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

Mid-Late	Unit 2 How	Dimension 2	LO2 INVESTIGATE the	EQ2 DIASPORAS Who and what	2.1 Agency	2 days
September	African Americans	Applying	evolution and development	are the diverse people, places, and	and Resistance	,
(2 weeks)	Persisted: Slavery	disciplinary	of African American/Black	time periods that African	in the	
	and Freedom	concepts and	and Puerto Rican/Latino	American/Black and Puerto	Caribbean and	
	Stories of	tools	identities, including	Rican/Latino include? What are the	Spanish	
	Resistance and	HIST 9-12.7	intersections with	stories of the African, Black, Puerto	America	
	Agency (XX-XX)	Analyze how	Indigenous and other	Rican, and Latino(a) diasporas?		
		current	identities.	EQ4 FREEDOM, JUSTICE,	2.2	3 days
		interpretations of	LO3 ANALYZE how race,	RESISTANCE How have African	Understanding	
		the past are	power, and privilege	American, Black, Puerto Rican, and	Slavery as an	
		limited by the	influence group access to	Latino(a) people fought for freedom	Institution in	
		extent to which	citizenship, civil rights, and	and justice throughout history and	Connecticut:	
		available	economic power.	today, and in what ways have their	Laws and	
		historical sources	LO4 EXAMINE the scope	struggles been in solidarity with	Census Data	
		represent	and legacy of resistance	various other groups?		
		perspectives of	that has been integral to	EQ7 SPACE AND PLACE In what	2.3 Slavery	4 days
		people at the	African American, Black,	ways have geographies shaped	and Freedom	
		time.	Puerto Rican and	history, as well as been shaped by	in Their Own	
		GEO 9-12.5	Latino(a), histories.	it? What are the African	Words	
		Analyze the	LO5 ARTICULATE the	American/Black and Puerto		
		reciprocal nature	integral role African	Rican/Latino histories of our region,		
		of how historical	American, Black, Puerto	and how do they relate to broader		
		events and the	Rican, and Latino(a)	histories?		
		spatial diffusion	communities have played			
		of ideas,	in shaping U.S. society,			
		technologies, and	economy, and culture.			
		cultural practices	LO6 REIMAGINE new			
		have influenced	possibilities and more just			
		migration	futures for our country and			
		patterns and the	our world drawn from the			
		distribution of	legacy of African			
		human	American/Black and Puerto			
		population.	Rican/Latino experiences,			
		CIV 9–12.14	intellectual thought, and			
		Analyze	culture.			
		historical,				
		contemporary,				
		and emerging				

		means of changing societies, promoting the common good, and protecting rights.				
October (3 weeks)	Unit 3 Black Literacy, Organizations, and Liberation (1820-1865)	Dimension 2 Applying disciplinary concepts and tools HIST 9–12.7	and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.	EQ4 FREEDOM, JUSTICE, RESISTANCE 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	3.1 The Age of Abolition: The Gradualist Period (1800 to 1830)	5 days
		Analyze how current interpretations of the past are	possibilities and more just futures for our country and our world drawn from the	struggles been in solidarity with various other groups? EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways	3.2 The Militant Period (1830 to 1840)	6 days
		limited by the extent to which available historical sources represent	legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture.	have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture? EQ6 RADICAL IMAGINATIONS	3.3 The Early & Late Political Periods (1840 to 1860)	3 days
		perspectives of people at the time.	culture. LO8 EXAMINE examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities. LO9 IDENTIFY resources and opportunities for active engagement, learning, and civic responsibility. LO10 USE the inquiry cycle to take informed action.	What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?	3.4 Civil War/The Great American Slave Rebellion (1861-65)	5 days

