto Ricans
  - Work, Covid-19 Impact, Mass Incarceration, Immigration
- Lesson 4: Latino/a Civil Rights movement
  - Unequal education and the impact of the Arts

## Draft Unit 4: Defiance

Summary: Coming from a place of frustration, anger, and suppression, Latinos, time and time again, have resisted the power and control of a group of people, governments, or institutions. Their resistance has always been part of their existence, however, we will look at three major times of resistance. These are the fight for independence against Spain, the nationalist movements against dictatorial/non-democratic leaders in the 20th century, and the power structures within the United States oppressing the people and voices of the Latino world. Finally, we will look at other forms of resistance focusing on music and the development/existence of underground economies within specific Latin American countries.

## Draft Unit 4: Defiance Lessons

- Lesson 1: Latin American Revolutions from Spain
  - (ex: Create own Crash Course video of a specific LA revolution)
- Lesson 2: 20<sup>th</sup> Century Latin American Revolutions
- Lesson 3: Latino/Puerto Rican resistance in the USA
  - (ex: West Hartford 1983 Bank heist - Student detectives)
- Lesson 4: Other forms of Resistance
  - (ex: Latino protest music)

## **Draft Unit 5: Contributions of Puerto Ricans/Latinos in the U.S. and CT**

Summary: In this unit students will analyze reasons that individuals from Puerto Rico and other Latin American countries came to the United States and specifically to Connecticut. Students will examine the accomplishments of these individuals and their descendants in Connecticut.

# Draft Unit 5: Contributions of Puerto Ricans/Latinos Lessons

- Lesson 1: Puerto Rican Migration to CT
- Lesson 2: Migration from other Latin American countries to CT
- Lesson 3: Latino/a Identity: Are Latinos/a united?
- Lesson 4: Accomplishments and Challenges of Puerto Rican/Latino/a population in CT

## Questions

- What criteria will the committee be using for curriculum review?
- Is there specific information you are seeking/in need of that was not mentioned?



## SERC Contact Information

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