WATERBURY PUBLIC SCHOOLS
Meeting Agenda

Group/Team:	BOE Curriculum Committee		
Location:	**Date of Meeting**	**Start Time:**	**Finish Time**
Virtually via ZOOM 1-646-876-9923 ID# 93879129888	July 14, 2020	5:30 p.m.	

Team Norms:

1. All meetings will start on time
2. All issues will be approached with a positive attitude
3. A specific agenda will be set for all meetings
4. All team members will agree to stay on specific agenda topics
5. Decisions regarding future directions will be based upon actual data

Purpose of Meeting – Instructional Focus:

Agenda Items – (Items should reflect next steps from previous meeting.)

	Agenda Item	Time Allotted	Person Responsible
1.	Request approval of new courses 8795/8796 MS Robotics & Automation 1 & 2		M. Merati D. Schwartz
2.	Request approval of new high school course Construction 1 & 2		M. Merati D. Schwartz
3.	Request approval of new high schools courses 609/610/612/613 Intro to Eagles Business, Bulldogs Business, Wildcats Business, Spartans Business		M. Merati D. Schwartz
4.	Request approval of new Waterbury Career Academy course 6686U Emergency Medical Technician (EMT-B) UCONN WCA		M. Merati D. Schwartz
5.	Discussion: African American/Black and Puerto Rican/Latino Course of Studies (P.A. 19-12)		V. Harris D. Schwartz

Career & Technical Education
Waterbury Public Schools
Board of Education - Curriculum Council

Dr. Verna Ruffin
Superintendent

Dr. Gregory Rodriguez
Deputy Superintendent

WATERBURY PUBLIC SCHOOLS
ACADEMIC OFFICE

Darren Schwartz
Chief Academic Officer

Michael Merati
Supervisor of
Career & Technical Education

Waterbury Public Schools
Today's Students, Tomorrow's Leaders

Vision for CTE - Waterbury Public Schools

Our vision for CTE is to prepare all students for college, career and life readiness by building rigorous, coherent and cohesive programs.

- ❏ Career Pathways Development
- ❏ Dual Enrollment Courses
- ❏ Industry Recognized Credentials
- ❏ Work Based Learning Experiences
- ❏ Employability Skills & The Habits of Mind

Expected benefits include:

Increase student's skills and abilities to self-select options for college and career readiness

Increased skilled workforce in the local and global economy

WATERBURY PUBLIC SCHOOLS
ACADEMIES & CAREER PATHWAYS

Business, Finance, Marketing & Entrepreneurship

- Accounting Services
- #Banking Services
- Investments & Securities
- General Management
- Marketing Communications
- #Professional Sales

Information Technology & Engineering

- #Cybersecurity
- Information Support Services
- Web & Digital Communication
- Programming & Software Devel.
- #Engineering, Design & Devel.
- #Engineering, D&D (Robotics)

Health Science

- Therapeutic Services
- Certified Nurse Assistant
- Pharmacy Technician
- Medical Assistant
- Physical Therapy
- Emergency Medical Technician

Education & Training

- Restaurant, Food, Beverage & Services (Culinary)
- Teacher/Training
- JROTC

Manufacturing, Construction & Industrial Systems

- Facility & Mobile Equipment Maint.
- #Transportation Operations (Aerospace)
- Construction
- Manufacturing Prod.

Early College High School with Post University

- Marketing
- Legal Studies
- Accounting
- Criminal Justice
- Management
- Early Childhood Education

#Anticipated 2021 – 2022

MILESTONE C.com

Shaping Future STEM Leaders

STEM Science, Technology, Engineering and Math

Robotics & Automation 1 and 2

Foundation and Course Materials

Foundation

Controlled Chaos:

Controlled chaos is a highly-effective learning environment. 21st Century STEM professionals work in cross-functional teams and progress takes effort. Educational environments that eliminate the potential for miscommunication, competing objectives, confusion, and even reasonable frustration also inadvertently eliminate the most valuable teamwork lessons.