End of	Unit 4 Long,	Dimension 2	LO1 UNDERSTAND the	EQ3 POWER What do African	4.1 African	5 days
October-Mid	Long History for	Applying	construct of race and why	American, Black, Puerto Rican, and	Americans and	
November	Equality (1865-	disciplinary	and how it was developed.	Latino(a) histories reveal about the	the	
(3 weeks)	1915)	concepts and	LO2 INVESTIGATE the	United States, its foundation, and	Reconstruction	
		tools	evolution and development	how power is structured today?	Era	
		CIV 9-12.3	of African American/Black	EQ4 FREEDOM, JUSTICE,		
		Analyze the	and Puerto Rican/Latino	RESISTANCE How have African	4.2 The	2 days
		impact of	identities, including	American, Black, Puerto Rican and	Struggle	
		constitutions,	intersections with	Latino(a) people fought for freedom	Against Jim	
		laws, treaties,	Indigenous and other	and justice throughout history and	Crow	
		and international	identities.	today, and in what ways have their		
		agreements on	LO3 ANALYZE how race,	struggles been in solidarity with	4.3 Blacks and	2 days
		the maintenance	power, and privilege	various other groups?	the Age of	
		of national and	influence group access to	EQ5 SOCIETY, ECONOMY, AND	Imperialism	
		international	citizenship, civil rights, and	CULTURE How and in what ways		
		order.	economic power.	have African American, Black, Puerto	4.4 Migration/	2 days
		HIST 9-12.4	L04 EXAMINE the scope	Rican, and Latino(a) people shaped	Exoduster	
		Analyze how	and legacy of resistance	American society, economy, and	Movement	
		historical	that has been integral to	culture?		
		contexts shaped	African American, Black,	EQ6 RADICAL IMAGINATIONS	4.5 The	2 days
		and continue to	Puerto Rican, and Latino(a)	What do African American, Black,	Education of	
		shape people's	histories.	Puerto Rican, and Latino(a) histories	Blacks	
		perspectives	LO5 ARTICULATE the	and cultures teach us about radically	and Emergence	
		(e.g.,	integral role African	reimagining new possibilities and	of HBCUs	
		immigration,	American, Black, Puerto	more just futures?		
		labor, the role of	Rican and Latino(a)	EQ8 AGENCY AND CIVIC	4.6 The New	2 days
		women).	communities have played	ENGAGEMENT In what ways have	Negro	
		Dimension 3	in shaping U.S. society,	African American/Black and Puerto		
		Evaluating .	economy, and culture.	Rican/Latino people demonstrated		
		sources and	LO6 REIMAGINE new	agency in developing organizations		
		using evidence	possibilities and more just	and strategies to address pressing		
		INQ 9–12.8	futures for our country and	issues in their communities? How		
		Identify evidence	our world drawn from the	can young people take informed		
		that draws	legacy of African	action to address pressing issues in		
		information	American/Black and Puerto	their own communities?		
		directly and	Rican/Latino experiences,			

		substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.	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 active engagement, learning, and civic responsibility.			
December (2.5 weeks)	Unit 5 Black Movement for	Dimension 2 Applying	LO1 UNDERSTAND the construct of race and why	EQ3 POWER What do African American, Black, Puerto Rican, and	5.1 Great Migration	2 days
	Equality (1915- 1965)	disciplinary concepts and tools CIV 9–12.1 Analyze the role	and how it was developed. LO2 INVESTIGATE the evolution and development of African American/Black and Puerto Rican/Latino	Latino(a) histories reveal about the United States, its foundation, and how power is structured today? EQ4 FREEDOM, JUSTICE, RESISTANCE How have African	5.2 WWI and The Red Summer Riots	2 days
		of citizens in the U.S. political system, and the	identities, including intersections with Indigenous and other	American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and	5.3 The Power of Black Art	2 days
		theory and practice of democracy in America.	identities. LO3 ANALYZE how race, power, and privilege influence group access to	today, and in what ways have their struggles been in solidarity with various other groups? EQ5 SOCIETY, ECONOMY, AND	5.4 A New Deal or a Raw Deal?	2 days
		CIV 9–12.2 Evaluate the effectiveness of	citizenship, civil rights, and economic power.	CULTURE How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped	5.5 Organize and Agitate	2 days

