

FAIRFIELD PUBLIC SCHOOLS

10-12-2021, 7:30 PM

501 Kings Highway East, CO Board Room

Regular Meeting Agenda

The public is invited to attend via WebEx Meeting Number or Limited Seating

MEMBERS OF THE PUBLIC:

This meeting will be conducted in a hybrid format with in-person and remote access.

To participate in-person:

Thirty seats will be reserved for public seating. Seating will be available on a first come, first served basis.

1. To adhere to social distancing protocols, standing will not be allowed.
2. **Masks will be required for all attendees regardless of vaccination status.**

To participate remotely, the best way to access the meeting is to listen to:

1. [FPS YouTube channel](#); or
2. Call **408-418-9388**, and use Meeting Number (access code): **233 931 60420**

Please Note:

- ✓ FairTV **will not** be broadcasting this meeting live; however, the meeting will be recorded and broadcast on FairTV's cable channel (Optimum Channel 78) on Wednesday, October 13. The recording will also be available on FairTV's [Education Video on Demand](#) the following morning.
- ✓ Callers will be on mute and will not be heard by Board members.
- ✓ Limited live call-in Public Comment takes place at the beginning of the meeting (agenda item #3). Sign in [here](#) to pre-register and you will be un-muted when it is your turn to speak.
- ✓ The public is encouraged to send comments **on agenda items only** before or after the meeting by filling out a [public comment form](#) or sending an email to publiccomment@fairfieldschools.org. As you would in a public meeting, please include your name and home address with your comment. Names and topics will be posted to the BOE webpage or added to the minutes from this meeting with your Name and Home Address Only—your email address will be excluded.
- ✓ To view all agendas, minutes and enclosures, please click [here](#).

Board of Education Regular Meeting Agenda October 12, 2021, 7:30pm

1. Call to Order of the Regular Meeting of the Board of Education and Roll Call
2. Pledge of Allegiance
3. Public Comment
(Pre-registration is required to call in for limited live public comment. Please click [here](#) to register your name and telephone number. During the meeting, your registered telephone number will be un-muted when it is your turn to speak. Please note: public comment is limited to 3 minutes per person, thank you.)
4. Presentations
 - A. First Reading of Course Proposal: **Environmental Chemistry (Honors/College Prep)**
Presented by Dr. Zavodjancik, Ms. LaSala
 - B. First Reading of Course Proposal: **African American, Black, Latino and Puerto Rican Studies**
Presented by Dr. Zavodjancik, Ms. Oliver
(Enclosure Nos. 1, 2, 3)

5. Old Business
 - A. Approval of Developmental Guidance Program/Curriculum
Recommended Motion: “that the Board of Education approve the Developmental Guidance Program/Curriculum”
(Enclosure No. 4)
6. New Business
 - A. First Reading of Policy 6113, Parent-Teacher Conferences
(Enclosure No. 5)
 - B. District Work Plan – Update, Mr. Cummings
(Enclosure No. 6)
 - C. Discussion of 2022-2023 BoE Budget Priorities
7. Approval of Minutes
Recommended Motion: “that the Board of Education approve the 9-28-2021 Regular meeting minutes”
(Enclosure No. 7)
8. Superintendent’s Report
 - AC Update
9. Committee/Liaison Reports
10. Open Board Comment
11. Public Comment*
12. Adjournment
Recommended Motion: “that this Regular Meeting of the Board of Education adjourn”

** The public is encouraged to send comments **on agenda items only** (per BOE By-Law, Article V, Section 6) before or after the meeting by filling out a public comment form or sending an email to publiccomment@fairfieldschools.org. As you would in a public meeting, please include your name and home address with your comment. All comments received and verified will be posted to the BOE webpage or added to the minutes from this meeting with your Name and Home Address Only—your email address will be excluded.*

CALENDAR OF EVENTS

| | | |
|------------------|-------------------------|-------------------------------------|
| October 26, 2021 | 7:30 PM Regular Meeting | 501 Kings Hwy East CO Board Room |
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RELOCATION POLICY NOTICE

The Fairfield Public Schools System provides services to ensure students, parents and other persons have access to meetings, programs and activities. The School System will relocate programs in order to ensure accessibility of programs and activities to disabled persons. To make arrangements, please contact the office of Special Education, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379.



Fairfield Public Schools

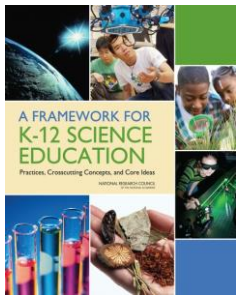
New Course Proposals

October 12, 2021



Science Department

Environmental Chemistry



Course's Purpose and Vision

"By the end of 12th grade, students should have gained sufficient knowledge of the practices, crosscutting concepts, and core ideas of science and engineering to engage in public discussions on science-related issues, to be critical consumers of scientific information related to their everyday lives, and to continue to learn science throughout their lives."

-A Framework for K-12 Science Education, National Research Council

- *The Framework for K-12 Science Education and the Next Generation Science Standards (NGSS) offer a clear vision of rigorous science standards and student performance expectations by blending scientific and engineering practices with disciplinary core ideas and crosscutting concepts. In addition, the NGSS outlines core expected learning goals in **all disciplines** of science (Earth and Space Science, Physical Science, Life Science, and Engineering) for **all students**. The NGSS need to be arranged in a coherent manner across grades to ensure all students have access to an appropriately challenging K-12 curriculum.*
- *The current Fairfield Public Schools science program does not meet NGSS expectations as students are not guaranteed **instruction in all core disciplinary science standards**. Our current program only ensures instruction in the life sciences. The introduction of this course is a first step to ensure that all students are able to receive instruction in priority NGSS physical science, earth science, and engineering standards.*
- *In addition, the current Fairfield Public Schools science program does not guarantee students **a progression of instruction in the NGSS Scientific and Engineering Practices (SEPs) and the NGSS Crosscutting concepts (CCCs)**. This course would provide students with the assured experiences needed to develop these critical skills (the SEPs) and conceptual understandings (CCCs) over two years of high school science.*
- *Fairfield Public Schools is committed to providing a high quality education which supports the needs of all learners. Achievement gaps in science among demographic subgroups persist. This course is one step towards providing greater access and equity in our science program.*
- *Colleges and universities want to see that students have taken full-year, lab courses in the sciences. Our current half year electives do not meet this criteria. Environmental Chemistry would provide a new full-year, lab course option for students who are interested in learning required physical science "chemistry" concepts within the context of real-world environmental issues.*



Course Overview

Environmental Chemistry is a year-long, laboratory-based, college preparatory course that integrates Chemistry with Earth Science concepts and meets the expectations of the Next Generation Science Standards (NGSS) in both Physical and Earth Science. In Environmental Chemistry, students will explore the central role chemistry plays in addressing global challenges and the opportunities of modern society to ensure a sustainable future.

Environmental Science engages students in interdisciplinary (cross-science discipline) science learning as they investigate real world phenomena in order to better inspire and prepare students for advanced studies and careers in science and engineering in alignment with the vision of NGSS.

Environmental Chemistry is targeted to 10th grade students, would be offered at both college-prep and honors level, and lays the foundation for further study in the sciences. It also serves as an AP Chemistry and AP Environmental Science readiness course.

Environmental Chemistry is organized around the following themes: *The Origins and Structure of Matter; Chemical Reactions and Interactions in the Environment; The Chemistry of Sustainability; The Chemistry of Living Systems; Heat and Energy in the Earth System; and The Chemistry of Climate Change*

Pre-requisites: *9th grade Biology*

Course learning goals and experiences will be aligned to the following Academic Expectations: *Synthesizing and Evaluating & Creating and Constructing*

Environmental Chemistry in the Fairfield High School Science Program:

Grade 9:
Biology

Grade 10:
Chemistry,
Environmental
Chemistry, or AP
Chemistry

Grade 11:
Physics, AP
Sciences, and/or
Science Electives

Grade 12:
AP Sciences
and/or Science
Electives



Student Learning Expectations

In Environmental Chemistry, students will begin each unit by investigating real world phenomena and then use the Science and Engineering Practices to develop their conceptual understandings of core scientific ideas in the Physical and Earth Sciences and Crosscutting Concepts. Through the investigation of environmental issues, students will understand the central role of chemistry in understanding global challenges and creating innovative technologies and solutions.

Course Overview:

- ☐ Unit 1: The Atom, Radioactivity, and Human Energy Needs
- ☐ Unit 2: Sustainable Design: Elements, the Periodic Table, and Chemical Interactions
- ☐ Unit 3: Water Resources: Chemical Interactions and Human Impact
- ☐ Unit 4: The Dynamics of Chemical Reactions and Interactions of Matter and Energy in Ecosystems
- ☐ Unit 5: Fuels: Chemical Reactions and Energy Transfer in Human Designed Systems
- ☐ Unit 6: Addressing Global Climate Change: Thermodynamics and Interactions of Matter in the Earth System

The proposed Environmental Chemistry Curriculum articulates the specific unit-level standards and learning goals.

Throughout the course, student learning will be focused on achievement of the ***Vision of the Graduate*** through the focus on the development of responsible citizens who are able make evidence-based decisions about science-related issues.



The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program.



Resource Allocation

Estimated curriculum development costs: *Approx. \$4500 for Unit Implementation and common assessment development during summer of 2022*

Estimated material costs: *We do not anticipate any additional costs beyond normal instructional supply spending. No new equipment is needed.*

Course Instructional Materials/Resources: *Student and teacher materials will be compiled using a variety of primary scientific resources including but not limited to: National Oceanic and Atmospheric Administration, (NOAA), United States Geologic Society (USGS), American Association for the Advancement of Science (AAAS), Scientific American, American Chemical Society (ACS), American Association of Chemistry Teachers (AACT), National Association of Geoscience Teachers (NAGT)*

Plan for professional development to support course implementation: *Late August 2022, we will provide a new course roll out session for teachers who teach the course.*

Overall FTE Impact: *None. If this course is approved, it is anticipated that the number of traditional Chemistry sections would decrease. In addition, if approved, this course eliminate the need for Earth's Dynamic Environment (.5 course) (due to Standards overlap) and it would be dropped.*

Proposed method to measure desired course impact:

- *Analysis and monitoring of student transcripts to monitor students' successful completion of courses and corresponding attainment of standards-based proficiencies*
- *Student performance on unit-based common assessments*
- *CT SDE NGSS Grade 11 Assessment Results*



Environmental Chemistry

Questions and Comments



Social Studies Department

African American/Black and
Puerto Rican/ Latino Studies



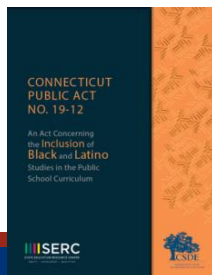
Course's Purpose and Vision

Public Act 19-12

- ❑ Black and Latino Studies Curriculum developed by the CSDE and SERC
- ❑ CT is first state in nation to require public high schools to provide a course on Black and Latino Studies
- ❑ Passed by General Assembly and signed into law by Governor Lamont in June 2019
- ❑ SERC created 150-member advisory group including K-12 and college educators, historians, museum representatives, parents, students, and community advocates
- ❑ Approved unanimously by CT State Board of Education in December 2020
- ❑ FPS Black and Latino Studies Course Committee assembled in Spring 2021
- ❑ Our challenge, making this course accessible to our students!

Supporting BOE and District Mission

- ❑ “Board of Education for the Fairfield public schools. Recognizing, respecting, and promoting the dignity and worth of every individual.”
- ❑ “Fairfield Public Schools is committed to providing a high quality education which supports the needs of all learners, regardless of age, race, identity, religious beliefs, political affiliation, or special needs.”
- ❑ “The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program.”
- ❑ “FEC Actionable Change #1: Ensure curricula for all grade levels prioritizes cultural and racial diversity by amplifying representative perspectives and experiences of historically marginalized groups.”





Course Overview

Black and Latino Studies Course will:

- ☐ fulfill FPS vision of a graduate by demonstrating mastery of academic, social, and civic expectations.
- ☐ provide students with choice; this course is one of three options to fulfill junior year history and English requirements.
- ☐ be an interdisciplinary 2-credit course reflecting the C3 Frameworks for social studies and the Common Core State Standards for ELA and history.
- ☐ integrate conventional and standards-based learning approach that promotes solutions-based thinking.
- ☐ engage students in an inquiry based learning experience that challenge them to formulate questions and conclusions based on evidence from credible sources.
- ☐ cultivate student leaders in our local, state, national, and international communities.
- ☐ potentially offer students college credit for college level coursework through our community partnership with Sacred Heart University

Student Learning Expectations



Black and African American (Sem. 1)

UNIT 1: Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations (500 BCE to 1600)

UNIT 2: How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619 - 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: Protest, Politics, and Power (1965-Today)

Latino and Puerto Rican (Sem. 2)

UNIT 1: Early Beginnings: Who Are We?

UNIT 2: Blood and Beauty: Ancient Civilizations of Latinos

UNIT 3: Sweat: United States Citizenship

UNIT 4: Resistance and Defiance: Resilience and Independence

UNIT 5: Where are we now?





Resource Allocation

Professional Development and Capacity Building

- ☐ Field study visit in spring 2021 to schools piloting the course (substitute coverage)
- ☐ SERC one week summer Institute (substitute coverage in May or Summer \$1,800/teacher)
- ☐ SERC quarterly professional development (substitute coverage)
- ☐ SERC Inter-district partnerships/networking (No cost)
- ☐ Unit implementation guides and common assessment creation (\$1,800)
- ☐ Open Education Resource (OER) Platform repository of free #GoOpenCT (No Cost)
- ☐ Team teaching training (\$480)

Materials and Personnel

- ☐ Book bundles for both high schools (\$2,000)
- ☐ Overall FTE impact is minimal or non-existent, primarily reallocation of course assignments for teachers
- ☐ Scheduling coordination needed for shared PLT for teachers (No cost)



African American/ Black & Puerto Rican/ Latino Studies

Questions and Comments

Fairfield Public Schools Curriculum Proposal

Enclosure No. 2
October 12, 2021

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| Grade(s): | 10 |
| Discipline/Course: | Science/Environmental Chemistry |
| Course Title: | Environmental Chemistry (Honors/College Prep) |
| Prerequisite(s): | Successful completion of 9th grade Biology |
| Course Description: <i>Program of Studies</i> | <p>Environmental Chemistry is a year-long, laboratory-based, college preparatory course that integrates Chemistry with Earth Science concepts and meets the expectations of the Next Generation Science Standards. Students will explore the central role chemistry plays in addressing global challenges and opportunities of modern society to ensure we can achieve a sustainable future. Students will be asked to use evidence, evaluate claims, and develop models to interpret the unseen. Students begin with phenomena and use them to enhance their conceptual understandings of the following core ideas: The Origins and Structure of Matter; Chemical Reactions and Interactions in the Environment; Heat and Energy in the Earth System; The Chemistry of Living Systems; The Chemistry of Climate Change; and The Chemistry of Sustainability. This course lays the foundation for further study in the sciences and also serves as an AP Chemistry and AP Environmental Science preparedness course.</p> |
| Course Essential Questions: | <p>How can one explain the structure and properties of matter that make up our natural and human designed Earth system?</p> <p>How do substances combine or change (react) to make new substances? How does one characterize and explain these reactions and make predictions about them?</p> <p>How is energy transferred and conserved in natural and human designed systems?</p> <p>How can we sustainably meet the world's energy needs and other global challenges?</p> |