Non-Intervention:

Hands off teaching is the single best facilitator of hands-on learning. In the professional environment, it takes research to get to information. Even then, data may be unclear, untimely, out of order, and conflicting. Allowing students to obtain and process information without frequent interjections is critical to broadening their horizons.

Rewarded Failure:

Encouraging innovative approaches without fear of failure will groom critical thinkers. Shaping future STEM professionals begins with enabling and empowering students to learn from their failures. The primary objective of any project-based program should be to get students comfortable with problem-solving without a single "correct" answer.

Foundation

All Milestone C curricula have been designed by management-level Fortune 500 engineers, scientists, software developers, and aviators working in close consultation with seasoned educators. Each course has been carefully crafted to create an internship-style experience in the classroom, packed with hands-on projects emulating real-world practices. Lectures are minimized and experiential activities are heavily employed.

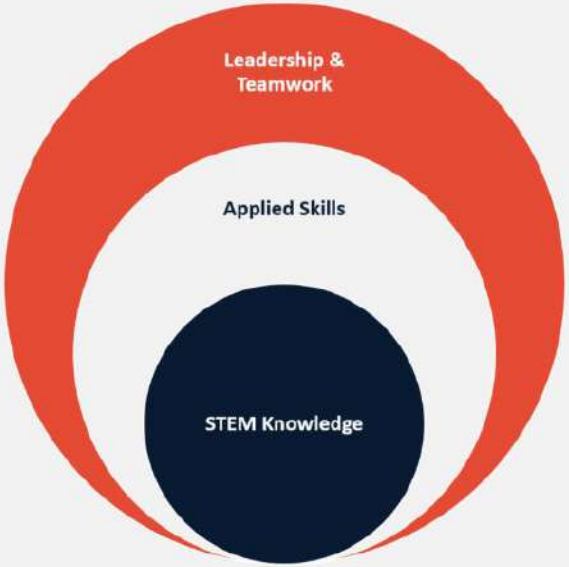
Experiential Learning Laboratories

The Milestone C approach is to provide applied, hands-on context for the baseline STEM education all students receive in secondary schools. Our project-based curricula serve as learning laboratories where students' interests are transformed, through hands-on experience, into substantiated confidence to make educated decisions about their futures, college and beyond.

Confidence & Motivation to Lead

Our courses equip students with not only knowledge and hands-on experience, but also the professional skills necessary to excel as leaders in 21st century technology industries. Chief among these skills are the following:

- **Critical Thinking & Problem Solving**
- **Leadership & Teamwork**
- **Professional Conduct & Confidence**
- **Communication & Conflict Resolution**
- **Public Speaking & Formal Presentation**



Graduates of Milestone C courses will benefit from these skills for a lifetime, regardless of the career path they choose. By creating internship-style experiences, Milestone C co-founders further seek to remedy what many young professionals often experience: getting into the wrong career field based on passion and interest, but without a thorough understanding of the day-to-day.

Robotics & Automation Program Overview

Robotics & Automation Curriculum

Student Perspective

Parent Perspective

Construction 1 & 2

Core Curriculum

- **Basic Safety (12.5 Hours)** Presents basic jobsite safety information to prepare workers for the construction environment. Describes the common causes of workplace incidents and accidents and how to avoid them. Introduces common PPE, including equipment required for work at height, and its proper use. Information related to safety in several specific environments, including welding areas and confined spaces, is also provided.
- **Introduction to Construction Math (10 Hours)** Reviews basic math skills related to the construction trades and demonstrates how they apply to the trades. Covers multiple systems of measurement, decimals, fractions, and basic geometry.
- **Introduction to Hand Tools (10 Hours)** Introduces common hand tools used in a variety of construction crafts. Identifies tools and how to safely use them. Proper hand tool maintenance is also presented.
- **Introduction to Power Tools (10 Hours)** Identifies and describes the operation of many power tools common in the construction environment. Provides instruction on proper use, as well as on safe-handling guidelines and basic maintenance.
- **Introduction to Construction Drawings (10 Hours)** Introduces the basic elements of construction drawings. The common components of drawings are presented, as well as the most common drawing types. The use of drawing scales and how to measure drawings is also covered.

