



CSDE Model Curricula Quick Start Guide

African American/Black and Puerto Rican/Latino Course of Study

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Key Components

Course Description:

Overview of the entire course

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Connecticut Model African American/Black and Puerto Rican/Latino Course of Studies

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.

Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This course will contribute to the critical consciousness and civic-mindedness competencies of a twenty-first century graduate, and ultimately facilitate students' interest in pursuing further ethnic, anthropology, or human rights studies in the future.

Subject: Applied Science, Arts and Humanities, History, U.S. History, World History
Material Type: Full Course
Level: High School
Grade: 11, 12
Provider: CT State Department of Education
Tags: Add New Tag Enter

Course Standards:

Standards connected to the course

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Education Standards

Align

CCSS.ELA-Literacy.RH.11-12.1
Common Core State Standards English Language Arts Grades 11-12

Learning Domain: Reading for Literacy in History/Social Studies
 Standard: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Resource Library:

Access to the original PDF

Details Course Alignments Resource Library

CONNECTICUT PUBLIC ACT NO. 19-12
An Act Concerning the Inclusion of Black and Latino Studies in the Public School Curriculum

View

Unit:

A list of lessons will appear when selected.

Connecticut Model African American/Black and Puerto Rican/Latino Course of Studies
 Semester 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)

Unit 1 Semester 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)

Lesson 0
 UNIT 1: At-A-Glance

Lesson 1
 Lesson 1.0: Course Introduction (Who are We?)

Unit At-A-Glance:

Lesson 0 provides the full unit At-A-Glance when selected.

UNIT 1: At-A-Glance

Lesson	Days	Topic of Study	Evidence of Learning
1.0	2	Course Introduction: Who are We?	In this lesson, students create a safe space for learning and examine who they are as individuals. Students begin their Identity Development Journals. Students complete an exit ticket sharing supports they will need as a learner in this course. (Journal Entry: What factors shape my identity? What parts of identity do I choose for myself? What parts of my identity are developed for me?)
1.1	2	African Origins	In this lesson, students discuss the implications of the "Lucy" fossils discovered in Ethiopia. In small groups, students plan their claim/counterclaim of how humanity began using evidence from primary and secondary sources (e.g., maps, articles) and present claim and counterclaims to class.
1.2	2	African Empires to the Demise of Songhai	In this lesson, students explore various African Empires. Students use an exit ticket to answer questions pertaining to the wealth of a civilization, the role of women in governing empires, and leadership styles. Students complete an exit ticket reflecting on their learning.
1.3	1	The Moors	In this lesson, students examine why the Moors are important to the study of African American history. Students use an exit ticket to answer how the identities of the Moors in Africa are relevant to African Americans and Black people today.
1.4	5	The Social Construction of Race and Transatlantic Slave Trade	In this lesson, students discuss the social construct of race and the understanding of race in context of the history of slavery in America and globally. Students complete a reflection of the impact of race on their lives and Early American culture. In small groups, students report on an individual or topic in format of choice. (Journal Entry: What have I learned that has impacted my thinking on race?)

This unit concludes with an End of Unit Performance Task in which students collectively draw from their research to create and present a representation addressing the compelling question of the impact of the people of ancient Africa on the development of humanity and civilization (e.g., presentation, descriptive PowerPoint, visual depiction such as poster or concept map or matrix, etc.).

Lessons:

Lessons are provided for each unit when selected.

Unit 1 Semester 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)

Lesson 0
 UNIT 1: At-A-Glance

Lesson 1
 Lesson 1.0: Course Introduction (Who are We?)

Lesson 2
 Lesson 1.1: African Origins

Lesson 3
 Lesson 1.2: African Empires to the Demise of Songhai

Lesson 4
 Lesson 1.3: The Moors

Lesson 5
 Lesson 1.4: The Social Construction of Race and the Transatlantic Slave Trade

Frequently Asked Questions:

Q: Can I download the unit?

A: Yes. To generate a PDF version of the unit, select the cloud icon with the arrow pointing down on the right-hand side of the screen.

Q: Can I print the unit?

A: Yes. The unit will need to be downloaded first and then the unit(s) can be printed.

Q: Is there a help center if I want to learn more?

A: Yes, there is a help center if you want to learn more. On the GoOpen CT homepage, there are four headings along the top. Select "Learn More" to find the [Help Center](#).

Q: Can I modify the unit?

A: Users cannot modify the CSDE designed courses and units published on GoOpenCT. This model curriculum has been approved and adopted by the State Board of Education and the CSDE for statewide implementation. Users should consult with the CSDE regarding adaptations and provide recommendations for consideration. Student specific modifications per an Individualized Education Program/IEP or Language Support Plan are permitted.

Q: Can I teach the units out of order?

A: The unit scope and sequence are intended to be taught in order with a semester-by-semester focus and spiraling concepts across semesters. This is to fulfill outcomes of course framework with a chronological sequence in semester one, and thematic sequence in semester two. It is important that the order is followed and paced appropriately to ensure adequate time for students to benefit from all units of study.

Q: What if I find an error in the content?

A: Please use the [feedback link](#) on the curriculum's website to share your concerns. Feedback is regularly reviewed to ensure that public comments and concerns are answered in a timely manner.

Q: Do I have to use all the assessments provided?

A: No. This is a model curricula. Assessment decisions and implementation should be done at the local level. However, materials, including primary sources, have been curated from multiple sources to support teachers in the facilitation of inquiry-based learning and historical thinking as defined in CT's Social Studies Framework. Recommended learning activities have been prepared to support the teaching and scaffolding of key concepts across the state. Teachers are responsible for collaborative lesson planning, including evidencing learning at the school/district level. Teachers will have the opportunity to submit model lessons, materials, and sample artifacts for review and upload onto the lesson repository for all users to benefit from in the future.

Q: Is their professional development and/or coaching to support implementation?

A: Yes, please contact the following:

- For logistics, email stephen.armstrong@ct.gov or maribel.olivero@ct.gov.
- For African American/Black course information, email jarmansmith@ctserc.org.
- For Puerto Rican/Latino course information, email diaz@ctserc.org.

Q: What if I don't have time to complete all of the units?

A: All units of study are intended to be completed in the course of a year. The CSDE or State Education Resource Center (SERC) are available to support schools in developing a pacing plan.