citi	izens and	L04 EXAMINE the scope	American society, economy, and	5.6 World War	1 day
	stitutions in	and legacy of resistance	culture?	II	,
	lving social and	that has been integral to	EQ6 RADICAL IMAGINATIONS		
	olitical	African American, Black,	What do African American, Black,	5.7 How The	2 days
	oblems.	Puerto Rican, and Latino(a)	Puerto Rican, and Latino(a) histories	Women	, -
•	00 9–12.3	histories.	and cultures teach us about radically	Organized and	
De	escribe the	LO5 ARTICULATE the	reimagining new possibilities and	Agitated	
pos	ssible	integral role African	more just futures?		
cor	nsequences,	American, Black, Puerto	EQ8 AGENCY AND CIVIC	5.8 How the	2 days
bot	oth intended	Rican, and Latino(a)	ENGAGEMENT In what ways have	Youth	,
and	nd unintended,	communities have played	African American/Black and Puerto	Organized and	
of	government	in shaping U.S. society,	Rican/Latino people demonstrated	Agitated	
pol	olicies to	economy, and culture.	agency in developing organizations	-	
imı	prove market	LO6 REIMAGINE new	and strategies to address pressing		
oui	itcomes.	possibilities and more just	issues in their communities? How		
Dii	imension 4	futures for our country and	can young people take informed		
Co	ommunicating	our world drawn from the	action to address pressing issues in		
co	ncluding and	legacy of African	their own communities?		
tal	king	American/Black and Puerto			
inf	formed	Rican/Latino experiences,			
ac	ction	intellectual thought, and			
INC	IQ 9–12.8	culture.			
	entify evidence	LO7 EXPLORE local and			
	at draws	regional African			
info	formation	American/Black and Puerto			
	rectly and	Rican/Latino communities			
	bstantively	and compare/contrast			
	om multiple	them with national			
	urces to detect	histories.			
	consistencies in	LO8 EXAMINE examples			
	ridence in order	of African American/Black			
	revise or	and Puerto Rican/Latino			
	rengthen	action in addressing issues			
cla	aims.	impacting their			
		communities.			
		LO9 IDENTIFY resources			
		and opportunities for			
		active engagement,			

			learning, and civic			
			responsibility.			
Mid-	Unit 6 Protest,	Dimension 2	LO3 ANALYZE how race,	EQ3 POWER What do African	6.1 Black	3 days
December	Politics, and	Applying	power, and privilege	American, Black, Puerto Rican and	Power: 1965-	
to Mid-	Power (1965-	disciplinary	influence group access to	Latino(a) histories reveal about the	1975	
January (3	Present)	concepts and	citizenship, civil rights, and	United States, its foundation, and		
weeks)		tools	economic power.	how power is structured today?	6.2 Black	3 days
		HIST 9-12.6	LO4 EXAMINE the scope	EQ4 FREEDOM, JUSTICE,	Politics	
		Explain how the	and legacy of resistance	RESISTANCE How have African		
		perspectives of	that has been integral to	American, Black, Puerto Rican, and	6.3 Black	3 days
		people in the	African American, Black,	Latino(a) people fought for freedom	Cultural	
		present shape	Puerto Rican, and	and justice throughout history and	Production	
		interpretations of	Latino(a) histories.	today, and in what ways have their		
		the past.	LO5 ARTICULATE the	struggles been in solidarity with	6.4 Systemic	3 days
		CIV 9-12.14	integral role African	various other groups?	Racism: 1965-	
		Analyze	American, Black, Puerto	EQ5 SOCIETY, ECONOMY, AND	Present	
		historical,	Rican, and Latino(a)	CULTURE How and in what ways		
		contemporary,	communities have played	have African American, Black, Puerto	6.5 Black Lives	3 days
		and emerging	in shaping U.S. society,	Rican, and Latino(a) people shaped	Matter	
		means of	economy, and culture.	American society, economy, and	Movement	
		changing	LO6 REIMAGINE new	culture?		
		societies,	possibilities and more just	EQ6 RADICAL IMAGINATIONS		
		promoting the	futures for our country and	What do African American, Puerto		
		common good,	our world drawn from the	Rican, and Latino(a) histories and		
		and protecting	legacy of African	cultures teach us about radically		
		rights.	American/Black and Puerto	reimagining new possibilities and		
		Dimension 4	Rican/Latino experiences,	more just futures?		
		Communicating	intellectual thought, and	EQ7 SPACE AND PLACE In what		
		concluding and	culture.	ways have geographies shaped		
		taking	LO7 EXPLORE local and	history, as well as been shaped by		
		informed	regional African	it? What are the African		
		action	American/Black and Puerto	American/Black and Puerto		
		INQ 9-12.15 Use	Rican/Latino communities	Rican/Latino histories of our region,		
		disciplinary and	and compare/contrast	and how do they relate to broader		
		interdisciplinary	them with national	histories?		
		lenses to	histories.	EQ8 AGENCY AND CIVIC		
		understand the	LO8 EXAMINE examples	ENGAGEMENT In what ways have		
		characteristics	of African American/Black	African American/Black and Puerto		

