



DERBY
PUBLIC SCHOOLS

Social Studies: Black and Latino Studies (HS)

Derby's Instructional Core Beliefs

Derby Public Schools believes curriculum outlines what students will know and be able to do as a result of their experiences in our classrooms. Teachers continue to develop effective ways to implement the “what” of the curriculum with “how” can be more effective for student learning. They engage in experiences that are framed around the following tenets:

- *Curriculum establishes what learners will know and be able to do through assured experiences.*
- *The curriculum is built on a series of learning progressions.*
- *The district's model for High-Quality Instruction involves equitable access to well planned tasks that grow relationships, risk taking and agency for learning in all students. Learning is developed through all of us and is cultivated through personalized actionable feedback, a growth mindset, and developmental relationships among all learners.*
- *Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.*

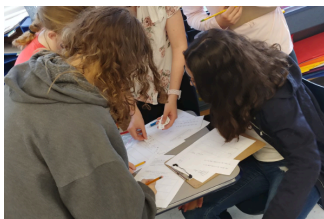
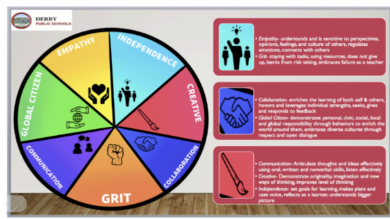
Derby's Vision of HQI

[Derby's Portrait of the Graduate](#)

[References](#)



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Content Area: Social Studies	Course: Black and Latino Studies	Grade Level: HS
		
Unit Titles	Length of Unit	
<ul style="list-style-type: none">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)	3-4 weeks	
<ul style="list-style-type: none">How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619 to 1819)	2-3 weeks	
<ul style="list-style-type: none">Black Literacy, Organizations, and Liberation (1820-1865)	3-4 weeks	
<ul style="list-style-type: none">Long, Long History for Equality (1865- 1915)	3-4 weeks	



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Course Level Overview

This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

To see the state source document visit

https://files.serc.co/pa1912/20211101-CT_BL_Curric_OCT21.pdf

Unit Title		Length of Unit	7-10 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How
Standards*	CT Core Standards:
Concepts and Strands (Big Ideas)	<ul style="list-style-type: none"> •
Key Vocabulary*	

*Visit Connecticut's Core Standards for more information regarding standards and progressions:

<https://portal.ct.gov/SDE/CT-Core-Standards/CCSS-Overview>

Unit Title		Length of Unit	7-10 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
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Assessments:	
Teacher Resources:	

References

Citations:

[Common Core Math –A Grade-by-Grade View for Parents](#)

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.