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| Course Enduring Understandings: | <p>Energy cannot be created or destroyed-it only moves between one place and another place, between objects and/or fields, or between systems.</p> <p>Resource availability has guided the development of human society.</p> <p>The opportunities of modern society to address global challenges and ensure a sustainable future rely on the effective management of natural resources.</p> |
| Duration: | Full year/1.0 credit |
| Course Materials/Resources: | <p>N/A There is no textbook associated with this course.</p> <p>Student and teacher materials will be compiled using a variety of primary scientific resources including but not limited to: National Oceanic and Atmospheric Administration, (NOAA), United States Geologic Society (USGS), American Association for the Advancement of Science (AAAS), Scientific American, American Chemical Society (ACS), American Association of Chemistry Teachers (AACT), National Association of Geoscience Teachers (NAGT)</p> |
| FPS Course Academic Expectation(s): | <p>Synthesizing and Evaluating</p> <p>Creating and Constructing</p> |

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| Unit Number and Title: | Unit 1: Nuclear Energy: The Atom, Radioactivity, and Human Energy Needs |
| Unit Overview: | In this unit, students investigate how a milk-gallon-sized amount of uranium could destroy a city, and explore how this energy might be used for good and whether it should be used at all. The unit begins with investigations into the basic structure of matter, the atom, and an exploration of the concepts of conservation of matter and energy. Students explore how geologic processes have resulted in naturally occurring radioactive minerals and how we can use geologic evidence to learn about Earth's past. Students investigate fission within a nuclear chain reaction, stable and unstable isotopes, and the role of the strong force within the nucleus in binding protons and neutrons together. The unit turns to how nuclear chain reactions are controlled in nuclear power plants and explores radiation associated with both enrichment of uranium and waste from nuclear reactors. |
| Learning Goals | |
| Standard(s): | <p>Scientific and Engineering Practices: (Highlighted Practices are Priority) Asking Questions, Engaging in Argument from Evidence, Construction Explanations & Designing Solutions, Developing & Using Models, Obtaining, Evaluating & Communicating Information, Analyzing & Interpreting Data, Using Mathematics and Computational Thinking</p> <p>Disciplinary Core Ideas: PS1.A: Structure and Properties of Matter Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (HS-PS1-1) PS1.C: Nuclear Processes Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (HS-PS1-8) PS3.A: Definitions of Energy</p> |

Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (HS-PS3-1),(HS-PS3-2)

At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (HS-PS3-2) (HS-PS3-3)

PS3.B: Conservation of Energy and Energy Transfer

Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (HS-PS3-1)

Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (HS-PS3-1),(HS-PS3-4)

The availability of energy limits what can occur in any system. (HS-PS3-1)

ESS2.A: Earth Materials and Systems

Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (HS-ESS2-3)

The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles. (HS-ESS2-4)

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| | <p>ESS3.A: Natural Resources Resource availability has guided the development of human society. (HS-ESS3-1) All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (HS-ESS3-2)</p> <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (HS-ESS2-3) Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust. (ESS2.B Grade 8 GBE) (HS-ESS2-1)</p> <p>CCCs: Energy and Matter, Systems and System Models, Stability and Change, Scale, Proportion, and Quantity</p> |
| Essential Question(s): | <p>How can nuclear material power our cities but also destroy them?</p> <p>How can one explain the structure and properties of matter that make up our Earth system?</p> |
| Enduring Understanding(s): | <p>In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved</p> <p>The total amount of energy and matter in closed systems is conserved.</p> <p>Energy cannot be created or destroyed-it only moves between one place and another place, between</p> |

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| | <p>objects and/or fields, or between systems.</p> <p>When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models.</p> <p>Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models.</p> <p>Much of science deals with constructing explanations of how things change and how they remain stable.</p> |
| <p>Learning Goal(s): <i>Students will be able to use their learning to:</i></p> | <p>During this unit, students will meet the following NGSS Performance Expectations: HS-PS1-8: Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.</p> <p>During this unit, students will be working towards the following NGSS Performance Expectations: HS-ESS1-6: Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.</p> <p>HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p> <p>HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.</p> |

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| Unit Number and Title: | Unit 2: Batteries: Elements, The Periodic Table, and Sustainable Design |
| Unit Overview: | Why are some elements so reactive and others are not? Why are some common and some rare? Can we predict the properties of elements using the periodic table? How can we leverage the properties of different elements to help us live more sustainably? In this unit, students will learn about the structure and properties of matter, periodic trends, and how humans use that knowledge to design and create new technologies that might help us live more sustainably in the future. |
| Learning Goals | |
| Standard(s): | <p>Scientific and Engineering Practices: (Highlighted Practices are Priority) Asking Questions, Planning and Carrying Out Investigations, Engaging in Argument from Evidence, Construction Explanations & Designing Solutions, Developing & Using Models, Obtaining, Evaluating & Communicating Information, Analyzing & Interpreting Data</p> <p>Disciplinary Core Ideas: PS1.A: Structure and Properties of Matter Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (HS-PS1-1) The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (HS-PS1-1) The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (HS-PS1-3)</p> <p>PS1.B Chemical Reactions The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (HS-PS1-2)</p> |

PS2.B: Types of Interactions

Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (HS-PS1-1),(HS-PS1-3),(HS-PS2-6)

PS3.B: Conservation of Energy and Energy Transfer

Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (HS-PS3-1),(HS-PS3-4)

Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (HS-PS3-1)

ETS1.B Developing Possible Solutions

When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts.

ETS1.C: Optimizing the Design Solution

Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.

ESS3.A Natural Resources

Resource availability has guided the development of human society. (HS-ESS3-1)

All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (HS-ESS3-2)

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| | CCCs: Patterns; Structure and Function; Scale, Proportion, and Quantity |
| Essential Question(s): | <p>How can we sustainably meet the world's energy needs?</p> <p>How do the structure and interactions of matter guide the development of human society?</p> |
| Enduring Understanding(s): | <p>Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.</p> <p>Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem.</p> <p>The significance of a phenomenon is dependent upon the scale, proportion, and quantity at which it occurs.</p> |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> | <p>During this unit, students will meet the following NGSS Performance Expectations:</p> <p>HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. [</p> <p>HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.</p> <p>HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.</p> <p>During this unit, students will be working towards the following NGSS Performance Expectations:</p> |

HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

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| Unit Number and Title: | Unit 3: Water Resources: Chemical Interactions and Human Impact |
| Unit Overview: | How do human activities impact our water resources? Why are some of Earth's water resources becoming degraded? Water is essential to life, yet millions of people in the world - 1 in 9 (in 2021) - lack access to a reliable source of clean water. Water is characterized by its unique combination of physical and chemical properties that are central to our planet's dynamic system. Students will investigate water shortages and water pollution through the lenses of the interactions of matter at the bulk scale as well as the importance of responsible management of natural resources to sustain human societies and biodiversity. |
| Learning Goals | |
| Standard(s): | <p>Scientific and Engineering Practices: Asking Questions, Planning and Carrying out Investigations Construction Explanations & Designing Solutions, Developing & Using Models, Obtaining, Evaluating & Communicating Information, Analyzing & Interpreting Data</p> <p>Disciplinary Core Ideas: PS1.A Structure and Properties of Matter The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (HS-PS1-3) PS2.B: Types of Interactions Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (HS-PS1-1),(HS-PS1-3),(HS-PS2-6)</p> <p>ESS2.C: The Roles of Water in Earth's Surface Processes The abundance of liquid water on Earth's surface and its unique combination of physical and chemical</p> |

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| | <p>properties are central to the planet’s dynamics. These properties include water’s exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (HS-ESS2-5)</p> <p>ESS3.A: Natural Resources Resource availability has guided the development of human society. (HS-ESS3-1)</p> <p>ESS3.C: Human Impacts on Earth Systems The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (HS-ESS3-3) Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (HS-ESS3-4)</p> <p>ETS1.A: Defining and Delimiting Engineering Problems Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.</p> <p>ETS1.C: Optimizing the Design Solution Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.</p> <p>CCCs: Patterns, Cause and Effect, Systems and System Models, Stability and Change</p> |
| Essential Question(s): | <p>How are water resources degraded through human activities?</p> <p>How can we sustainably manage our water resources?</p> |
| Enduring Understanding(s): | <p>Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.</p> |

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| | <p>Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.</p> <p>Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system.</p> <p>Change and rates of change can be quantified and modeled over very short periods of time. Some system changes are irreversible.</p> |
| <p>Learning Goal(s): <i>Students will be able to use their learning to:</i></p> | <p>During this unit, students will meet the following NGSS Performance Expectations:</p> <p>HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.</p> <p>HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p> <p>HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.</p> <p>During this unit, students will be working towards the following NGSS Performance Expectations:</p> <p>HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.</p> |

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| Unit Number and Title: | Unit 4: Chemistry of Human Impact on Ecosystems |
| Unit Overview: | How can animal behavior be traced to human caused changes? Why are populations of some organisms changing? Students will investigate how living systems are impacted by human designed chemical reactions that have been developed to meet human needs. Through studying these reactions, students will learn scientific principles regarding reaction rates and equilibrium in chemical systems. This unit highlights the central role of chemistry in understanding matter and energy relationships in the biosphere. |
| Learning Goals | |
| Standard(s): | <p>Scientific and Engineering Practices: (Highlighted Practices are Priority) Asking Questions, Engaging in Argument from Evidence, Construction Explanations & Designing Solutions, Developing & Using Models, Obtaining, Evaluating & Communicating Information, Analyzing & Interpreting Data, Using Mathematics and Computational Thinking</p> <p>Disciplinary Core Ideas: PS1.B: Chemical Reactions Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. (HS-PS1-4),(HS-PS1-5) In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (HS-PS1-6)</p> <p>ESS2.A: Earth Materials and Systems Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes</p> |

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| | <p>LS1.C: Organization for Matter and Energy Flow in Organisms As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (HS-LS1-6),(HS-LS1-7)</p> <p>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved. (HS-LS2-4)</p> <p>ESS2.D Weather and Climate Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (HS-ESS2-6)</p> <p>ESS2.E: Biogeology The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it.</p> <p>ESS3.C: Human Impacts on Earth Systems The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (HS-ESS3-3)</p> <p>CCCs: Cause and Effect, Energy and Matter, Systems and System Models, Stability and Change</p> |
| Essential Question(s): | <p>How do substances combine or change (react) to make new substances? How does one characterize and explain these reactions and make predictions about them?</p> <p>How do human developed technologies and resource use impact natural systems?</p> |

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| Enduring Understanding(s): | <p>Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.</p> <p>The total amount of energy and matter in closed systems is conserved</p> <p>Feedback (negative or positive) can destabilize a system.</p> <p>Much of science deals with constructing explanations of how things change and how they remain stable.</p> |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> | <p>During this unit, students will meet the following NGSS Performance Expectations:</p> <p>HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p> <p>HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.</p> <p>HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.</p> <p>During this unit, students will be working towards the following NGSS Performance Expectations:</p> <p>HS-PS1-7: Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</p> <p>HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.</p> |

HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

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| Unit Number and Title: | Unit 5: Fuels: Chemical Reactions and Energy |
| Unit Overview: | <p>What is a sustainable energy source for our transportation needs? Through investigating the answer to this question, students first look to chemical reactions and energy to really figure out <i>why</i> rearranging matter sometimes seems to result in a net increase or decrease in energy of the surroundings. They then zoom in to the atomic scale to build and refine models of bonding that help explain these changes in energy at the bulk scale.</p> <p>After linking atomic structure, attractive and repulsive forces, and bonding to endothermic and exothermic processes, students will look to questions of measurement. How do we quantify what is happening in a chemical reaction? How can we use this information to determine costs and benefits of different fuels?</p> |
| Learning Goals | |
| Standard(s): | <p>Scientific and Engineering Practices: (Highlighted Practices are Priority) Asking Questions, Engaging in Argument from Evidence, Construction Explanations & Designing Solutions, Developing & Using Models, Obtaining, Evaluating & Communicating Information, Analyzing & Interpreting Data, Using Mathematics and Computational Thinking</p> <p>Disciplinary Core Ideas: PS1.A: Structure and Properties of Matter A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. (HS-PS1-4)</p> <p>PS1.B: Chemical Reactions Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes</p> |

in kinetic energy. (HS-PS1-4),(HS-PS1-5)

The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (HS-PS1-2),(HS-PS1-7)

PS3.A: Definitions of Energy

Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (HS-PS3-1),(HS-PS3-2)

At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (HS-PS3-2) (HS-PS3-3)

These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (HS-PS3-2)

PS3.B: Conservation of Energy and Energy Transfer

Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (HS-PS3-1)

Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (HS-PS3-1),(HS-PS3-4)

Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (HS-PS3-1)

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| | <p>The availability of energy limits what can occur in any system. (HS-PS3-1)</p> <p>ESS3.A: Natural Resources Resource availability has guided the development of human society. (HS-ESS3-1) All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (HS-ESS3-2)</p> <p>CrossCutting Concepts: Energy and Matter, Systems and System Models, Stability and Change</p> |
| Essential Question(s): | <p>How does our reliance on fossil fuels impact Earth?</p> <p>How is energy transferred and conserved in natural and human designed systems?</p> |
| Enduring Understanding(s): | <p>Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems.</p> <p>Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.</p> <p>The total amount of energy and matter in closed systems is conserved.</p> <p>When investigating or describing a system, the boundaries and initial conditions of the system need to be defined.</p> |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> | <p>During this unit, students will meet the following NGSS Performance Expectations:</p> <p>HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of</p> |

chemical properties.

HS-PS1-4: Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

HS-PS1-7: Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS-PS3-5: Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials

During this unit, students will be working towards the following NGSS Performance

Expectations:

HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

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| Unit Number and Title: | Unit 6: Addressing Global Climate Change: Matter and Energy in the Earth System |
| Unit Overview: | <p>Why is the Earth's average temperature rising? What's happening to the Earth's polar ice sheets? Why are we seeing more extreme weather events? What are the solutions to our greatest global challenge? Students will apply their understanding about matter and energy within the Earth system from previous units to investigate global climate change as well as it's impact on local communities.</p> |
| Learning Goals | |
| Standard(s): | <p>Scientific and Engineering Practices: Asking Questions, Engaging in Argument from Evidence, Construction Explanations & Designing Solutions, Developing & Using Models, Obtaining, Evaluating & Communicating Information, Analyzing & Interpreting Data, Using Mathematical and Computational Thinking</p> <p>Disciplinary Core Ideas: PS3.A: Definitions of Energy Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (HSPS3-1),(HS-PS3-2)</p> <p>PS3.B: Conservation of Energy and Energy Transfer Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (HS-PS3-1) Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (HS-PS3-1),(HS-PS3-4) The availability of energy limits what can occur in any system. (HS-PS3-1) Uncontrolled systems always evolve toward more stable states— that is, toward more uniform energy</p> |

distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (HS-PS3-4)

PS3.D: Energy in Chemical Processes

Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (HS-PS3-4)

ESS2.A: Earth Materials and Systems

Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (HSESS2-1),(HS-ESS2-2)

ESS2.D: Weather and Climate

The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (HS-ESS2-2),(HS-ESS2-4)

Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (HS-ESS2-6),(HS-ESS2-7)

Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (HS-ESS2-6),(HS-ESS2-4)

Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere.

ESS3.D: Global Climate Change

Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (HS-ESS3-5)

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| | <p>Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities. (HS-ESS3-6)</p> <p>ETS1.A Defining and Delimiting Engineering Problems Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them</p> <p>CCCs: Energy and Matter, Systems and System Models, Stability and Change, Cause and Effect</p> |
| Essential Question(s): | How can we sustainably meet the challenge of global climate change? |
| Enduring Understanding(s): | <p>Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems.</p> <p>When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models.</p> <p>Feedback (negative or positive) can destabilize a system.</p> <p>Models can be used to predict the behaviour of a system, but these predictions have limited precision or reliability due to the assumptions and approximations inherent in the model.</p> |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> | <p>During this unit, students will meet the following NGSS Performance Expectations:</p> <p>HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system</p> |

are known.

HS-PS3-4: Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperatures are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

HS-ESS2-2: Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*

HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

A TOOLKIT FOR LOCAL SCHOOL BOARDS

A New Vision for Science Education

Children are naturally curious about the world. While many adults recall learning science by reading about it in a textbook or listening to a teacher's explanation, we now know how to engage learners in more meaningful, lasting and exciting science learning.