Core Curriculum Cont.

- **Introduction to Basic Rigging** (7.5 Elective Hours) Provides basic information related to rigging and rigging hardware, such as slings, rigging hitches, and hoists. Emphasizes safe working habits in the vicinity of rigging operations.
- **Basic Communication Skills** (7.5 Hours) Provides good techniques for effective communication on the job. Includes examples that emphasize the importance of both written and verbal communication skills. Describes the importance of reading skills in the construction industry and covers proper techniques to use in a variety of different written communication formats.
- **Basic Employability Skills** (7.5 Hours) Describes the opportunities offered by the construction trades. Discusses critical thinking and essential problem-solving skills for the construction industry. Also identifies and discusses positive social skills and their value in the workplace.
- **Introduction to Material Handling** (5 Hours) Describes the hazards associated with handling materials and provides techniques to avoid both injury and property damage. Common material-handling equipment is also introduced.

Level 1 Carpentry Modules

- **Orientation to the Trade** (5 Hours): Reviews the history of the trade, describes the apprentice program, identifies career opportunities for carpentry and construction workers, and lists the skills, responsibilities, and characteristics a worker should possess. Emphasizes the importance of safety in the construction industry.

- **Building Materials, Fasteners, and Adhesives** (7.5): Introduces the building materials used in construction work, including lumber, sheet materials, engineered wood products, structural concrete, and structural steel. Also describes the fasteners and adhesives used in construction work. Discusses the methods of squaring a building.

- **Hand and Power Tools** (7.5 Hours) Provides descriptions of hand tools and power tools used by carpenters. Emphasizes safe and proper operation, as well as care and maintenance.

- **Introduction to Construction Drawings, Specifications, and Layout** (20 Hours): Covers the techniques for reading and using construction drawings and specifications with an emphasis on drawings and information relevant to the carpentry trade. Introduces quantity takeoffs.

- **Floor Systems** (27.5 Hours) :Covers framing basics and the procedures for laying out and constructing a wood floor using common lumber, as well as engineered building materials.

NCCER-Accreditation

Bulldogs Business, Eagles Business
Wildcats Business, Spartans Business

NCES Code: 12051 Introductory Business

National or State Standards Aligned to Curriculum: CCSS Literacy and Numeracy, ISTE, MBA Research Standards, NBEA Standards

This introductory course surveys an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management. They usually provide a brief overview of the U.S. economic system, small businesses, and corporate organizations. Introductory Business courses may also expose students to the varied opportunities in administration, accounting, management, and related fields.

Units of Study

Economics, Business Organization, Ethics, Corporate Social Responsibility, Business Operations, Business Planning, Marketing, Accounting, Finance, Management, Career Planning

Foundations of Business, Authors: William M. Pride; Robert J. Hughes; Jack R. Kapoor

ISBN: 9781337386920 6th Edition | Previous Editions: 2017, 2015, 2013, ©2019, Published

This business course is the entry point for all students in the Business, Finance, Marketing and Entrepreneurship Academy.

UCONN

EARLY COLLEGE EXPERIENCE

UCONN Emergency Medical Technician (EMT-B)

