

Lesson Plan Template for African American/Black and Puerto Rican/Latino Course of Studies

Semester/Unit/Lesson	Semester 2 Unit 5 Lesson 5.4	Title	Latino/a Accomplishment & Contributions		
Contributors/Reviewers	CTECS SS Team	Revision Date	May 27, 2022	Duration	1 day

Standards	Learning Objectives	Inquiries
From Connecticut Elementary and Secondary Social Studies Framework Dimension 2 Applying disciplinary concepts and tools HIST 9-12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. 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. GEO 9-12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. 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 From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing,	Students will be able to: Explain the contributions of specific Latino/a individuals through spoken word poetry	What kind of impact have specific individual Latino/-as made to this country and the world?

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. From Social Justice Standards from "Learning For Justice" Action 17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.		
Key Concepts and Terms		Performance Criteria
• Latino/Latina Inventors • Latino/Latina student inventors (invention convention) • Music contributions in the U.S. • Arts contribution in the U.S.		☰ Latino/Latina Accomplishments-Spoken Word Poetry
Description/Procedures (including time allotted)		
Pre-Teaching/Pre-Reading/Pre-Viewing https://invention.si.edu/highlighting-hispanic-inventors-and-innovators https://www.infotopia.info/biography_hispanics.html Hispanic American Biographies, AZ 10 Hispanic Scientists You Should Know HowStuffWorks		Materials/Resources https://invention.si.edu/highlighting-hispanic-inventors-and-innovators https://www.infotopia.info/biography_hispanics.html Hispanic American Biographies, AZ
Initiation/Hook/Activation of Prior Knowledge		

Students make a list of famous or impactful Latinos in the world. Discuss list.		10 Hispanic Scientists You Should Know HowStuffWorks ☰ Latino/Latina Accomplishments-Spoken ...
Modeling/Guided Practice/Independent Practice (including Asynchronous alternative) - Students receive the Latino/a Accomplishment worksheet providing directions on activity for the day. - Students choose a specific Latino/a individual and create a spoken word poem about their accomplishments and contributions. - The last 10 minutes of class, students share with the class.		
Closing/Evidence of Learning Spoken Word Poem about specific individual		
Home Links	Extensions	Interdisciplinary Connections
Discuss with family member or friend how your identity and culture have influenced the sports, arts, and music you are drawn to.	Watch one of the videos on the influence of Latin Americans in sports. How have they changed the game in their sport? Jose Altuve Ultimate 2017 Highlights Al Horford 2017 NBA Playoffs Highlights Puerto Rico Baseball Carlos Correa Ultimate 2017 Highlights	Science Math English