By dramatically changing the way science is taught and learned, the Next Generation Science Standards (NGSS), adopted by Connecticut in November 2015, are designed to raise interest, participation and achievement for all students. This introductory [video](#) explains the design principles and key features of NGSS. This [fact sheet](#) summarizes the need for and development of NGSS.

Decades of research have resulted in increased understanding of how to engage diverse learners so that knowledge is retained and built upon for a lifetime. Our nation's leading scientists and science educators were convened by the National Academies of Science in 2012 to synthesize this research and recommend improvements to U.S. science education. These are reported in the Framework for K–12 Science Education (National Research Council, 2012). Among the envisioned improvements is a more authentic approach to [scientific inquiry](#), the discovery process practiced by scientists that is more flexible and iterative than the scientific method taught in schools. This [poster](#) highlights new NGSS approaches that aim to involve all students in figuring out explanations based on critical analysis of evidence. To summarize, an NGSS learning approach teaches students to think on their own and in collaboration with others.

NGSS are aligned with contemporary expectations for college-level science courses. Beginning in 2012, the College Board redesigned Advanced Placement exams in STEM subjects (e.g., biology, chemistry, physics, computer science) to emphasize the use of science practices to reason with evidence (see [summary of AP STEM advances](#)). To help states and districts reform their science programs to better prepare more students for success in college-level science, the College Board in 2009 published [College Board Standards for College Success: Science](#) for grades 6–12.

By making science learning more like the way scientists work, more relevant to the real world and to students' experiences, the NGSS can better inspire and prepare many more students for advanced studies, careers and citizenship.

Striving for Excellence and Equity

NGSS will compel school districts to make many systemic improvements to curriculum design, teaching and assessment practices, and instructional materials. These changes will take considerable time, commitment and resources. The reward for sustained and coordinated reform is that by the end of 12th grade, many more Connecticut students will:

- appreciate the creative and dynamic **nature of scientific discovery**;
- be **critical consumers of scientific and technological information** related to their everyday lives;
- learn to **think critically, analyze information** and apply knowledge to **solve complex problems**;
- be inspired and enabled to **continue to learn about science outside school**; and
- have the **skills to enter careers** of their choice, including (but not limited to) careers in science, engineering, and technology.

Innovative Changes

Perhaps the most significant change in NGSS is that students are expected to show evidence of their learning by using science and engineering practices to gradually piece together explanations from evidence. Simply knowing facts is not sufficient. See example below that contrasts student expectations in a current NGSS Performance Expectation with a previous Connecticut science standard:

| 2004 Connecticut Science Standards | 2015 Next Generation Science Standards |
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| Describe the effects of the strengths of pushes and pulls on the motion of objects. | Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. |

Major features of NGSS:

- [Three-dimensional learning](#): Students use all three dimensions of science — the [science and engineering practices](#); [crosscutting concepts](#) and [disciplinary core ideas](#) — to make sense of phenomena they experience in their lives and/or to design solutions to authentic problems. In other words, science knowledge is learned and demonstrated through science and engineering practices and applied in a context that is relevant and interesting to students.
- [Real-world context](#): NGSS shifts the outcome of instruction from explaining science to using science to explain real world phenomena. Students use knowledge they develop over time to (a) explain an observable event or situation; and (b) to engineer solutions to problems. For example, instead of simply learning about the topics of photosynthesis and mitosis, students are engaged in building evidence-based explanatory ideas that help them figure out the phenomenon of how a tree grows. In this [video](#), a leading NGSS contributor explains how phenomena shift the focus of science learning to making sense of observable events. This [STEM Teaching Tool](#) explains the central role of phenomena in NGSS teaching and learning.
- [Engineering design](#) is integrated within K–12 science curriculum for all students at all grades.
- Complements Connecticut Core Standards for English language arts and mathematics. NGSS make explicit interdisciplinary connections among the sciences, language arts and mathematics. Among the NGSS science and engineering practices are those that call for reading, writing, speaking, listening, computing and analyzing data. These present exciting opportunities for students to use reading, writing and mathematics skills to support their science investigations.

Student Learning in an NGSS Classroom

This [chart](#) highlights some of the key differences between a traditional science classroom and an NGSS classroom. Students in elementary NGSS classrooms will gradually develop and use these [science and engineering practices](#) to construct their own scientific explanations of phenomena. Secondary students will build on elementary school foundations and deepen their use of these [science and engineering practices](#) for grades 6–12.

High-quality curriculum materials and daily lessons will involve students in using the practices to develop, use and refine their ideas, and not simply explain the science to the students.

Key Messages for Local School Boards

Expect NGSS reforms to take several years of planned, coordinated efforts to transform curriculum, teaching practices, instructional materials and assessments.

- Commit to high-quality, sustained professional development for all teachers and school leaders. Professional learning should focus on three-dimensional teaching practices. [Lessons Learned from the NGSS Early Implementer Districts: Professional Learning](#) summarizes the professional learning successes and challenges experienced by several California school districts.
- Commit to a long-term process for upgrading existing curriculum and instructional materials. Engage only those with deep understanding of NGSS approaches in a planned process of modifying existing materials. [Lessons Learned from the NGSS Early Implementer Districts: Instructional Materials](#) summarizes the successes and challenges faced by several California school districts. This [short course](#) can guide your district's NGSS curriculum adaptation process.
- Explore variety in middle and high school course design. NGSS standards for Grades 6 to 12 can be grouped in a variety of ways to create courses to interest and excite diverse students. Besides general courses in life science, physical science and Earth/space science, high-interest courses such as environmental science, genetics, or meteorology can be NGSS-aligned by selecting appropriate NGSS standards. NGSS [appendix K](#) provides models of several ways to organize standards into a coherent grades 6–12 course sequence. This [Accelerated Model Course Pathways document](#), developed by Achieve, shows the standards overlaps between AP science curricula and NGSS.
- Delay purchasing textbooks, kits or learning units until they've been reviewed for fidelity to NGSS core principles, either by [Achieve's EQuIP Peer Review Panel: Science](#) or by a district-level committee trained in using the [EQuIP Rubric for Science Units and Lessons](#). Presently, few commercially available instructional materials reflect the NGSS vision of three-dimensional learning. In the interim, concentrate first on ensuring teachers and administrators participate in high-quality professional learning focused on three-dimensional instructional approaches. Then apply newly acquired pedagogy to modify existing teaching materials.
- Revise district, school and classroom assessment tools to reflect integration of content, practice and crosscutting themes. Most information useful for adjusting instruction is obtained from locally developed assessments administered by teachers and schools. (See Links to Detailed Information for sample three-dimensional assessment tasks for classroom use). In 2019, state science assessments will change to measure NGSS Performance Expectations. The [Comprehensive Student Assessment Portal](#) provides information about the development of NGSS science assessments. This [NGSS transition timeline](#) shows the years when CMT and CAPT Science will be phased out and new NGSS-aligned assessments will be introduced.

Resources for Local School Boards

Standards interact with many other aspects of the educational system — such as curricula, assessments, instructional materials, professional development, instructional leadership, budgets and communication. Faithful implementation of NGSS standards will require examining each of these and planning changes. Merely swapping out one set of standards for another will not achieve desired goals.

In this [video](#), the director of the Board on Science Education at the National Research Council, offers school district leaders general advice for successful NGSS implementation. Refer to the National Research Council's [Guide to Implementing the Next Generation Science Standards](#) for more information.

Achieve Inc., the nonprofit education advocacy organization that coordinated NGSS development, enlisted the expertise of district leaders nationwide to compile specific, practical guidance and tools for impactful NGSS implementation:

- The [NGSS District Implementation Workbook](#) is a tool to help district leaders create or revise a plan to improve science education outcomes using NGSS as a springboard. The workbook proposes components of a comprehensive plan and offers a process for assessing and improving the outcomes of the existing science education program.
- The [District Transition Guide](#) outlines a set of indicators of successful NGSS implementation at the district level. This tool is useful for monitoring the district's progress towards the science education goals it has articulated.

The Connecticut State Department of Education will offer a one-day **District Transition Planning Workshop** for district vertical teams in 2018.

Equalizing learning opportunities is a prominent principle of next generation science. District policies should ensure that all students in every grade have access to coherent, coordinated K–12 science curriculum and instruction. This journal article speaks to [student diversity and equity](#) in NGSS and points to appendix D [Case Studies](#) to illustrate how NGSS can improve interest and achievement for diverse learner groups – from gifted to learning disabled.

Links to Detailed Information

- [Next Generation Science Standards](#)
- [Framework for K–12 Science Education](#)
- [Connecticut Core Standards for English Language Arts and Mathematics](#)
- [Sample Classroom Assessment Tasks](#)

African American, Black, Latino, and Puerto Rican Studies Course

CONNECTICUT PUBLIC ACT NO. 19-12:

An Act Concerning the Inclusion of Black and Latino Studies in the Public School Curriculum

Developed by State Education Resource Center (SERC) in collaboration with Connecticut State Department of Education (CSDE)

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| Grade(s): | 11 |
| Discipline/Course: | Social Studies and English (Interdisciplinary, 1 year, 2 credit course) |
| Course Title: | African American, Black, Latino, and Puerto Rican Studies (ECE) |
| Prerequisite(s): | Global Studies, English 9 Modern Global Studies, English 10 |
| Course Description: <i>Program of Studies</i> | African American, Black, Latino, and Puerto Rican Studies is a 21st century course that provides students with the skills and knowledge that they need to thrive in the modern world. It provides students with the opportunity to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the United States. 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 United States 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. Students will apply the four dimensions of the inquiry arch from the C3 Framework for Social Studies by: developing questions and planning inquiries; applying the four disciplinary concepts of history, civics, economics, and geography; evaluating sources and using evidence; and communicating conclusions and taking informed action. These social studies learning expectations are linked to the Common Core State Standards in English Language Arts and Literacy in History/Social Studies throughout the curriculum. |
| Course Essential Questions: | <ul style="list-style-type: none">• How has the American identity evolved?• How have different social and political groups influenced society and government in the United |

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| | <p>States and how have they changed over time?</p> <ul style="list-style-type: none"> • What do African American, Puerto Rican and Latino histories reveal about the United States, its foundation, and how power is structured today? • How and why was the concept of race constructed? What is its impact on African American, Puerto Rican, Latino, and Indigenous people? • How have the accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people influenced the evolution of the United States? • What roles have ideas, beliefs, social mores, and creative expression played in shaping the United States and how have various identities, cultures, and values been preserved or changed? • How have historical movements, legislation, and wars affected citizenship rights? • How have African American, Black, Latino, and Puerto Rican people, both separately and together, worked to build U.S.cultural and economic wealth and create more just societies in local, national, and international contexts? • What are the stories of the African, Black,Puerto Rican, and Latino(a) diasporas? • How do my perceptions influence my reading and writing? • How do I engage critically in reading and responding to traditional and contemporary fiction and non-fiction? • How are rhetorical devices used to shape meaning within text? • Why should we value our own stories and the stories of others? |
| Course Enduring Understandings: | <ul style="list-style-type: none"> • Analyze the evolution of the American political system, including the formal and informal structures of government and civic participation, and the way in which power and authority have been exercised through various eras of United States History. • Evaluate the impact of evolving American values on various ethnic, religious, social, and political groups through various eras of United States History. • Investigate the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. • Analyze how race, power, and privilege influence group access to citizenship, civil rights, and economic power. • Examine the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. |

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| | <ul style="list-style-type: none"> ● Examine the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. ● Reimagine the 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. ● Identify resources and opportunities for active engagement, learning, and civic responsibility. ● Analyze and evaluate historical sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation). ● Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data. ● Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity. ● Develop open-ended historical questions that can be addressed through historical research and interpretation. ● Recognize and analyze personal assumptions and question thinking through collaboration. ● Discuss and dissect the affordances of texts, generate questions about text, interpret text through critical lenses to unpack meaning. ● Critique text including the style, voice and tone of the text and the craft of the authors. ● Discuss literature and nonfiction texts in relation to concepts and characteristics of American culture and the history of African American, Black, Latino, and Puerto Rican cultures. ● Process and analyze ideas, literature, and class discussion through initial responses, note---taking, and processed written response. ● Analyze and compare texts from various time periods, cultures, and perspectives in order to understand the complexity of the American Dream. ● Analyze writers' craft language for meaningful purpose. ● Read and discuss a variety of nonfiction texts that address aspects of American culture. ● Identify and analyze rhetorical and stylistic devices in texts read as a class and in a text read independently. |
| Duration: | 1 year |

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| Course Materials/Resources: | SERC Reference List: Black and Latino Studies |
| FPS Course Academic Expectation(s): | <p>Exploring and Understanding: The student generates questions, gathers relevant, credible sources, and reviews text in order to acquire knowledge, infer meaning, and develop deep understanding.</p> <p>Synthesizing and Evaluating: The student analyzes and interprets text, phenomena, or strategies to critically evaluate and synthesize information.</p> <p>Creating and Constructing: The student transfers or extends constructed knowledge to draft and develop ideas, claims, products, or solutions.</p> <p>Conveying Ideas: The student expresses ideas clearly and effectively for the intended purpose and specific audience.</p> <p>Collaborating Strategically: The student demonstrates awareness, respect, and consideration for self and others while engaging in a shared learning experience.</p> <p>Using Communication (Media) Tools: The student selects and uses media tools strategically and responsibly throughout the inquiry process.</p> |

Unit One: 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)

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| Unit Number and Title: | <p>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> <p>Adapted from SERC Curriculum, Foster & Jarman-Smith (2021)</p> |
| Duration: | Early-Mid September (2.5 weeks/12 days) |
| Resource(s): | SERC Reference List: Black and Latino Studies |
| Unit Overview: | <p>Introduction of the basis of course, overview of scope and sequence of content, and orientation of students to expected dialogue and community for learning will be the opening for this unit.</p> <p>The content of this unit will focus on African Origins of humanity and contributions made by peoples of our greatest civilizations on the continent such as Kemet, Ghana, Songhai. The legacy of African Empires Kings and Queens will provide students information that will accurately paint a picture of the vast contributions to world civilizations. It is through the history of African Origins and the exploration of African Civilizations and religions that we engage students in knowledge construction about the majestic breadth of great people in government, academic and technological innovation, and the arts, from whom African Americans and peoples from the Diaspora descended. This exploration will allow students to evaluate and analyze false narratives of inferiority and inhumanity of Africans and Black people which are deeply ingrained in modern society worldwide. As students begin the semester on African American history, they will have opportunities to embark on an exploration of a people who were made captives and brought to distant shores—and their long history of affirmation, resistance, reform, and radicalism.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine the impact of various aspects of African culture on world civilizations; |

| | <ul style="list-style-type: none"> • Analyze the factors that have contributed to racialized global conflict and change in the modern world; and • Develop a positive and accurate identity, including an awareness of and comfort with one's membership in multiple groups in society. |
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| Learning Goals | |
| Standard(s): | <p>From Connecticut Elementary and Secondary Social Studies Framework</p> <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>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</p> <p>CCSS.ELA-Literacy.RH.11-12.1 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.</p> <p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> |

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| | <p>CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</p> <p>CELP.9-12.1. RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> |
| Essential Question(s): | <ul style="list-style-type: none"> • What impact did the people of Ancient Africa have on early and modern civilizations, and why has this impact been largely ignored through much of history? How has the concept of race been socially constructed over time? • How does our culture, our heritage, and our context impact the way we read and interpret text? |
| Enduring Understanding(s): | <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine the impact of various aspects of African culture world civilizations in the past and present. • Analyze the factors that have contributed to racialized global conflict and change in the modern world; and develop a positive and accurate identity, including an awareness of and comfort with ones' membership in multiple groups in society. |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills) | <p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Compare and contrast the development of various African civilizations. • Evaluate Africa's contradiction to the false narrative of African inferiority and racial stereotypes. • Analyze West Africa's wealth, geographical and ethnic diversity. • Evaluate the characteristics and achievements of the African peoples discussed in this unit. • Analyze the construct of race and its impact on world civilization. <p>Skills:</p> <ul style="list-style-type: none"> • Contribute to and maintenance of a safe classroom space • Develop a historical frame-of-reference of Ancient Africa's contributions to world culture. |

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| | <ul style="list-style-type: none">• Evaluate available primary sources to compare and contrast beliefs and historical background of early African civilizations. |
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Unit Two: How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619-1819)

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| Unit Number and Title: | Unit 2: How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619-1819) Adapted from SERC Curriculum, Culliton & Jarman-Smith (2021) |
| Duration: | Mid-Late September (1.5 weeks/8 days) |
| Resource(s): | SERC Reference List: Black and Latino Studies |
| Unit Overview: | <p>Soon after the settlement of New England, slavery, first Indigenous and then African, became a way to support the export driven economy of the region. This unit will focus on slavery in Connecticut, the U.S., sources of that history, and how we can use analytical lenses to interpret the evidence and tell the story of local slavery and the individuals held in captivity. Themes of resistance and agency will be explored.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> • Analyze how Africans, African Americans, and their descendants have struggled to gain freedom, equality, and social justice. • Explore the ways in which slavery was embedded in culture and legislation. • Investigate how multiple racial and cultural perspectives influence the interpretation of slavery. |
| Learning Goals | |
| Standard(s): | From Connecticut Elementary and Secondary Social Studies Framework Dimension 2 Applying disciplinary concepts and tools 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. |

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| | <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>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</p> <p>CCSS.ELA-Literacy.RH.11-12.1 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.</p> <p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CCSS.ELA-LITERACY.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</p> <p>CELP.9-12.2. W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> |
| Essential Question(s): | <ul style="list-style-type: none"> • How were some Africans from the global diaspora able to assert their agency to resist slavery; why were other Africans unable to do this? • How and why have moral, philosophical, and cultural values changed in what would become the U.S.? |

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| | <ul style="list-style-type: none"> • How and why have different political and social groups competed for influence over society and government in what would become the U.S.? • How are texts a vehicle for rich examinations of literary, philosophical, and cultural trends in American past and present? • How does exploring our identities and the beliefs of our community help understand our positionality and biases? |
| Enduring Understanding(s): | <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Analyze how Africans, African Americans, and their descendants have struggled to gain freedom, equality, and social justice. • Explore the ways in which slavery was embedded in legislation. • Investigate how multiple racial and cultural perspectives influence the interpretation of slavery. |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills) | <p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Evaluate the scope of African American slavery in Connecticut and in the U.S. • Analyze the laws and statutes that established, upheld, and abolished slavery • Analyze how the institution of slavery was fundamental to the beliefs of American Society about race • Understand the principles articulated in the Declaration of Independence and the justification for the American Revolution. • Evaluate ways that Black people demonstrated agency, resistance, and innovation over time • Analyze the issues involved in the creation and ratification of the United States Constitution and the new government it established. • Understand the guarantees of the Bill of Rights and its continuing significance. <p>Skills:</p> <ul style="list-style-type: none"> • Cite specific evidence and laws to illustrate the beginnings of slavery in Connecticut, the Caribbean and the Americas, its growth during the pre-revolutionary period, and the gradual abolition of slavery during the post-revolutionary period. |

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| | <ul style="list-style-type: none">• Analyze and use primary sources, such as CT-based “slave narratives,” census data, probate records, property records, and other manuscripts to retell the life of enslaved individuals in CT and their collective impact in the USA. |
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Unit Three: Black Literacy, Organizations, and Liberation (1820-1865)

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| Unit Number and Title: | Unit 3: Black Literacy, Organizations, and Liberation (1820-1865) Adapted from SERC Curriculum, D. Broyld & P. Jarman-Smith (2021) |
| Duration: | October (3 weeks/15 days) |
| Resource(s): | SERC Reference List: Black and Latino Studies |
| Unit Overview: | <p>The journey to abolish slavery in the United States was a battle that progressed gradually over time. The unit explores: the individuals, groups, and schools of thought that contributed to the movement. The subsections of the unit will move through the topics of Black survival and resistance to enslavement and emancipation using the Gradualist, Militant, Early and Late Political Periods, and the Civil War. Students will also examine “Free” Black communities, Slave Narratives, Negro Spirituals, folklores, newspapers, pamphlets, and speeches that Blacks and abolitionists employed to precipitate change. Themes of resistance and agency will be examined.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence; and explore various perspectives of enslavement from free and enslaved Africans. |
| Learning Goals | |
| Standard(s): | <p>From Connecticut Elementary and Secondary Social Studies Framework</p> <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</p> |

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| | <p>reasoned argument about the past.</p> <p>National Curriculum Standards for Social Studies 3.2C.3 Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states. [Examine the influence of ideas] 4.4A.3 Compare the positions of African American and white abolitionists on the issue of the African American's place in society. [Compare and contrast differing sets of ideas]</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening and Speaking) CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) CELP.9-12.1.RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account CELP.9-12.4.L.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| Essential Question(s): | <ul style="list-style-type: none"> • When is resistance and/or revolution justified/glorified/condemned? • How effective were the actions of abolitionists and the slave rebellions of this period? • Are individual contributions or collective efforts more effective in actualizing social change? • Whose voice has power in storytelling? • How does our culture, our heritage, and our context impact the way we read and interpret text? |

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| Enduring Understanding(s): | <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence; • Explore various perspectives of enslavement from free and enslaved Africans; and • Analyze the impact of the cotton economy on the development of the domestic slave trade. |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills) | <p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Evaluate the role that religious and political movements of the 18th century had on the development of abolitionist thinking. • Evaluate the ideology of Manifest Destiny, the nation's expansion to the Pacific, and the Mexican-American War. • Explore how competing politics, economics, and ideologies led to the Civil War. • Analyze ways that Blacks fought to preserve their humanity and to develop a culture and institutions that reflected their own values and beliefs. • Analyze forms of slave resistance. <p>Skills:</p> <ul style="list-style-type: none"> • Analyze primary sources representative of the social, political, economic and cultural perspectives of Blacks and African Americans, at the time. |

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

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| Unit Number and Title: | Unit 4: Long, Long History for Equality (1865-1915) Adapted from SERC Curriculum, S. Close & P. Jarman-Smith (2021) |
| Duration: | Late October-Mid November (3 weeks/14 days) |
| Resource(s): | SERC Reference List: Black and Latino Studies |
| Unit Overview: | <p>This unit focuses on the period of Reconstruction (1865-77), Black Settlement, Towns, and Settlers in the West (1865-1915), and the struggle against the Jim Crow System. This unit 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 the right to citizenship, the right to vote, and public education. In addition, this course will focus on the African past as it relates to the development of the African American culture in the western hemisphere.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence. • Explore the Reconstruction politics through literature and other accounts from primary documents and impact on Whites and Blacks. |
| Learning Goals | |
| Standard(s): | <p>From Connecticut Elementary and Secondary Social Studies Framework 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. HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g.,</p> |

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| | <p>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 substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>National Curriculum Standards for Social Studies</p> <p>5.3A.3 Explain the provisions of the 14th and 15th amendments and the political forces supporting and opposing each. [Consider multiple perspectives]</p> <p>V.B.2.4.b explain the importance to the individual and society of such political rights as right to vote and to seek public office</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, and Speaking)</p> <p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</p> <p>CELP.9-12.1.RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>CELP.9-12.4. L.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| Essential Question(s): | <ul style="list-style-type: none"> • How was the Reconstruction a success or failure? • To what extent are people obligated to act in the interest of bettering society, bettering themselves? |

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| | <ul style="list-style-type: none"> • How have philosophical, political, and social trends in American society shaped the American literature over the decades, currently? |
| Enduring Understanding(s): | <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence. • Explore the Reconstruction politics through literature and other accounts from primary documents and impact on Whites and Blacks. • Demonstrate an understanding of the domestic political, social, and economic changes in the postwar era and their consequences (e.g. radical political movements, women's suffrage, resurgence of the KKK, clash between traditional moral values and changing ideas, radio, Harlem Renaissance, modern capitalist economy, etc.). |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills) | <p>For this Unit of Study, students will understand and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Analyze how African Americans fought and struggled for justice during Reconstruction and Jim Crow • Evaluate the ties of the African American Church to African American Education <p>Skills:</p> <ul style="list-style-type: none"> • Analyze a variety of primary sources to evaluate the lives of Blacks/African Americans during this time period; utilize primary sources to analyze racial attitudes during this era |

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

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| Unit Number and Title: | Unit Five: Black Movement for Equality (1915-1965) Adapted from SERC Curriculum, M. Geary, S. Close & P. Jarman-Smith (2021) |
| Duration: | Mid November-Mid December (3 weeks/16 days) |
| Resource(s): | SERC Reference List: Black and Latino Studies |
| Unit Overview: | <p>This unit will focus on Black Americans’ movements for equality, both geographical and societal. It will begin with the ideology of Nadir, which triggered 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 people in America during the early 20th century. The unit should help students understand how the events of the period helped shape present-day systems. Topics include: the impact of Jim Crow laws on Black communities and their resistance; The Harlem Renaissance and African American arts; Black Wall Street and the Tulsa Massacre; African American participation in WWI and WWII; the “Red Summer” of 1919; how FDR’s New Deal Fair Housing Act exacerbated segregation and led to current wealth/wage/opportunity gaps; the establishment of important organizations including the National Association for the Advancement of Colored People (NAACP), The Universal Negro Improvement Association (UNIA), the National Urban League, The Southern Christian Leadership Conference (SCLC), The National Council of Negro Women, The Nation of Islam (NOI), The Congress of Racial Equity (CORE), The Student Nonviolent Coordinating Committee (SNCC); landmark Supreme Court decisions such as Brown v. BOE; major Civil Rights legislation such as CRA of 1957 and 1964, and the VRA of 1965; Black women’s role in the ongoing revolution; and the contributions of W.E.B. Du Bois, August Wilson, Mary Townsend Seymour, John Lewis, Dr. Mary McLeod Bethune, Constance Baker Motley, Mamie Till and others as detailed in the lessons.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Identify tactics, mission, and accomplishments of major groups involved in the movement for |

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| | <p>equality.</p> <ul style="list-style-type: none"> • Investigate the causes, consequences, and historical context of key events in this time period. • Evaluate how individuals, groups, and institutions in the United States have both promote and hinder people's struggle for freedom, equality, and social justice. • Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements. • Analyze the role of women of color in the women's rights movement. |
| Learning Goals | |
| Standard(s): | <p>From Connecticut Elementary and Secondary Social Studies Framework 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). HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past. CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America. CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems. 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>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-LITERACY.WHST.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</p> |

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| | CELP.9-12.1. RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account CELP.9-12.2. A.W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| Essential Question(s): | <ul style="list-style-type: none"> • How successful have Black Americans' movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States? • How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process? • How are texts a vehicle for rich examinations of literary, philosophical, and cultural trends in American past and present? • What social issues do I care about and how can I write to impact change? |
| Enduring Understanding(s): | In this unit, students will: <ul style="list-style-type: none"> • Identify tactics, mission, and accomplishments of major groups involved in the movement for equality • Investigate the causes, consequences, and historical context of key events in this time period • Evaluate the effectiveness of the New Deal in combating the Great Depression and demonstrate an understanding of the opposition to the New Deal. • Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people's struggle for freedom, equality, and social justice. • Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements. • Analyze the role of women of color in the women's rights movement. |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills) | For this Unit of Study, students will know and be able to... <p>Knowledge:</p> <ul style="list-style-type: none"> • Gain understanding of the role African Americans played in shaping the U.S. society, economy, and culture. • Gain understanding of how African Americans advocated for freedom and justice. |

- Gain understanding of how Blacks and African Americans used the arts to perpetuate a theme of hope, persistence and resilience.
- Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people's struggle for freedom, equality, and social justice.
- Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements.
- Analyze the role of women of color in the women's rights movement.

Skills:

- Investigate a variety of primary resources (including both the Black and the White press) to analyze social and political changes for Black Americans in this period and reactions to these changes.
- Evaluate the roles of music and literature in the study of history.

Unit Six: Protest, Politics, and Power (1965-Present)

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| Unit Number and Title: | Unit Six: Protest, Politics, and Power (1965-Present) Adapted from SERC Curriculum, D. Canton & P. Jarman-Smith (2021) |
| Duration: | Mid-December to Mid-January (3 weeks/15 days) |
| Resource(s): | SERC Reference List: Black and Latino Studies |
| Unit Overview: | <p>This unit examines African American history from the political, economic, and cultural impact of Black Power to 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 decrease in poverty rate; however, institutional racism continues to undermine the progress of African Americans and African and Black Caribbean immigrants as well as an expanding Black middle class.</p> <p>In this unit, students will:</p> <p>Examine how the Black community is shaped by a variety of identities, communities, and perspectives.</p> <ul style="list-style-type: none"> • Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American, Black experiences, intellectual thought, and culture. |
| Learning Goals | |
| Standard(s): | <p>From Connecticut Elementary and Secondary Social Studies Framework</p> <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</p> |

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| | <p>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>National Curriculum Standards for Social Studies</p> <p>9.4A.7 Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the Civil Rights Movement. [Marshal evidence of antecedent circumstances]</p> <p>9.2C.1 Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. [Formulate a position or course of action on an issue].</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</p> <p>CCSS.ELA-LITERACY.RH.11-12.1 - 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</p> <p>CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</p> <p>CELP.9-12.1.RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>CELP.9-12.2. W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> |
| Essential Question(s): | <ul style="list-style-type: none"> • What are the greatest issues facing Blacks and African Americans in the U.S. today? • What does radically reimagining new possibilities and more just futures look and sound like |

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| | <p>now?</p> <ul style="list-style-type: none"> • How and why have different political and social groups competed for influence over society and government in what would become the U.S.? |
| Enduring Understanding(s): | <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine the impact of class and gender on how the Black community is shaped by a variety of identities, communities, and perspectives. • Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black experiences, intellectual thought, and culture. |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills) | <p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <p>Evaluate ways that African Americans have navigated and used power in the past and what these approaches teach us about radically reimagining new possibilities and more just futures.</p> <ul style="list-style-type: none"> • Analyze and interpret the scope and legacy of resistance that has been integral to African American people's resilience. • Analyze the foreign and domestic consequences of United States involvement in Vietnam. • Assess the extent and impact of economic and social changes in the postwar era. <p>Skills:</p> <ul style="list-style-type: none"> • Through the use of primary and secondary sources, compare and contrast the contributions of various individuals and groups to the Civil Rights Movement, the Black Power Movement, and Black Lives Matter; include specific analysis of Connecticut-specific resources when analyzing the civil rights movement in the state. • Use popular culture (television, music, films) to analyze the values and beliefs of Black Americans during this time period.) |

Unit Seven: Early Beginnings: Who Are We?