Overview

Alignment: National Health Science Standards

National Emergency Medical Services Education Standards

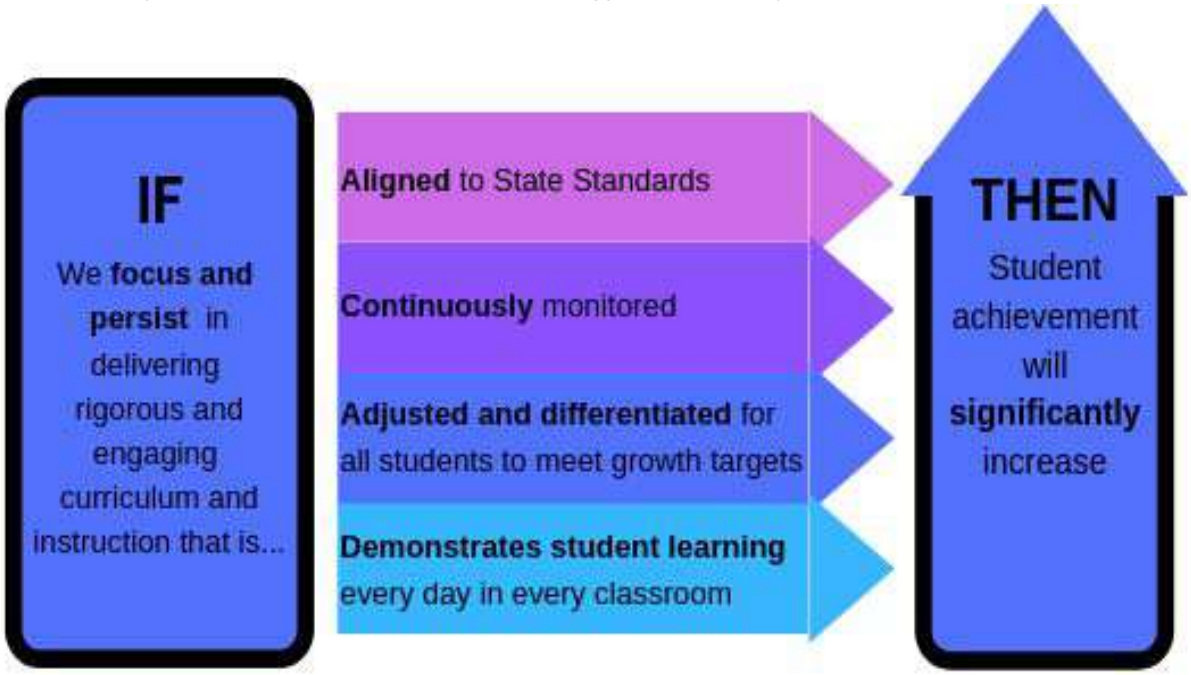
CT State Standards Literacy, and Numeracy

Instruction in basic life support skills, treatment of bleeding control and shock recognition, care for trauma victims, medical emergencies. Supervised practice experience and hands-on instruction of theory. Includes a 10-hour observation experience outside of classroom instruction. Meets the performance requirements of the National Registry of Emergency Medical Technicians (NREMT) certification exam.

This course is a UConn ECE course for EMT-B (4 credits)
Concurrent enrollment in AH 2001: UCONN ECE Medical Terminology.

Waterbury Public Schools
Academic Office

Waterbury Public Schools *Academic Office* Theory of Action*



Waterbury Public Schools *Academic Office* Mission

The mission of the Waterbury Public Schools Academic Office is to lead curricular coherence and advance instructional efficacy. We hold a collective accountability to continuously improve our own professional practice, as well as the effectiveness of our colleagues within the system. The Academic Office creates this learning environment for adult and student learners, as to answer the essential questions for the Portrait of a Graduate:

- What do I need to know and do to lead a productive and satisfying life?
- What qualities of mind and character empower me to pursue a productive and satisfying life?