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

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)	Unit 1 Early Beginnings: Who Are We?	Dimension 2 Applying disciplinary concepts and tools 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.	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.	EQ1 RACIAL FORMATION How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people? EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture?	1.0 Introduction/ Review of Semester Themes 1.1 Latinos on Race: Living Between the Black and White Binary? 1.2 Latino Culture: The Multiple and Evolving Identities of Latinos	1 day 2 days 3 days

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

End of	Unit 3 Sweat	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.	intersections with Indigenous and other identities. LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.	the stories of the African, Black, Puerto Rican, and Latino(a) diasporas? EQ4 FREEDOM, JUSTICE, RESISTANCE 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? EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture? EQ7 SPACE AND PLACE 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?	Puerto Rican and Latino history 2.2 Columbus and His Actions in the Caribbean 2.3 Bartolomé de Las Casas 2.4 Treatment of Indigenous by the Spanish 2.5 Anti-Latino Massacre Timeline 2.6 Scientific Experiments 2.7 Language Suppression in Puerto Rico, Latin America, and the U.S.	3 days 1 day 3 days 2 days 3 days 1 day
February- March (5 weeks)		Applying disciplinary	and legacy of resistance that has been integral to African American, Black,	RESISTANCE How have African American, Black, Puerto Rican, and Latino(a) people fought for	of Latin American Nations	

concepts and	Puerto Rican, and Latino(a)	freedom and justice throughout		3 days
tools	histories.	history and today, and in what	3-1.1 The	J days
HIST 9–12.4	LO2 INVESTIGATE the	ways have their struggles been in	Arrival of the	
Analyze how	evolution and development	solidarity with various other	Conquistadores	
historical contexts	of African American/Black	groups?	and the Legacy	2 days
shaped and	and Puerto Rican/Latino	EQ5 SOCIETY, ECONOMY, AND	of Colonialism	2 days
continue to shape	identities, including	CULTURE How and in what ways	3-1.2 Bringing	2 days
people's	intersections with	have African American, Black,	the New Labor	2 days
perspectives	Indigenous and other	Puerto Rican, and Latino(a) people	Force	
(e.g.,	identities.	shaped American society,	3-1.3 Evolution	
immigration,	LO3 ANALYZE how race,	economy, and culture?	of Identities:	
labor, the role of	power, privilege influence	EQ6 RADICAL IMAGINATIONS	Indigenous,	
women).	group access to citizenship,	What do African American, Black,	Africans, and the	
CIV 9–12.3	civil rights, and economic	Puerto Rican, and Latino(a)	Rest of People	2 days
Analyze the	power.	histories and cultures teach us	Who Wanted to	2 days
impact of	LO4 EXAMINE the scope	about radically reimagining new	be Part	
constitutions,	and legacy of resistance	possibilities and more just futures?	3-1.4 Race in	
laws, treaties,	that has been integral to	EQ7 SPACE AND PLACE In what	Latin America:	
and international	African American, Black,	ways have geographies shaped	Caste or Social	
agreements on	Puerto Rican, and Latino(a)	history, as well as been shaped by	Hierarchy?	
the maintenance	histories.	it? What are the African American,	Therarchy:	
of national and	LO8 EXAMINE examples	Black, Puerto Rican, and Latino	3-2 Political	2 days
international	of African American/Black	histories of our region, and how	Economy of	2 days
order.	and Puerto Rican/Latino	do they relate to broader	Latin America	
CIV 9–12.2	action in addressing issues	histories?	Latin America	
Evaluate the	impacting their	mistories:	3-2.1: The	
effectiveness of	communities.		Uneasy	
citizens and	LO9 IDENTIFY resources		Neighbors:	
institutions in	and opportunities for active		United States	
solving social and	engagement, learning, and		and Latin	
political problems.	civic responsibility.		America	1 day
ECO 9-12.1	LO10 USE the inquiry cycle		Relations	1 day
Analyze how	to take informed action.		IXCIduoris	
incentives	to take informed dedon.		3-3 Puerto	
influence choices			Rican Sweat:	2 days
that may result in			Legacy of US	2 days
policies with a			Colonialism	
range of costs				2 days
range or costs				2 days

and benefits for different groups.		2 days
	Occupation of the Island 3-3.3 All of these Acts: Jones Act, the Foraker Act: Was this Interest	
		3 days

April-Mid May	Unit 4	Dimension 2	LO4 EXAMINE the scope	EQ3 POWER What do African	4.1 Latin	
(5 weeks)	Resistance	Applying	and legacy of resistance	American, Black, Puerto Rican,	American	
(disciplinary	that has been integral to	and Latino(a) histories reveal	Revolutions	
		concepts and	African American, Black,	about the United States, its	from Spain	
		tools	Puerto Rican, and Latino(a)	foundation, and how power is		
		HIST 9-12.5	histories.	structured today?	4.1-1 Revolution	7 days
		Analyze how	LO5 ARTICULATE the	EQ6 RADICAL IMAGINATIONS	in the Colonies:	,
		historical contexts	integral role African	What do African American, Black,	A Replication of	
		shaped and	American Black, Puerto	Puerto Rican, and Latino(a)	the Liberté,	
		continue to shape	Rican, and Latino(a)	histories and cultures teach us	Égalité,	
		historical	communities have played in	about radically reimagining new	Fraternité	
		contexts.	shaping U.S. society,	possibilities and more just futures?	(Liberty,	X days
		HIST 9-12.7	economy, and culture.	EQ8 AGENCY AND CIVIC	Equality,	,
		Analyze how	<i>"</i>	ENGAGEMENT In what ways	Fraternity)	
		current		have African American/Black and	4.1-2 Revolt,	
		interpretations of		Puerto Rican/Latino people	Defiance, and	
		the past are		demonstrated agency in	Resistance From	
		limited by the		developing organizations and	Spain	
		extent to which		strategies to address pressing		
		available historical		issues in their communities? How	4.2 20th	
		sources represent		can young people take informed	Century Latin	X days
		perspectives of		action to address pressing issues	American	
		people at the		in their own communities?	Revolutions	3 days
		times.				
		CIV 9-12.2			4.2-1	
		Evaluate the			Revolutions	
		effectiveness of			From Latin	2 days
		citizens and			American	
		institutions in			4.2-2 Puerto	
		solving social and			Rican Resistance	
		political problems.			and Defiance	
					Throughout	
					History	
					4.2-3 Resistance	
					in Puerto Rican	
					and Latin	
					American	X days
					History: Timeline	

	of the Movers	
	and the Shakers	
	4.3 Resistance	
	in the U.S.	
		3 days
	4.3-1 Latino	,
	Resistance in the	
	U.S.	
		2 days
	4.4 Latino Civi	
	Rights	
	Movement	
		1 day
	4.4-1 The	
	History of Latino	
	Civil Rights	
	Movement	
	4.4-2 When	
	You Try to	2 days
	Change Me, I	
	End Up	
	Changing	
	You?	
	4.4-3 The Use	
	of Arts for	
	Transforming	
	Societies and	
	Mark the Latino	
	Presence in the	
	U.S.	
	4.4-4 Protest	
	and Resistance	
	in Puerto Rican	
	Art and Music	

Mid May- Early June (3 weeks)	Unit 5 Where Are We Now?	Dimension 2 Applying disciplinary concepts and tools HIST 9-12.16	LO1 UNDERSTAND the construct of race and why and how it was developed. LO5 ARTICULATE the integral role African American Black, Puerto	EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture?	5.1 Puerto Rican Migration to Connecticut and Their Contributions	2 days
		Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about	Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. LO6 REIMAGINE new possibilities and more just futures for our country and our world drawn from the	EQ6 RADICAL IMAGINATIONS What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? EQ8 AGENCY AND CIVIC ENGAGEMENT In what ways	5.2 Migration from other Latin American Countries to Connecticut and Their Contributions	1 day
		the past. GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of	legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture. LO9 IDENTIFY resources and opportunities for active	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	5.3 Accomplishments and Contributions of Latinos in the Military	2 days
		ideas, technologies, and cultural practices have influenced migration patterns and the	engagement, learning, and civic responsibility. LO10 USE the inquiry cycle to take informed action.	action to address pressing issues in their own communities?	5.4 Accomplishments and Contributions of Latino Inventors	2 days
		distribution of human population. GEO 9-12. 6 Evaluate the impact of economic activities and			5.5 Accomplishments and Contributions of Latino Community Organizations	1 day
		political decisions on spatial patterns within			5.6 Latino Challenges in the U.S.:	1 day

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

Notes:

- Targeted Standards drawn from <u>Connecticut Social Studies Framework</u>.
- 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.