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| Unit Number and Title: | Unit 7: Early Beginnings: Who Are We? Adapted from SERC Curriculum, C. Torre, S. Armstrong & N. Diaz (2021) |
| Duration: | Late January-Mid February (2.5 weeks/13) |
| Resource(s): | SERC Reference List: Black and Latino Studies |
| Unit Overview: | <p>NOTE: At the beginning of Semester 2, there should be a general review of the major themes of Semester 1. Students should also be informed that during Semester 1 their instructor took a largely chronological approach to the subject matter, while Semester 2 will be more thematic and will spiral back to prior learning. Review of expectations for dialogue, safe spaces, and community of learners should occur. Students should be reminded that there will be many “difficult discussions” throughout the semester, and that it is important that all student voices be heard. Before beginning with the actual subject matter of Semester 2, students will take part in a project in which they attempt to find what they can about their own personal and family identity. Memories, interviews with family members, family letters, photographs, etc. can all be used to inform and complete an I Am From Poem. Sensitivity and assistance for students who may not have access to this information given their family situation should be provided up front.</p> <p>Even before the United States became a republic, Latinos have contributed to the culture and history and life of the U.S. Yet, Latinos have been perceived as the “other.” Despite histories of migration, labor recruitment, wars, invasion, and occupations, millions of Latinos have persevered and demonstrated the beauty of their contributions. This unit will examine the early beginning and origins of what we know as Latin America.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> • Explore Puerto Rican and Latino identity and culture. • Examine the individual and collective identities of Puerto Ricans and Latinos and demonstrate |

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| | <p>understanding of how this influences the perception and realities of Puerto Rican and Latino people.</p> <ul style="list-style-type: none"> • Explore Latinos' understanding of race. • Understand how Latinos show up in Black-White binary. • Examine Puerto Rican Migration. • Learn about the strengths and contributions of African diaspora in Latin America and in the Caribbean. |
| Learning Goals | |
| Standard(s): | <p>From Connecticut Elementary and Secondary Social Studies Framework 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. HIST 9-12.4 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.</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-LITERACY RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) CELP.9-12.1. RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account</p> |
| Essential Question(s): | <ul style="list-style-type: none"> • How has Puerto Rican and Latino identity evolved over time? |

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| | <ul style="list-style-type: none"> • Is there a single “Latino identity”? Is there a Latino race? • Why should we value our own stories and the stories of others? • How do the experiences of people impact the way they tell their story? • Whose voice has power in storytelling? |
| Enduring Understanding(s): | <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore Latinos’ and Puerto Ricans’ identity; • Examine the collective and individual identities of Latinos and Puerto Ricans and demonstrate understanding of how this influences the perception and realities of Latino and Puerto Rican; • Explore Latinos’ understanding of race; • Understand how Latinos “show up in the color line that created a Black and White bin”; • Examine Puerto Rican Migration; and • Learn about the strengths and contributions of the African diaspora in Latin America and Caribbean. |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills) | <p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Define race, ethnicity, and nationality as they relate to culture. • Analyze the complexities of defining “Latino identity.” • Evaluate the contributions of Indigenous and African populations. • Evaluate how the Spanish-American War of 1898 reflected American Imperialism. • Evaluate how America’s role in the world changed in the late 19th and early 20th century. • Analyze how the concept of “race” has been constructed for and has impacted Puerto Ricans and Latinos. • Evaluate the strengths and contributions of Indigenous and African populations. <p>Skills:</p> <ul style="list-style-type: none"> • Analyze ways that geographic factors influence and have influenced settlement and migration. • Analyze Latino poetry and music to assist in the definition of “Latino identity.” |

Unit Eight: Blood and Beauty

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| Unit Number and Title: | Unit 8: Blood and Beauty Adapted from SERC Curriculum, A. Solis, G. Labas, A. Quinones, V. Sosa & N. Diaz (2021) |
| Duration: | Mid-February-Mid March (3.5 weeks/ 18 days) |
| Resource(s): | SERC Reference List: Black and Latino Studies |
| Unit Overview: | <p>This unit dives deeply into the ancient civilizations of Latinos, which extend back thousands of years prior to the Columbian exploration. 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 encounter with the Indigenous people and Columbus in 1492. It explores the mistreatment of the Indigenous by Europeans, and then the second part of the unit focuses on the treatment of Latinos throughout American History.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore different perspectives on how the Natives were treated by the Europeans and the voices like Bartolomeo de las Casas, who left a single perspective of this historical encounter behind. • Explore various forms of anti-Latino treatment such as scientific experiments in Puerto Rico and Guatemala, and language suppression. • Become more aware of the contributions of Latino people to American history in spite of oppression. |
| Learning Goals | |
| Standard(s): | <p>From Connecticut Elementary and Secondary Social Studies Framework</p> <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</p> |

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| | <p>between the locations of places and regions and their political, cultural, and economic dynamics. USHistory 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-LITERACY.WHST.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) CELP.9–12.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> |
| Essential Question(s): | <ul style="list-style-type: none"> • How has the persisting narrative of the voyages of Columbus held long and short-term consequences for the formation and evolution of the identity of Puerto Ricans and Latinos? • How is personal identity shaped in relation to awareness of other people's identities? • How do the experiences of people impact the way they tell their story? |
| Enduring Understanding(s): | <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore different perspectives on how the Natives were treated by the Europeans and the voices like Bartolomeo de las Casas, who left a single perspective of this historical encounter behind. • Explore various forms of anti-Latino treatment such as scientific experiments in Puerto Rico and Guatemala, and language suppression. • Become more aware of contributions of Latino people to American history in spite of oppression. |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills) | <p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Examine the achievements and contributions of the Tainos, Aztecs, Incas, and Mayans to the evolution of Latino identity. • Evaluate the impact of Columbus and the Spanish on the Indigenous populations in the Americas. |

- Analyze the types of language suppression and scientific experimentation used by the American government against Puerto Ricans and why these approaches were used.

Skills

- Locate the Tainos, Aztec, and Incan empires in a map.
- Carefully analyze primary sources to deepen understanding of growth of Indigenous societies and impact of European exploration.

Unit Nine: Sweat

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| Unit Number and Title: | Unit 9: Sweat Adapted from SERC Curriculum, D. Ojeda, H. Cajigas, & N. Diaz (2021) |
| Duration: | Late March-Late April (4 weeks/22 days) |
| Resource(s): | SERC Reference List: Black and Latino Studies |
| Unit Overview: | <p>In this unit, we walk through the sands of time to remember the blood, beauty, and sweat that contributed to the further development of the Puerto Rican and Latino social and economic structures. These cultures have demonstrated endurance and resilience during countless trials. Even through difficult times, they have nurtured their roots with their ancestors' culture. Perseverance, optimism, and fortitude are the hallmarks of Latinos' striving for equity. The permanent emotional connection with their culture and identity keep them reimagining their independence, economic growth, and prosperity. In this unit, we will examine how the complex relationship between politics and economic policies helps us explain the current level and range of economic development in the region.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore how colonialism impacted the development of Latin America societies during a period of social, economic “transformation.” • Examine and interpret how Latin Americans and Puerto Ricans constructed and interpreted racial, ethnic, class, and gender identities as a result of historic and economic experiences of enslaved Africans in Latin America and in Puerto Rico. • Investigate the ways in which United States relations with Puerto Rico and Latin America help or hinder social and economic growth. • Examine specific role of Indigenous, Spaniards, and Africans in the formation of the Puerto Rican Nation. • Evaluate how severe economic policies impact the economic growth of Puerto Rico and Latin America currently. |

| Learning Goals | |
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| Standard(s): | <p>From Connecticut Elementary and Secondary Social Studies Framework 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., immigration, labor, 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>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</p> <p>CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</p> <p>CELP.9-12.4.L.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| Essential Question(s): | <ul style="list-style-type: none"> • How did power and hierarchy come together to create the social and economic structures of Puerto Rico and Latin America? • What effect does social environment play in shaping a piece of literature? |
| Enduring Understanding(s): | <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore how colonialism impacted the development of Latin America societies during a period of social, economic “transformation.” |

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| | <ul style="list-style-type: none"> • Examine and interpret how Latin Americans and Puerto Ricans constructed and interpreted racial, ethnic, class, and gender identities as a result of historic and economic experiences of enslaved Africans in Latin America and in Puerto Rico. • Investigate the ways in which United States relations with Puerto Rico and Latin America help or hinder social and economic growth. • Examine the specific role of Indigenous, Spaniards, and Africans in the formation of the Puerto Rican Nation. • Evaluate how severe economic policies impact the economic growth of Puerto Rican and Latin America currently. |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills) | <p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Examine the scope and legacy of colonization and resistance that has been integral to Puerto Rican and Latino populations. • Evaluate the diverse experiences of the enslaved natives and Africans enslaved in Latin America. • Analyze and describe the history of how U.S. relations and policies impacted both positively and negatively the social and economic development of Puerto Rico and Latin America. <p>Skills:</p> <ul style="list-style-type: none"> • Analyze primary sources representative of social, cultural, and political and economics of Latinos and Puerto Ricans during a specific time period • Communicate more effectively in oral, written and artistic form. • Identify and contextualize historical sources written from the perspective of “missing voice.” |

Unit Ten: Resistance and Defiance

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| Unit Number and Title: | Unit 10: Resistance and Defiance Adapted from SERC Curriculum, A. Solis, V. Sosa, A. Quinones, G. Labas & N. Diaz (2021) |
| Duration: | May-Early June (4.5 weeks/ 23 days) |
| Resource(s): | SERC Reference List: Black and Latino Studies |
| Unit Overview: | <p>Coming from a place of frustration, discord, 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, this unit will focus on major times of resistance. Finally, we will look at other forms of resistance focusing on the arts and on the development/existence of underground economies within specific Latin American countries.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore the Latinos’ fight for independence against Spain. • Explore the nationalist movements against dictatorial/non-democratic leaders in the 20th century. • Analyze the power structures within the United States that influence oppressing the people and voices of the Latino world. • Examine how the arts serve as a form of resistance, strength and community building. |
| Learning Goals | |
| Standard(s): | <p>From Connecticut Elementary and Secondary Social Studies Framework</p> <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 time.</p> <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international</p> |

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| | <p>civic and political institutions to address social and political problems.</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-LITERACY.RH.11-12.1 - 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.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) CELP.9-12.1.RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CELP.9-12.2. W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> |
| Essential Question(s): | <ul style="list-style-type: none"> • With the diaspora in mind, how has the theme of resilience been illustrated in the past and present history of Latinos' battle for equity? • How are texts a vehicle for rich examinations of literary, philosophical, and cultural trends in American past and present? • How does our culture, our heritage, and our context impact the way we read and interpret text? |
| Enduring Understanding(s): | <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore the Latinos' fight for independence against Spain • Explore the nationalist movements against dictatorial/non-democratic leaders in the 20th century • Analyze the power structures within the United States that influence oppressing the people and voices of the Latino world • Examine the arts as a form of resistance, strength, and community • Read and discuss a variety of nonfiction texts that address aspects of American culture. • Correctly identify and demonstrate understanding of specified rhetorical and stylistic elements. |

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| | <ul style="list-style-type: none"> • Identify and analyze rhetorical and stylistic devices in texts read as a class and in a text read independently. |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills) | <p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Analyze the causes and effects of the Latin American revolutions for independence from Spain in the 19th century. • Compare and contrast twentieth century Latin American revolutions. • Analyze groups and methods of resistance in the struggle for Puerto Rican independence. • Examine how Latinos have used art and music to resist and protest. <p>Skills:</p> <ul style="list-style-type: none"> • Examine diverse primary sources related to the Haitian and other Latin American revolutions. • Analyze different Latino protest and resistance songs and music. |

Unit Eleven: Where are we now?

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| Unit Number and Title: | Unit 11: Where are we now? Adapted from SERC Curriculum, C. Torre, S. Armstrong & N. Diaz (2021) |
| Duration: | June (3 weeks/14 days) |
| Resource(s): | SERC Reference List: Black and Latino Studies |
| Unit Overview: | <p>Between the years of 1820 and 2020, more than 80 million people migrated to the U.S. The history of immigration and migration is bigger than just the narrative that teaches about European immigration. Puerto Ricans and Latinos have migrated to the U.S. since the 1800s, and some Latino groups were already here before Europeans. This unit offers students an opportunity to learn and explore the contributions of Puerto Ricans and Latinos to the U.S. and the state of Connecticut.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Analyze reasons that individuals from Puerto Rico and other Latin Americans migrated to Connecticut. • Explore the accomplishments and contributions of these individuals and their descendants to Connecticut history and culture. • Understand and examine the misconceptions and negative beliefs that have been normalized and excluded the contributions of Puerto Rican and Latino people. |
| Learning Goals | |
| Standard(s): | <p>From Connecticut Elementary and Secondary Social Studies Framework</p> <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,</p> |

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| | <p>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 and among urban, suburban, and rural regions.</p> <p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-LITERACY.RH.11-12.1 - 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.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) CELP.9-12.1.RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account CELP.9-12.2. W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> |
| Essential Question(s): | <ul style="list-style-type: none"> • What impact have Puerto Ricans and Latinos had on Connecticut, and what additional impact might they have in the future? • What social issues do I care about and how can I write to impact change? • What provokes the movement from thought (independent or collective) to action (independent or collective)? |
| Enduring Understanding(s): | <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Analyze reasons that individuals from Puerto Rico and other Latin Americans migrated to Connecticut. • Explore the accomplishments and contributions of these individuals and their descendants to Connecticut history and culture. • Understand and examine the misconceptions and negative beliefs that have been normalized and |

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| | excluded the contributions of Latinos and Puerto Ricans. |
| Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills) | <p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Analyze Puerto Rican and Latino immigration to Connecticut. • Evaluate the impact of Puerto Ricans and Latinos in Connecticut and the successes and challenges that these groups face. • Identify elements of Latino culture that influenced and are part of your daily life. • Evaluate Latino influence in the arts, politics and socioeconomic realities in the U.S. today. • Examine the intersection of gender and race/ethnicity in the workplace today <p>Skills:</p> <ul style="list-style-type: none"> • Examine Latino identity by surveying classmates and families. • Evaluate historical documents during research projects on immigration. • Discuss literature and nonfiction texts in relation to concepts and characteristics of American culture and the history of Latino, and Puerto Rican cultures. • Make connections between the novels and analyze the impact of background and culture on people's stories |

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

REFERENCE LIST

Book Bundle Recommendations (for each class/department and school/community library)

Acosta-Belen, Edna. "Puerto Rican Heritage Poster Series." *Centro Center for Puerto Rican Studies*, Centro Center for Puerto Rican Studies, <https://centropr.hunter.cuny.edu/education/puerto-rican-heritage-poster-series>.

Ada, Alma Flor., et al. *Yes! We Are Latinos: Poems and Prose About the Latino Experience*. Illustrated ed., Charlesbridge Publishing, 2016.
ISBN-13: 978-1580895491 (paperback) **NEW!**

Algarín, Miguel, and Bob Holman, editors. *Aloud: Voices from the Nuyorican Poets Cafe*. 1st ed., H. Holt, 1994.
ISBN-13: 978-0805032574 (paperback)

Benjamin, Ruha. *Race after Technology Abolitionist Tools for the New Jim Code*. 1st ed., Polity, 2019.
ISBN-13: 978-1509526406 (paperback)

Berlin, Ira, et al. *Remembering Slavery: African Americans Talk about Their Personal Experiences of Slavery and Emancipation*. Revised ed., New Press, 2021.
ISBN-13: 978-1620970287 (paperback) **NEW!**

Bontemps, Arna. *Five Black Lives: the Autobiographies of Venture Smith, James Mars, William Grimes, the Rev. G.W. Offley, James L. Smith*. Wesleyan University Press, 1987.
ISBN-13: 978-0819561909 (paperback)

Bosch, Adriana. *Latino Americans*, PBS, 2013, www.pbs.org/latino-americans/en/watch-videos/#2365075996. Film.

Chasteen, John Charles. *Born in Blood and Fire: a Concise History of Latin America*. 4th ed., W.W. Norton & Company, 2016.
ISBN-13: 978-0393283051 (paperback)

Dagbovie, Pero G. *The Journal of African American History*. The University of Chicago Press Journals, <https://www.journals.uchicago.edu/toc/jaah/current>.

- Davidson, Basil. *Africa in History: Themes and Outlines*. Rev. and expanded ed., Collier Books, 1991.
ISBN-13: 978-0684826677 (paperback)
- Denis, Nelson A. *War against All Puerto Ricans: Revolution and Terror in America's Colony*. Nation Books, 2016.
ISBN-13: 978-1568585611 (paperback)
- Douglass, Frederick, et al. *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*. Critical ed., Yale University Press, 2016
ISBN-13: 978-0300204711
- DuBois, W. E. B. *The Souls of Black Folk*. CreateSpace Independent Publishing Platform, 2014.
ISBN-13: 978-1505223378 (paperback)
- Emdin, Christopher. *For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education*. Beacon Press, 2017.
ISBN-13: 978-0807028025 (paperback)
- Franklin, John Hope, and Evelyn Brooks Higginbotham. *From Slavery to Freedom*. 9th ed., McGraw-Hill Higher Education, 2010.
ISBN-13: 978-0072963786 (paperback)
- Gates, Henry Louis. *Black in Latin America*, PBS, 2011, www.pbs.org/wnet/black-in-latin-america/. Film.
- Gates, Henry Louis, et al. *The African Americans : Many Rivers To Cross*. PBS Distribution, 2015, <https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/video/>. Film.
- Gómez, Laura E. *Inventing Latinos: A New Story of American Racism*. The New Press, 2020.
ISBN-13: 978-1595589170 (hardcover)
- González, Christopher, and Frederick Luis Aldama. *Graphic Borders: Latino Comic Books Past, Present, and Future*. Reprint ed., University of Texas Press, 2016.
ISBN-13: 978-1477309155 (paperback)
- González, Juan. *Harvest of Empire: a History of Latinos in America*. Revised ed., Penguin Books, 2011.
ISBN-13: 978-0143119289 (paperback)

Grossman, James R. *Land of Hope: Chicago, Black Southerners, and the Great Migration*. The University of Chicago Press, 1991.

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ISBN-13: 978-0819573995 (paperback)

La Cultura de la Ignorancia. Dir. Paco Vázquez-Ratcliffe. Prod. Dawn Mathews, Oscar Oaxaca, Patricia Oaxaca, Luis Cordero, Joan Colon, Erika Vázquez, and Paco Vázquez-Ratcliffe. 2018. Jibaro Media Group, 2021. Film. **NEW!**

Latin American Youth Center Writers. *Voces Sin Fronteras: Our Stories Our Truth: Nuestras Historias Nuestra Verdad: True Comics from the Latin American Youth Center*. Translated by Santiago Casares, 2nd ed., Shout Mouse Press, Inc., 2018.

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Lincoln, C. Eric, and Lawrence H. Mamiya. *The Black Church and the African American Experience*. 1st ed., Duke University Press, 1990.

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Moresi, Michele Gates, et al. *Pictures with Purpose: Early Photographs from the National Museum of African American History and Culture*. Illustrated ed., D Giles Limited, 2019.

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Newlevant, Hazel, et al. *Puerto Rico Strong*. First ed., Oni Press, 2018.

ISBN-13: 978-1941302903 (paperback)

Ogbar, Jeffrey Ogbonna Green. *Black Power: Radical Politics and African American Identity*. Johns Hopkins University Press, 2004.

ISBN-13: 978-0801879579 (hardcover)

Rothstein, Richard. *The Color of Law: a Forgotten History of How Our Government Segregated America*. Reprint ed., Liveright Publishing Corporation, a Division of W.W. Norton & Company, 2018.
ISBN-13: 978-1631494536 (paperback)

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borinqueneers.com/en_US/the-film/.

Tuttle, William M. *Race Riot: Chicago in the Red Summer of 1919*. 1st THUS ed., University of Illinois Press, 1996.
ISBN: 978-0252065866 (paperback) **NEW!**

Wilkerson, Isabel. *Caste: the Origins of Our Discontents*. Random House, 2020.
ISBN-13: 978-0593230251 (hardcover)

Supplemental Teacher Resources (referenced in units; some excerpts available electronically)

Ayala, César J., and Rafael Bernabe. *Puerto Rico in the American Century: a History since 1898*. New ed., University of North Carolina Press, 2009.
ISBN-13: 978-0807859544 (paperback)

Bell, Derrick A. *Silent Covenants: Brown v. Board of Education and the Unfulfilled Hopes for Racial Reform*. Oxford University Press, 2005.
ISBN-13: 978-0195182477 (paperback)

Berry, Daina Ramey, and Kali N. Gross. *A Black Women's History of the United States*. Beacon Press, 2020.
ISBN-13: 978-0807033555 (hardcover)

Calderon, Ilia. *My Time to Speak: Reclaiming Ancestry and Confronting Race*. Atria Books, 2020.
ISBN-13: 978-1982103859 (hardcover) **NEW!**

Caldwell, Kia, and Chávez Emily. *Engaging the African Diaspora in K-12 Education*. Peter Lang Publishing Inc. New York, 2020.
ISBN-13: 978-1433172229 (hardcover)

Duany, Jorge. *The Puerto Rican Nation on the Move: Identities on the Island & in the United States*. Univ. of North Carolina Press, 2003.
ISBN-13: 978-0807853726 (paperback)

Fernández, Johanna. *The Young Lords: a Radical History*. The University of North Carolina Press, 2020.

ISBN-13: 978-1469653440 (hardcover)

Fernandez, Ronald, and Mendez-Mendez Serafín. *Puerto Rico Past and Present: An Encyclopedia, 2nd Edition*. 2nd ed., Greenwood Publishing Group, 2015.

ISBN-13: 978-1440828317 (hardcover)

García-Goyco, Osvaldo. *Tales of the Taíno Gods: How the Caribbean Sea Was Born Cuentos De Los Dioses Taínos: Como Se creó El Mar Caribe*. Multilingual ed., Xlibris, 2010.

ISBN-13: 9781450091121 (paperback)

Hine, Darlene Clark, et al. *African Americans: Combined Volume, a Concise History*. 5th ed., Pearson, 2013.

ISBN-13: 978-0205969067 (paperback)

In The Heights. Screenplay by Quiara Alegria Hudes. Dir. Jon M. Chu. Prod. Lin Manuel Miranda, Quiara Alegria Hudes, Scott Sanders, Anthony Bregman, and Mara Jacobs. Warner Bros Pictures, 2021. Film. **NEW!**

James, Cyril Lionel Robert. *The Black Jacobins: Toussaint L'Ouverture and the Sand Domingo Revolution*. 2nd ed., Vintage Books, 1989.

ISBN-13: 978-0679724674 (paperback)

July, Robert William. *A History of the African People*. 5th ed., Waveland Press, Inc., 1998.

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Melendez, Miguel. *We Took the Streets: Fighting for Latino Rights with the Young Lords*. Rutgers University Press, 2005.

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Monge, José Trías. *Puerto Rico: the Trials of the Oldest Colony in the World*. Revised ed., Yale University Press, 1999.

ISBN-13: 978-0300076189 (paperback)

Picó, Fernando. *History of Puerto Rico: a Panorama of Its People*. 2nd ed., Markus Wiener Publishers, 2014.

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Ramirez, Mark D., and David A. M. Peterson. *Ignored Racism: White Animus toward Latinos*. Cambridge University Press, 2020.
ISBN-13: 978-1108817943 (paperback)

Ramos, Paola. *Finding Latinx: In Search of the Voices Redefining Latino Identity*. Vintage Books, a Division of Penguin Random House LLC, 2020.
ISBN-13: 978-1984899095 (paperback)

Reid, Michael. *Forgotten Continent: the Battle for Latin America's Soul*. New ed., Yale University Press, 2017.
ISBN-13: 978-0300224658 (paperback)

Stavans, Ilan, and Lalo Alcaraz. *Latino U.S.A.: a Cartoon History*. 15th Anniversary ed., Basic Books, 2012.
ISBN-13: 978-0465082506 (paperback)

Vargas-Ramos, Carlos. *Race, Front and Center: Perspectives on Race among Puerto Ricans*. Centro Press, 2017.
ISBN-13: 978-1945662003 (paperback)

Ve-GIGANTE. Screenplay by Christian Rosado and Bryan Echevarria, Dir. Christian Rosado. Prod. Paola Bibiloni. Punny-Funny Studios, 2021. Film. **NEW!**

Washington, Williams. *A New Negro for a New Century: An Accurate and Up to Date Record of the Upward Struggles of the Negro Race*. Franklin Classics, 2018.
ISBN-13: 978-0343249731 (hardcover)

Wilkerson, Isabel. *The Warmth of Other Suns: the Epic Story of America's Great Migration*. Reprint ed., Vintage, 2011.
ISBN-13: 978-0679763888 (paperback)

Optional Student Resources (not to be considered texts for class)

Hernandez-Sametier, Arturo, and Esmeralda Pisa. *Shelter: Notes from a Detained Migrant Children's Facility*. Luna Triste Press, LLC, 2020.
ISBN-13: 978-1734684315 (paperback)

Johnson, James Weldon, and Ulrich Baer. *The Autobiography of an Ex-Colored Man*. Warbler Press, 2020.
ISBN-13: 978-1735121215 (paperback)

Kendi, Ibram X. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. Reprint ed., Bold Type Books, 2017.
ISBN-13: 978-1568585987 (paperback)

Lester, Julius, and Tom Feelings. *To Be a Slave*. Puffin Books, 2005.
ISBN-13: 978-0142403860 (paperback)

Miranda-Rodriguez, Edgardo, et al. *La Borinqueña*. Somos Arte, LLC, 2016.
ISBN-13: 978-0692789940 (paperback)

Miranda-Rodriguez, Edgardo, et al. *Ricanstruction: Reminiscing & Rebuilding Puerto Rico*. Somos Arte, 2018.
ISBN-13: 978-0692092217 (paperback)

Nunez, Elsa. *Hanging Out and Hanging On: From the Projects to the Campus*. Rowman & Littlefield, 2014.
ISBN-13: 978-1475802436 (paperback)

Ogbar, Jeffrey Ogbonna Green. *Hip-Hop Revolution: the Culture and Politics of Rap*. University Press of Kansas, 2007.
ISBN-13: 978-0700616510 (paperback)

Phoenix, Kayden, et al. *JALISCO, Latina Superhero: Graphic Novel (a La Brava)*. 2nd ed., Phoenix Studios, LLC, 2019.
ISBN-13: 978-1733909327 (paperback)

**Resources in Spanish forthcoming.*



**FAIRFIELD
PUBLIC SCHOOLS**

Enclosure No. 4
October 12, 2021

James Zavodjancik

Executive Director of Instruction,
Curriculum, and Assessment

Phone: 203-255-8390

FAX: 203-255-8273

To: Members of Fairfield's Board of Education

From: James Zavodjancik, Executive Director of Instruction, Curriculum, and Assessment

Date: October 5, 2021

Re: Updated Guidance Curriculum Documents

Please find the attached and updated FPS Comprehensive Guidance Curricular Document that were originally presented during the September 28, 2021 Board of Education meeting.

Updates in these documents include:

- Addition of "independent" in grade 11/ junior post high school planning meeting.
- Grades 6-8 program components and alignment to academic, career and/or social/emotional/physical domains.

FPS Belief Statements:

School Counselors believe:

1. All students have worth and should be treated with dignity and respect.
2. All students can learn, achieve, and be successful in a safe, respectful, and supportive in a diverse and inclusive environment.
3. All students can learn to advocate for themselves and to develop resiliency when faced with adversity.
4. All students should have access to a high-quality education which equitably supports life-long learning and the development of independence, 21st century and decision-making skills.
5. Professional school counselors are advocates for all students, and will work to remove barriers to learning.
6. An effective school counseling program is planned, evaluated, refined and delivered by certified professional school counselors, in alignment with the American School Counseling Association Code of Ethics, utilizing school wide data and a result based evaluation system.
7. Comprehensive school counseling programs promote and enhance student academic, career, and social-emotional outcomes through collaboratively working with faculty, staff, families, and other stakeholders.
8. School Counselors are leaders in the school, district, state, and nation!

FPS Vision Statement:

The Vision of the FPS School Counseling Departments is that every student in collaboration with families, teachers, students, administration, and community members, will experience success, and reach their fullest educational potential, through the acquisition of academic, career, and personal/social skills. As a result, students will manage their lives as healthy, responsible, competent, and productive citizens, who respect themselves and others, and thrive in the diverse and rapidly changing 21st century.

FPS Mission Statement:

The school counseling staff at Fairfield Public Schools empowers students to discover their full potential by addressing their individual needs through a comprehensive school counseling program. We collaborate with students, parents, and staff members to address the academic, social/emotional, and college/career preparatory needs of our diverse student body to empower all students to explore and achieve their current and future goals. We advocate for equity, access, and success for every student, encouraging student self-advocacy, resiliency, and accountability by promoting the development of citizenship that embraces excellence of character.

Fairfield's School Counselor Student Success Plan Components
Guaranteed experiences that address the Academic (A), Career (C) and
Social/Emotional/Physical (SEP) domains.

| Grade | Component | Domain |
|-------|--|--|
| 12 | <ul style="list-style-type: none"> ● Post-Graduation Plan ● Naviance Graduation Survey ● Senior Informational Session ● Individual Post High School Planning Meetings ● Transcript/Graduation Credit Review ● BESS administration and follow-up ● Career Exploration ● Advisory <p><i>Optional:</i></p> <ul style="list-style-type: none"> ● Internship Opportunities ● Financial Aid Night ● Scholarship Presentation ● Military Fair ● ASVAB ● Art Portfolio Review Day ● Community College Fair ● College Representatives Visits ● Community College Visits ● Career/Technical School Visits ● Alumni Return Day ● College/Career Resource Center ● College Fair ● Update resume ● SAT/SAT Subject Tests/ACT/AP ● Activity Fair | <p>A,C, A,C, SEP A,C A,C A,C SEP A,C A,C, SEP</p> <p>C A,C A,C C A,C A,C A,C A,C A,C A,C A,C A,C A,C A,C A,C</p> |
| 11 | <ul style="list-style-type: none"> ● Individual Course Selection Meetings ● Individual Junior post-high school planning meeting with Student/Parent ● CT School Day SAT ● In-school PSAT Day ● Resume Writing Workshop ● Essay Writing Workshop ● Mock Car Crash ● BESS administration and follow-up ● Career Exploration ● Advisory | <p>A,C A,C A A A,C A,C SEP SEP A,C A,C,SEP</p> |

| Grade | Component | Domain |
|-------|--|---|
| 11 | <i>Optional:</i> <ul style="list-style-type: none"> • Junior Post High School Planning Program • College Panel • Navigating Naviance Presentation • NCC Live! • Financial Aid Night • Military Fair • ASVAB • Art Portfolio Review • Community College Fair • College Representatives Visits • Community College Visits • Career/Technical School Visits • Alumni Return Day • College/Career Resource Center • College Fair • Course Selection Night • SAT/SAT Subject Tests/ACT/AP • Activity Fair | A,C A,C A,C A,C C A,C C A,C A,C A,C A,C A,C A,C A,C A,C A,C A,C A,C, SEP |
| 10 | <ul style="list-style-type: none"> • In-school PSAT Day • Do What You Are assessment • Update resume • Link College Board/Khan Academy • Sophomore Meetings • Individual course selection meeting • BESS administration and follow-up • Career Exploration • Advisory <i>Optional:</i> <ul style="list-style-type: none"> • College Fair • College/Career Resource Center • ASVAB • Course Selection Night • SAT/SAT Subject Tests/ACT/AP • Activity Fair | A,C A,C,SEP A,C,SEP A A,C,SEP A,C SEP C A,C,SEP A,C A,C A,C A,C A,C A,C |
| 9 | <ul style="list-style-type: none"> • Freshman Orientation • Freshman Meetings • BESS administration and follow-up • Career Interest Profiler | A, SEP A,C,SEP SEP A,C |

| Grade | Component | Domain |
|-------|--|--|
| 9 | <ul style="list-style-type: none"> • Introduce resume and goal setting • Individual course selection meeting • Advisory • Career Exploration <p><i>Optional:</i></p> <ul style="list-style-type: none"> • College/Career Resource Center • Individual tours as needed for incoming 9th graders • High school parent meeting • Course Selection Night • Activity Fair | A,C A,C A,C, SEP A,C A,C A,C,SEP A,C,SP A,C A,C, SEP |
| 8 | <ul style="list-style-type: none"> • Career Key • Course Selection Process • HS Counselor Visits • Course Selection through IC • Health & Balanced Living Curriculum • Risky Business • 8th Grade Student/Parent Info Night at High Schools • Regional HS Assembly • Mindfulness/ relaxation strategies • Self-Awareness • Physical Nurturing / Exercise • Positive Self - Talk | A,C A,C A,C A,C,SEP A,C SEP SEP A,C SEP SEP SEP SEP |
| 7 | <ul style="list-style-type: none"> • Strengths Explorer in Naviance • Habits for Success • Social Media Risks • Health & balanced living curriculum • 8th grade course selection • Decision Making, communication skills, family life, substance abuse. • Mindfulness/ relaxation strategies • Self-Awareness • Physical Nurturing / Exercise • Positive Self - Talk | A,C A,C,SEP SEP SEP A,C SEP SEP SEP SEP SEP |
| 6 | <ul style="list-style-type: none"> • Introduction to Infinite Campus • Introduction to Naviance • Goal Setting on Naviance • How to use agenda • Manage daily schedule • Binder organization • Time management strategies | A,C A,C,SEP A,C,SEP A,C A,C A,C A,C |

| Grade | Component | Domain |
|-------|---|--|
| 6 | <ul style="list-style-type: none"> • Study Skills • Getting to know you • Character education • Conflict resolution/bullying/stress • Orientation (students and parents) • Comprehension PE Program-Project Adventure • Internet Safety Program-Detective Irizzary • SHAPE-SRO • Mindfulness/ relaxation strategies • Self-Awareness • Physical Nurturing / Exercise • Positive Self - Talk | A,C SEP SEP SEP A,C,SEP SEP SEP SEP SEP SEP SEP SEP |