Darren Schwartz, Chief Academic Officer
*Source: New Bedford Public Schools

June 2019

Waterbury Public Schools-Academic Office
One Page Curriculum Committee Summary

Academic Department: Career & Technical Education

Grade/s: 8

Name of Course: Robotics & Automation 1 and 2

NCES Code (If applicable): 21009

National or State Standards Aligned to Curriculum: CCSS, ISTE, NGSS

Summary of Proposed Curriculum/Textbook Updates

Robotics and Automated Systems 1 (RAS 1): To an outside observer, this may appear to be a niche industry. However, robotics is interwoven to the fabric of every single engineering and scientific industry from aerospace and automotive to medicine and nuclear physics. RAS features state-of-the-art technologies that rapidly propel students from foundational topics into articulation, feedback loops, and automation programming while defining the cutting edge of STEM education at each step. Developed in partnership with our European partner STEMI, this course is fundamentally project-based with increasing levels of complexity. RAS students' critical thinking, collaboration, and communication skills will be tested at various stages throughout. Staying true to Milestone C's mission to shape well-rounded future STEM leaders, RAS is a must for casual tinkerers and serious career-planners alike.

Robotics and Automated Systems 2 (RAS 2): This course builds upon RAS 1 fundamentals, diving deeper into 3D modeling & printing topics as well as Arduino programming fundamentals. RAS 2 simulates a career in engineering with a space exploration scenario spanning the semester. Students combine the skills they learn to design, manufacture, program, and integrate custom robot arms to STEMI Hexapods, creating a lunar rover per engineering requirements. At the end of this overarching hands-on project, student-built lunar rovers compete to automatically deploy, collect samples, and transport them to "home base" on a simulated lunar terrain.

Supplied Materials: Robotics and Automated Systems features desktop and hands-on projects using the STEMI Hexapod Robotics Platform. The class materials include 11 hexapod robots and spare parts. 10 hexapods are for the students use (groups of 2 or 3), 1 teacher hexapod is for training and example use. Software Used: MIT App Inventor 2 (free), STEMI Lab App (Free)

Supplied Materials: The class materials utilize the hexapods from RAS 1. In addition, each team of students require servos and additional header pin male wiring.

Software Used: Onshape (Free), Arduino IDE (Free), MIT App Inventor 2 (Free)

Waterbury Public Schools-Academic Office
One Page Curriculum Committee Summary

Academic Department: Career & Technical Education

Grade/s: 9-12

Name of Course: Construction 1 and 2

NCES Code (If applicable): 17006

National or State Standards Aligned to Curriculum: CCSS Literacy, and Numeracy, National Center for Construction Education & Research (NCCER)

Summary of Proposed Curriculum/Textbook Updates

Construction 1: NCCER Core Curriculum 10 modules

Construction 1 introduces students to the various kinds of woods used in industry and offers experiences in using selected woodworking tools. Correct and safe use of tools and equipment is emphasized. As students advance, they focus on learning the terminology necessary to use power tools successfully, developing skills to safely use these tools in the workshop, and becoming familiar with various kinds of wood finishing materials. This course begins a students career pathway in Construction by completing the Core Curriculum certified by NCCER (National Center for Construction Education & Research) and IMTI (Industrial Management & Training Institute)

Core Curriculum Trainee Guide, 5th Edition By NCCER Pub. Date: Jun 10, 2015 by Pearson.

ISBN-10: 0-13-413098-7 ISBN-13: 978-0-13-413098-9

Key content includes Basic Safety, Introduction to Construction Math, Introduction to Hand Tools, Introduction to Power Tools, Construction Drawings, Basic Rigging, Basic Communication Skills, Basic Employability Skills, and Introduction to Materials Handling.

Construction 2: Level 1 Carpentry 5 modules: Orientation to the Trade; Building Materials, Fasteners, and Adhesives; Hand and Power Tools; Introduction to Construction Drawings, Specifications, and Layout; Floor Systems

Construction 2 focuses on carpentry skills and provides information related to the building of wooden structures, enabling students to gain an understanding of wood grades and construction methods and to learn skills such as laying sills and joists; erecting sills and rafters; applying sheathing, siding, and shingles; setting door jambs; and hanging doors. Carpentry courses may teach skills for rough construction, finish work, or both. Students learn to read blueprints, draft, use tools and machines properly and safely, erect buildings from construction lumber, perform finish work inside of buildings, and do limited cabinet work. Construction 2 starts addressing modules in the NCCER Level 1 Carpentry curriculum.

Carpentry Level 1 Trainee Guide Hardcover, 5th Edition

By NCCER Pub. Date: Aug 14, 2013 by Pearson. ISBN-10: 0-13-340380-7

ISBN-13: 978-0-13-340380-0

Waterbury Public Schools-Academic Office
One Page Curriculum Committee Summary

Academic Department: Career & Technical Education

Grade/s: 9-12

Name of Course: Bulldogs Business, Eagles Business, Wildcats Business, Spartans Business

NCES Code (If applicable): 12051 Introductory Business

National or State Standards Aligned to Curriculum: CCSS Literacy and Numeracy, ISTE, MBA Research Standards, NBEA Standards

Summary of Proposed Curriculum/Textbook Updates:

This introductory course surveys an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management. They usually provide a brief overview of the U.S. economic system, small businesses, and corporate organizations. Introductory Business courses may also expose students to the varied opportunities in administration, accounting, management, and related fields.

Units of Study

Economics, Business Organization, Ethics, Corporate social responsibility, Business Operations, Business Planning, Marketing, Accounting, Finance, Management, Career Planning

Foundations of Business

Authors: William M. Pride; Robert J. Hughes; Jack R. Kapoor

ISBN: 9781337386920

6th Edition | Previous Editions: 2017, 2015, 2013, ©2019, Published

This business course is the entry point for all students in the Business, Finance Marketing and Entrepreneurship Academy. After completion, students can choose their career pathway.

Waterbury Public Schools-Academic Office
One Page Curriculum Committee Summary

Academic Department: Career & Technical Education

Grade/s: 10-12

Name of Course: UCONN EMT - B

NCES Code (If applicable): 14055

National or State Standards Aligned to Curriculum: National Health Science Standards, National Emergency Medical Services Education Standards, CT State Standards Literacy, and Numeracy

Summary of Proposed Curriculum/Textbook Updates

Instruction in basic life support skills, treatment of bleeding control and shock recognition, care for trauma victims, medical emergencies. Supervised practice experience and hands-on instruction of theory. Includes a 10-hour observation experience outside of classroom instruction. Meets the performance requirements of the National Registry of Emergency Medical Technicians (NREMT) certification exam.

This course is a UConn ECE course for EMT-B (4 UConn Credits/2 High School Credits)
The purpose of the Emergency Medical Technician-Basic (EMT-B) course is to provide students with the academic and working knowledge to become state certified and to provide basic life support patient care. It provides the basic concepts of emergency care which are needed to function as an EMT-B. This class will be helpful for other healthcare fields and can be used as a prerequisite for many medical professions such as becoming a nurse, a physician's assistant, doctor, or pharmacist. The EMT-B course is an approximately 190-hour classroom and 10-hour clinical course to teach basic life support procedures and emergency care and transport. Upon successful completion of all components of the course, students will be eligible for State or National EMT-B certification testing. Concurrent enrollment in AH 2001: UCONN ECE Medical Terminology.

SERC

STATE EDUCATION RESOURCE CENTER

EQUITY | EXCELLENCE | EDUCATION

African American/Black and Puerto Rican/Latino Course of Studies (P.A. 19-12)

Advisory Group Informational Meeting
May 29, 2020

EQUITY. EXCELLENCE. EDUCATION.

Legislative Timeline per P.A. 19-12

- By 1/1/21, SBOE to review and approve course content for rigor, alignment with curriculum guidelines, and accordance with state subject matter content standards
- By 1/15/21, SBOE submits description of course which includes scope and sequence and course objective, including report on development and review of course, to General Assembly
- By 7/1/21, LEA may offer course in grades 9-12
- By 7/1/22, LEA shall offer course in grades 9-12

CSDE Deliverables and Timelines

- Advisory Group Meetings Nov, Jan, ~~Mar~~, **May July, Sept, Nov**
- Draft Course Objectives March 27
- Draft Scope and Sequence **June 5**
- