

# African American/Black Studies and Puerto Rican/Latin Studies Pilot Course Implementation

**A Report to the EHPS Board of Education**

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# VISION

Schools that are the  
Pride of our Community

# MISSION

To deliver a high quality  
learning experience for  
*Every Child, Every Day*



# CORE BELIEFS

Expectations  
Matter

Effort  
Matters

Competence  
Matters

Solutions  
Matter

Relationships  
Matter

Results  
Matter



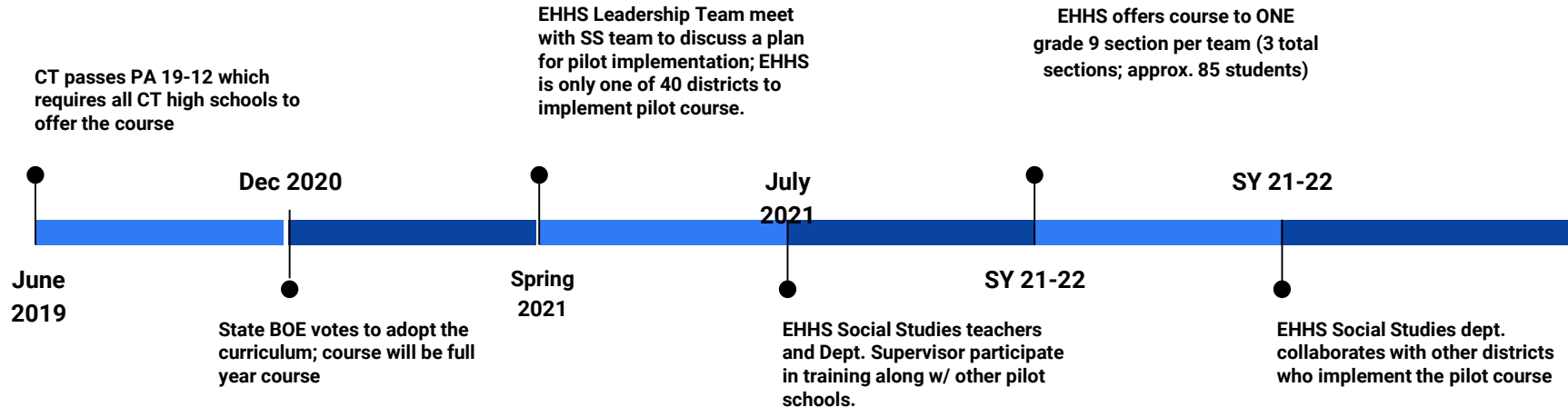
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*Schools that are the Pride of the  
Community*

# Timeline: Implementation of Pilot Course



# General Course Information

- ❑ Is organized into two semesters, each with six units of study.
- ❑ Considers the scope of African American/Black and Puerto Rican/Latino contributions to U.S. history, society, economy, and culture.
- ❑ Examines 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.
- ❑ Allows each district to shape course with contemporary issues, guest speakers, etc.

# Course Design and Unit Topics

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

Unit 1: Where We Come From: Intro to African Origins & Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600)

Unit 2: How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1600 and 1819)

Unit 3: Black Literacy, Organizations, and Liberation (1820- 1865)

Unit 4: Long, Long History for Equality (1865- 1915)

Unit 5: Black Movement for Equality (1915- 1965)

Unit 6: Protests, Politics & Power (1965- Present)

## Semester 2: Focus on Puerto Rican/Latino History

Unit 1: Early Beginnings: Who Are We?

Unit 2: Blood and Beauty

Unit 3: Sweat

Unit 4: Resistance and Defiance

Unit 5: Where Are We Now?

\*\* Through feedback from the pilot districts, CSDE recognizes that six units are not possible to complete.

# Course Framework

LEARNING OBJECTIVE (LO)	ESSENTIAL QUESTION (EQ)
<p><b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed.</p>	<p><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?</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>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?</p>
<p><b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.</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?</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>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?</p>

<p><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>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>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.</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>LO7 EXPLORE</b> local and regional African American/ Black and Puerto Rican/Latino communities and compare/contrast them with national histories.</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 and Puerto Rican/Latino histories of our region, and how do they relate to broader histories?</p>
<p><b>LO8 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.  <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility.  <b>LO10 USE</b> the inquiry cycle to take informed action.</p>	<p><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>

# Positive Feedback about the Pilot Course

## Student & Family Feedback

EHPS students and families liked ...

- the challenges of the new course.
- the balance of content, projects, and tasks that students have experienced.
- the fact that the teachers experienced the new course along with them.

## Teacher Feedback

EHPS teachers liked ...

- the challenge of working with students on explaining the important historical context of the course.
- that the course allowed students to have choice in how they demonstrated their learning (e.g. presentations and projects).
- that the course asked students to reflect on how they felt about topics and what they want to learn more about the content.
- that the course built in student-centered activities that could be shared with families.
- that they were encouraged to share specific assignments and other resources with colleagues.



# Reasons for Move to Grade 11

- ❑ Course was written for students in grades 11 and 12.
  - ❑ In order to deliver the material at a grade 9 level, critical components of the curriculum had to be modified in order for students to be successful.
  
- ❑ The amount of material students are responsible to understand, synthesize and analyze requires a higher level of research and skill more closely aligned to 11th and 12th grade standards.
  - ❑ The standards aligned with the curriculum for reading and writing are from grades 11 and 12.
  
- ❑ The reading/Lexile level of the primary and secondary source documents requires that students not only be strong readers; it also necessitates a more sophisticated level of understanding of the social studies and the American experience in order to apply a critical lens.
  - ❑ Students learn US history in grade 8 from Colonization- Western Expansion only.

# Next Steps: Implementation & Integration

- ❑ EHHS will offer multiple sections of this as an elective course for students in grades 11 and 12.
- ❑ EHPS will offer this as a summer offering for any student who wants to enroll
- ❑ The Social Studies department will embed content and resources from the curriculum into other courses to act as foundational learning for this course.
  - ❑ Some of the learning objectives and essential questions are already embedded in other courses for Grades 6-12.

# Questions or Comments