Fairfield Public Schools
Board of Education
Policy Guide

Instruction

PARENT-TEACHER CONFERENCES

6113(a)

The Fairfield Board of Education (the “Board”) believes that parents should have the opportunity to become knowledgeable about the education that the Fairfield Public Schools (the “District”) provides to enrolled students. The Board believes that parents are most knowledgeable when they have regular communication with teachers. Therefore, it is the policy of the Board to encourage parent-teacher communication. The Superintendent or designee shall be responsible for developing procedures in furtherance of this policy.

The procedures developed in furtherance of this shall require the District to conduct two flexible parent-teacher conferences for each school year. In addition, the procedures shall require the District to:

- A. offer parents the option of attending parent-teacher conferences by telephonic, video, or other conferencing platform,
- B. conduct one parent-teacher conference, in addition to the two flexible parent-teacher conferences described above, during periods when the District provides remote learning for more than three consecutive weeks, and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning (for purposes of this policy, and in accordance with applicable law, “remote learning” means instruction by means of one or more Internet-based software platforms as part of a remote learning model), and
- C. request from each student’s parent the name and contact information of an emergency contact person who may be contacted if the student’s parent cannot be reached to schedule a parent-teacher conference required during periods of District-provided remote learning.

On or after January 1, 2022, the procedures must also require a teacher conducting a parent-teacher conference that is required in section (B) above to provide a copy of the document, to be developed by the Department of Education, to provide information concerning educational, safety, mental health, and food insecurity resources and programs available for students and their families, to the parent prior to the parent-teacher conference. If, after making three attempts, a teacher is unable to make contact with a student’s parent in order to schedule a parent-teacher conference required in section (B) above, the teacher shall report such inability to the school principal or designee. Such principal or designee shall contact any emergency contact person designated by the student’s parent to ascertain such student’s and family’s health and safety.

Legal reference:

Connecticut General Statutes:

Public Act No. 21-46, “An Act Concerning Social Equity and the Health,
Safety, and Education of Children”

June Special Session, Public Act No. 21-2, Section 390.

§ 10-220(c) Duties of Boards of Education

§ 10-221(f) Boards of Education to prescribe rules, policies and procedures

ADOPTED: XX/XX/2021

| Initiative | Goal | August | September | October | November | December | January | February | March | April | May | June | July |
|---|--|--------------------------|--|--|--|---|---|----------|-------|-------|---------------------------------------|------|------|
| STUDENTS | | | | | | | | | | | | | |
| Social/Emotional Learning and Executive Functioning | Develop a consistent and effective PK-12 approach to SEL outcomes through identifying student needs, professional learning, and resources. | | Identify common terms for social emotional and executive functioning | | Review and adopt program evaluation suggestions | | Implement SEL/EF changes as recommended | | | | | | |
| | | | Conduct SEL program evaluation | | Adjust ARP ESSER grant as needed | | | | | | Plan for summer, 2022 work | | |
| | | | | | | | | | | | Plan for 2022-23 school year | | |
| | | | | | | | | | | | | | |
| Academic Support Planning - Grades 6-12 | Increase student achievement with an after school instructional support model for students in grades 6-12 | | | Post for after school teaching and site supervisor positions | Provide after school instruction | | | | | | | | |
| | | | | Identify students for after school supports | Progress monitor current program students for continuation or dismissal | | | | | | | | |
| | | | | Communicate to families | Continue to identify additional students for support. Include development of other programs if appropriate. | | | | | | | | |
| | | | | Develop transportation routes | | | | | | | Determine program changes for 2022-23 | | |
| | | | | | | | | | | | | | |
| Equity and Anti-Racism | Support staff to meet the learning needs of all students in fulfillment of the mission of the Fairfield Public Schools. | Initial training for DLT | Initial training for all staff | Leadership for Equity Training (virtual) for school equity team training. Session 2 (Equity Teams - - Common detours to equity work; Session 3 - Storytelling; 4th Session - Structural Racism in schools Analysis | Session 5 - Elementary & Middle Training on addressing biased/discriminatory practices in elementary and middle schools. | Session 5 - MS/HS - civic discourse about race; race dialogue facilitator training and high school student group facilitation | Additional work to be determined. | | | | | | |
| | | | | | | | | | | | | | |
| INSTRUCTION AND CURRICULUM | | | | | | | | | | | | | |
| Initiative | | August | September | October | November | December | January | February | March | April | May | June | July |

| Initiative | Goal | August | September | October | November | December | January | February | March | April | May | June | July |
|-----------------------------------|--|---|--|--|--|----------|--|---|--|---|--|--|---|
| Teacher Research Projects | Engage staff in passion projects that benefit student and staff development. | Finalize teacher research application | | Distribute teacher research applications | Award teacher research projects by November 10 | | Conduct midyear check in on action research projects | | | | EOY meeting on action research projects | | |
| | | Develop process for review of applications and identify a committee | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Middle School Curriculum Work | Increase common expectations for student learning and staff instruction through collaborative study and actions. | Develop calendar for Middle School curriculum and instruction work | Middle School curriculum and instruction work | | | | Midyear review of Middle School work | Middle School curriculum and instruction work | | | | Middle School Instruction and Curriculum Summer Work | |
| | | | | | | | | | | Determine summer planning for Middle School curriculum and instruction work | | | |
| | | | | | | | | | | | | | |
| Middle School Block Schedule Work | Develop a viable middle school schedule for implementation in fall, 2022. | | Identify external consultant to complete work in staging area; Identify MS admin to serve as liaison to consultant; Meet with IT to bring up to speed on proposed schedule | Develop schedule iterations including budget and FTE impacts; Identify PD needs for staff for use of acceleration periods; Finalize FTE and budget impacts, including shared staff Share details with staff; begin with building leadership and move to sharing with all staff | | | Include Middle School schedule proposal in 22-23 budget request; Review, revise plan for block scheduling implementation for 22-23 Implement PD for acceleration periods - one dept, one faculty meeting | Implement PD for acceleration periods - one dept, one faculty meeting; Communication to families and students | Implement PD for acceleration periods - March 1st faculty meeting; Marketing of change to block (“GOT BLOCK”); Practice run of block schedule (2 days) | Make adjustments based on practice runs | Finalize block schedule and share with all stakeholders; Communication to staff, families and students; Presentation to current students (grade 6 and 7) | Presentation to incoming 6th graders | Communication to staff, families and students |
| | | | | | | | | | | | | | |

| <i>Initiative</i> | <i>Goal</i> | August | September | October | November | December | January | February | March | April | May | June | July |
|---|---|--------|--|---------|---|----------|---------|---|-------|--|--|---|--|
| <i>Teacher Evaluation Model Development</i> | Create a TEVAL plan that reflects the FPS learning principles. | | | | Steering Committee Begins TEVAL project and learning plan | | | Design workshops for new instructional framework with steering committee; process implementation; common attributes and supporting research of FFLD vision of a graduate; Examination of existing instructional frameworks; Preliminary drafting of the framework and structure organization. | | | | | Instructional Framework Design Workshops |
| | | | | | | | | | | | | | |
| <i>Assessment Development Work</i> | Develop staff capacity to create assessments that measure the desired learning outcomes of FPS. | | | | | | | | | Identify staff for assessment development work | Hold first meeting with assessment development staff | | Conduct assessment development workshops |
| | | | | | | | | | | | | | |
| <i>Literacy Leadership</i> | Expand elementary staff understanding of best practices in literacy instruction. | | ELT/EPF/LAS workshops on structure literacy and literacy leadership through Literacy HOW; Occurrence 1x/month for ELT/EPFs and monthly for LAS with problem of practice and implementing structured literacy protocols and practices as supported by student data. | | | | | | | | | Literacy Scan review and data analysis on district literacy practices | Set up leadership/co ach ongoing training and begin classroom teacher cohorts for structured literacy in K |
| | | | | | | | | | | | | | |
| <i>Culminating Experiences</i> | Develop means of assessing, exhibiting, and promoting students demonstrations of cumulative learning in grades 5, 8, and 12. | | | | | | | | | | | | Plan culminating experiences work to begin in fall, 2022 |
| | | | | | | | | | | | | | |
| <i>Data Literacy Work</i> | Improve staff understanding of how to use data sources to identify areas for improvement in instruction and student supports. | | | | | | | | | | | | Plan data literacy work to begin fall, 2022 |
| | | | | | | | | | | | | | |

| <i>Initiative</i> | <i>Goal</i> | August | September | October | November | December | January | February | March | April | May | June | July |
|------------------------------------|--|---------------------------|--|--|--|--|---|---|--------------------------|---|---|---|-------------|
| <i>School Improvement Planning</i> | Strengthen the ability of school-based teams to utilize their SIPs to accomplish school achievement targets. | 21-22 SIPs due | Initial review of 21-22 SIPS by central office leadership team | SIP review on agenda for DLT and level meetings | First SIP review period | | SIP review on agenda for DLT and level meetings | SIP review on agenda for DLT and level meetings | Second SIP review period | SIP review on agenda for DLT and level meetings | EOY SIP review period/initial goal setting for 22-23 | | |
| | | | Feedback on SIPs provided as part of principal initial goal meetings | | | | | | | | | Discussion of desired changes/expectations for 22-23 SIPs | |
| | | | | | | | | | | | | | |
| <i>Summer BOOST program</i> | Strengthen the BOOST program in response to identified needs from summer, 2021 | Review the summer program | Present review of BOOST to BOE with identified needs | | | | | Begin BOOST curriculum revisions planning | | Identify initial set of students | Schools review student selections; student selections finalized and invitations sent. | Finalize class and tutoring lists | |
| | | | | | | | | | | Post for BOOST staff positions | Hire staff | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| <i>OTHERS</i> | | | | | | | | | | | | | |
| <i>Initiative</i> | | August | September | October | November | December | January | February | March | April | May | June | July |
| <i>Budget Development</i> | Improve the timeline and communication of budget initiatives in order to improve the resulting initiative and comprehensive budget | | Review SIPS for 22-23 budget impacts | Prepare budget presentation for October 12 BOE meeting | Prepare for December 2 BOE budget meeting on initiatives | Revise initiatives and include in January budget presentations | Budget presentations | Monitor and adjust budget proposal through adoption | | | | | |
| | | | Collate budget impacts | Revise budget requests based on BOE feedback | | Meet with town officials on budget proposals | | | | | | | |

| <i>Initiative</i> | <i>Goal</i> | August | September | October | November | December | January | February | March | April | May | June | July |
|-------------------------------|--|--|---|--|--|--|--|-----------------|--------------|---|---|---|--|
| | | | Meet with all administrators proposing budget impacts | | | | | | | | | | |
| <i>Residency Program</i> | Increase the number of people of color on the FPS staff. | | | | Include residency program in 22-23 budget | Include in hiring process revisions (line 55) | | | | Identify staff for residency program | | | |
| <i>Technology</i> | Increase access to technology to support instruction and student learning. | | Finalize number of laptops with HS Staff and IT; submit order | | | Distribute HS laptops | Redistribute Chromebooks to elementary schools | | | | | | |
| | | Communicate device insurance process to DLT; Send parent communication | | | | | | | | | | | |
| <i>Capital Projects</i> | Improve communication and planning through a revised and more accurate capital improvement plan. | Work to be revised based on current conditions | Report on the updated waterfall to BOE Update the waterfall on the BOE website | Report on updated waterfall at the town financial summit | Meet with town bodies to make financial requests for upcoming projects | Prepare and go out to bid on upcoming projects | Prepare and go out to bid on upcoming projects | Award vendors | | Meet with the building administrator to discuss concerns that should be added to the waterfall. | Meet with the building administrator to discuss concerns that should be added to the waterfall. | Meet with the building administrator to discuss concerns that should be added to the waterfall. | Work to be revised based on current conditions |
| <i>Electronic Processes</i> | Improve efficiencies and communication. | Train DLT on Field Trip process | Launch use of Field Trip process | | | | | | | | | | |
| <i>ESSER Grant Monitoring</i> | Monitor grant expenditures and make revisions as needed to district needs. | Submission of ESSER III app in eGMS | Revision based on edits from CSDE and submission for revaluation; Review of ESSER II accounts | | Update reopening plan and post on website | | Grant Reallocations | | | | | | |
| | | | | Board Report | | | Board Report | | | Board Report | | Board Report | |

| <i>Initiative</i> | <i>Goal</i> | August | September | October | November | December | January | February | March | April | May | June | July |
|----------------------------------|--|--------|---|---------|----------|----------|---|----------|---------------------------|---------------------------------|---|------|------|
| <i>Hiring Process</i> | Improve the hiring, evaluation, and retention of staff. | | | | | | Begin development | | | | | | |
| | | | | | | | | | | | | | |
| <i>K orientations</i> | Improve communication and outreach out to kindergarten students and families. | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| <i>District Improvement Plan</i> | Develop the next iteration of the DIP so that it accurately reflects the needs of the district and the actionable steps required to address those needs. | | Oversight committee meets regularly to drive timeline, hold and review survey results, conducts public forums, drafts documents | | | | First draft of DIP completed, shared with BOE for public review | | Public review period ends | Final draft of DIP is completed | Board of Education adopts 2021-2026 District Improvement Plan | | |
| | | | Subcommittees meet regularly to develop draft action steps for plan 'buckets' | | | | | | | | | | |
| | | | FPS team selects evidence based practices and programs to support objectives and strategies; sets student learning targets | | | | | | | | | | |
| | | | FPS team identifies additional action steps and budget details | | | | | | | | | | |
| | | | Oversight committee presents initial findings and potential budget implications to the BOE as part of their budget initiatives review | | | | | | | | | | |

**Regular Meeting Minutes
Fairfield BoE, September 28, 2021, 7:30PM**

NOTICE: A full meeting recording can be obtained from Fairfield Public Schools. Please call 203-255-8371 for more information and/or see the FPS website (under Board Meeting Minutes) for a link to FAIRTV and FPS YouTube.

Voting Summary

Call to order of the Regular Meeting of the Board of Education and Roll Call

Chairman Christine Vitale called the Regular meeting to order at 7:32PM. Present were members Bonnie Rotelli, Jennifer Jacobsen, Trisha Pytko, Jessica Gerber, Christine Vitale, Jennifer Maxon-Kennelly, Jeff Peterson and Carol Guernsey. Nick Aysseh was not present. Also present were Superintendent Mike Cummings, members of the Central Office Leadership Team and approximately 20 members of the public.

New Business

Mrs. Vitale asked the Board for unanimous consent to move item 6.A. to just before item 4.C; the Board agreed.

Acceptance of Drug-Free Community Grant

Mrs. Jacobsen moved/Mrs. Gerber seconded the recommended motion “that the Board of Education accept the Drug-Free Community Grant in the amount of \$125,000 per year for each of the next five years, in support of programming to reduce substance abuse among youth.”

Motion passed 8-0.

Old Business

Approval of 2021-2022 Capital Waterfall for Inclusion in Town Workshop

Mrs. Gerber moved/Mr. Peterson seconded the recommended motion “that the Board of Education approve the 9/28/21 Capital Waterfall schedule for inclusion in the Town’s Capital Waterfall Planning Workshop.”

Motion approved 8-0.

Approval of Adopting the Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017

Ms. Pytko moved/Mrs. Gerber seconded the recommended motion “that the Board of Education approve the flexibilities for implementing the CT Guidelines for Educator Evaluation 2017.”

Motion failed 0-8.

New Business

Approval to Extend Covid-19 Policies to October 31, 2021

Mrs. Gerber moved/Mr. Peterson seconded the recommended motion “that the Board of Education approve the extension of the COVID-19 Policy Series through October 31, 2021.”

Mrs. Maxon-Kennelly moved/Mr. Peterson seconded to amend the motion to read “that the Board of Education approve amending Policy C-19.1 to change the effective date to 10/31/21.”

Motion approved 8-0.

The original motion as amended passed 8-0.

Adoption of Policy 5131.911 – Bullying

Mrs. Jacobsen moved/Mrs. Guernsey seconded the recommended motion “that the Board of Education adopt Policy 5131.911 – Bullying.”

Motion passed 8-0.

Approval of Minutes

Ms. Pytko moved/Mrs. Gerber seconded the recommended motion “that the Board of Education approve the 8-31-2021 Special and Regular meeting minutes and the 9-14-2021 Special and Regular meeting minutes.”

Motion approved 8-0.

Mrs. Rotelli moved/Mrs. Jacobsen seconded to extend the meeting to 11:15PM.

Motion passed 6-2 (Mrs. Rotelli, Mrs. Jacobsen, Mrs. Vitale, Mrs. Maxon-Kennelly, Mr. Peterson, Mrs. Guernsey in favor; Ms. Pytko, Mrs. Gerber against.)

Adjournment

Mrs. Rotelli moved/Mrs. Jacobsen seconded the recommended motion “that this Regular Meeting of the Board of Education adjourn.”

Motion passed 8-0.

The meeting adjourned at 11:02PM.

Detailed Minutes

Presentation:

Recognition of Excellence: National Merit Semi-Finalists

Mr. Hatzis and Mr. Cavanna said the National Merit program is offered through a non-profit that teams with the College Board, awarding scholarships to the highest PSAT scorers. The PSAT is a national test that cuts across every community and the semi-finalist students scored in the top 1%. Mr. Cavanna, Mr. Hatzis, Mr. Cummings and the Board congratulated and celebrated the seven students that received this honor.

Recognition of Excellence: CTAHPERD PE Teacher of the Year

Mr. Cummings congratulated Mr. Gennaro Gelsi for receiving the CT Association for Health, Physical Education, Recreation and Dance, Teacher of the Year Award. Among his many accomplishments, Mr. Gelsi worked diligently to create engaging lessons during hybrid learning, mentored a new PE teacher, and continues to be a positive role model inside and outside the classroom. Mrs. Vitale added her congratulations, noting that her children benefitted from Mr. Gelsi’s outstanding teaching when he was at Dwight.

Summer Boost Program, 2021

Mr. Cummings thanked the staff for the many contributions that were made to craft the successful and engaging summer program, especially with the late notification of funding. Dr. Rasmussen, Mr. Shanazu, Ms. Dolan-Collette and Mrs. Holcomb presented to the Board. ESSER II funds were used to provide an in-person ‘Summer Boost’ program as well as a virtual tutoring program, intended to provide K-8 learners with targeted instruction to strengthen and accelerate current levels of academic performance. Program staffing and curriculum were reviewed; staff and parent

feedback was positive. Dr. Rasmussen reviewed the 'fall to fall' cohort percentile rank changes from 2019 to 2020 and 2020 to 2021. Overall the results showed a positive growth trend. The program will be further evaluated for improvements before next summer.

The presenters responded to Board questions:

- The small 3-5 person tutoring groups encouraged student engagement.
- Parents were given a choice for Summer Boost or tutoring. Overall, 376 students participated in the program; 132 students in the tutoring program; 170 in the K-4 Summer Boost; and 74 in Grades 5-8 Summer Boost.
- Assessments and school collaboration helped to identify students.
- The program stayed within budget. The plan is to improve and continue the program next summer.
- Mr. Shanazu said the vast majority of the summer program students made large gains this year.
- Mrs. Maxon-Kennelly said she was surprised that acceleration was a goal and asked for additional information on the student selection process and the measurement of success. Mr. Cummings said that acceleration is a strategy to engage students. The March STAR assessment was used as a screener to identify students by need and recognized that the score itself should not be the only indicator.

Mrs. Vitale asked the Board for unanimous consent to move item 6.A. to just before item 4.C; the Board agreed.

New Business: Acceptance of Drug-Free Community Grant

Mrs. Jacobsen moved, Mrs. Gerber seconded that the Board of Education accept the Drug-Free Community Grant in the amount of \$125,000 per year for each of the next five years, in support of programming to reduce substance abuse among youth.

Mr. Cummings reported that he co-chairs Fairfield Cares, a community group that works in partnership with Fairfield Public Schools to reduce substance abuse among youth. The group was recently awarded a grant to further enhance their work.

Mr. Peterson said he fully supports the grant and requested more information on budget specifics and the full-time position the grant requires. Ms. Hazlett said she was appreciative of the coalition with the schools. The full-time position comprises roughly half of the grant and she will provide the full budget report; the CDC has very specific reporting guidelines. Mr. Dwyer added that Fairfield Cares has served the community for over 12 years in various ways, mostly with volunteers. The grant will provide a way to incrementally provide more services regarding the misuse of drugs and alcohol. Representative McCarthy-Vahey added that the grant provides stability and security to build on established programs, while improving collaborations with other communities.

Mrs. Rotelli and Mrs. Vitale thanked the team for their vitally important work.

Motion Passed: 8-0

Presentation: First Reading of Developmental Guidance Program/Curriculum

Dr. Zavodjancik, Ms. Campbell and Ms. Montorsi presented the Developmental Guidance Program Curriculum. The national model was used as a guide. FPS guiding principles, and belief, vision and mission statements were all incorporated into the curriculum. Unit and lesson plan development includes mindset and behavior standards as well as a focus on academic, career and social/emotional components that comprise every student success plan. Professional

development opportunities include special education law, meetings with military personnel and restorative practices. Samples of individual and group meetings were provided. The majority of the curriculum happens in person which was a challenge during the pandemic. A virtual program for junior parents was created by partnering with other districts. A webinar series, guest speakers and newsletters were some of the offerings.

Mr. Peterson asked the group to identify the changes from the previously adopted curriculum. Ms. Montorsi said the vision statement is new; options for military, gap year, tech schools and community colleges are all now included instead of a single focus on 4-year college post high school. Each counselor oversees approximately 175 students.

Mrs. Maxon-Kennelly, Mrs. Jacobsen and Mrs. Rotelli requested information on the middle school piece. Ms. Montorsi said each middle school student has a success plan and Mr. Cummings said he will follow up with that information.

Ms. Montorsi said the district has continued its commitment to Naviance and wanted to avoid unnecessary changes during the pandemic, but is open to using another platform.

Ms. Campbell said many options and opportunities are available for working parents; online options offer flexibility and a variety of meeting and presentation times are offered.

Mrs. Maxon-Kennelly requested an edit on page 3 – to add the word ‘individual’ in front of the 2nd bullet item.

Old Business

Approval of 2021-2022 Capital Waterfall for Inclusion in Town Workshop

Mrs. Gerber moved, Mr. Peterson seconded that the Board of Education approve the 9/28/21 Capital Waterfall schedule for inclusion in the Town’s Capital Waterfall Planning Workshop.

Mr. Papageorge presented the newly updated waterfall, inclusive of all recent changes and final air conditioning costs.

Mrs. Gerber expressed concern at the incredible sticker shock for the air conditioning costs; they are much higher than previously shown and total just over \$94M excluding Dwight and Jennings. Completion is not expected until the year 2031 with Warde slated to be last and each year the urgency grows for fresh air. Mrs. Gerber said she understood the need for the other projects but felt compelled to move the A/C projects forward more quickly.

Mrs. Vitale said feedback is needed from Town bodies and the waterfall is a living document. Mr. Cummings noted many important projects are planned on the waterfall, including some that address security.

Mrs. Maxon-Kennelly agreed with Mrs. Gerber and said the Board should be more aggressive in expressing the need to push the air conditioning projects forward more quickly, perhaps as a separately bonded capital project. Mrs. Jacobsen added that a shorter project timeframe to include all A/C projects would reduce escalation costs.

Mr. Papageorge said there is a possibility to receive state reimbursement for A/C projects, but it is not the normal practice, and the state will not approve projects ahead of time. In addition, it may not be possible to bid all A/C projects as a single project.

Board members had a lengthy discussion on the merits of pulling A/C projects out of the waterfall and requesting separate approvals and bonding resolutions. Another option was to change the overall waterfall timeline from 10 years to 5 years.

Mrs. Vitale said A/C may be part of a deeper conversation and Town boards may have questions on financials, enrollment and redistricting. Mr. Peterson added that the Finance Committee will be meeting with enrollment consultants at their next meeting on October 13th.

Mr. Papageorge expressed his concern that a delay in the waterfall approval may negatively affect the RLMS roof project. The Town uses the FPS waterfall to prepare for the capital planning summit; there is a limit to the yearly bonding resolutions; a \$100M bond would generate a large discussion. Mrs. Vitale noted this as a valid concern and asked Board members to approve the waterfall.

Several Board members said they did not want to negatively impact projects but also wanted to be transparent about the need to fast track A/C. Mrs. Vitale asked for a sense of the Board to move the waterfall forward at this time, with the intention to request the A/C projects be fast tracked to take place within 5 years. The Board agreed.

Mr. Papageorge responded to additional waterfall questions from Mrs. Jacobsen:

- Boilers age differently due to varying factors including water hardness.
- Turf field manufacturers recommend replacement every 10-15 years. The turf fields are on the waterfall as placeholders until more information is known. Turf field use information will be provided prior to the summit.
- There have been discussions to combine the multiple OHS projects including the walkway and entranceway.

Motion Passed: 8-0

Approval of Adopting the Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017

Ms. Pytko moved, Mrs. Gerber seconded that the Board of Education approve the flexibilities for implementing the CT Guidelines for Educator Evaluation 2017.

Mr. Cummings recommended that the flexibilities not be approved.

Motion Failed: 0-8

New Business

Approval to Extend Covid-19 Policies to October 31, 2021

Mrs. Gerber moved, Mr. Peterson seconded that the Board of Education approve the extension of the COVID-19 Policy Series through October 31, 2021.

Mrs. Maxon-Kennelly said the change is strictly a date extension.

Mrs. Maxon-Kennelly moved, Mr. Peterson seconded to amend the motion to read “that the Board of Education approve amending Policy C-19.1 to change the effective date to 10/31/21.”

Ms. Guernsey said she is interested in having a more robust discussion on each policy prior to October 31.

Motion Passed: 8-0

The original motion as amended Passed: 8-0

Adoption of Policy 5131.911 – Bullying

Mrs. Jacobsen moved, Mrs. Guernsey seconded that the Board of Education adopt Policy 5131.911 – Bullying.

Mrs. Maxon-Kennelly said the change in policy was due to state statute. Language that was stricken was moved to administrative regulations.

Motion Passed: 8-0

Approval of Minutes

Ms. Pytko moved, Mrs. Gerber seconded that the Board of Education approve the 8-31-2021 Special and Regular meeting minutes and the 9-14-2021 Special and Regular meeting minutes.

Motion Passed: 8-0

Superintendent Report

Enrollment Update

Mr. Cummings said this will be the final elementary enrollment report this year. Dr. Parrish reported no change in FTE from the previous week and enrollment has stabilized. Mrs. Maxon-Kennelly requested that future reports indicate when a section is at the maximum number.

Remote Learning Update

Mr. Cummings reported no change to the number of remote learning students. Three teachers have been hired to teach students in quarantine. Remote learning is going well and quarantine numbers remain low.

After School Support 6-12

Mr. Cummings said planning is underway for the 6-12 after school program; teaching positions have been posted and transportation will be coordinated once more is known about participants. The program will initially address learning loss; students will be identified for inclusion in the program based on grades and teacher input. The impact of the program will be measured.

Substitutes

Ms. Deasy reported on the difficulty filling teacher absences which is partly due to a smaller sub force and partly due to the state not issuing the same waivers as last year. Mr. Cummings said lack of coverage resulted in some high school class cancellations; students will not be marked absent in those instances. There may be a need to pull back on some of the professional learning to avoid the need for substitutes.

Staff Vaccination Mandate

Ms. Deasy reported on the mandate that staff be fully vaccinated by Monday, September 27th. Through a great deal of effort by FPS webmaster Marco Taddei and HR staff, an online verification system was created. Over 90% of staff are fully vaccinated with the remainder submitting for testing. Three staff members could not show up on Monday due to a delay in test results.

Mr. Cummings reported that there has been no change in Addendum 7 for music. Mr. Peterson said elementary music teachers have resorted to humming. Mr. Cummings said he requested that larger spaces be used for elementary music, particularly for 4th and 5th grade chorus.

Mrs. Rotelli moved, Mrs. Jacobsen seconded to extend the meeting to 11:15PM.

Motion Passed: 6-2

Favor: Mrs. Rotelli, Mrs. Jacobsen, Mrs. Vitale, Mrs. Maxon-Kennelly, Mr. Peterson, Mrs. Guernsey

Oppose: Ms. Pytko, Mrs. Gerber

Mrs. Rotelli, Ms. Guernsey and Ms. Pytko all expressed frustration and alarm on waiting for additional guidance and the effect on music curriculum; other districts are following national standards. Mr. Cummings said DPH discusses Addendum 7 on its weekly call but the guidance has not changed.

Committee/Liaison Reports

Mrs. Rotelli invited everyone to attend the first SEPTA meeting tomorrow night.

Ms. Pytko reported that PTAC will have a retreat in October to discuss fundraising ideas.

Mr. Peterson reported that the Finance Committee meeting was moved to October 13.

Adjournment

Mrs. Rotelli moved, Mrs. Jacobsen seconded that this Regular Meeting of the Board of Education adjourn.

Motion Passed: 8-0

The meeting adjourned at 11:02PM.

Respectfully submitted by
Jessica Gerber
Fairfield Board of Education
Secretary

Written Public Comment

Ian Yeoh, FPS parent: Remote learning with Plato is inappropriate for students with special needs and is very isolating.

Lezah Yeoh, FPS parent: Her son is struggling with the Plato remote learning platform.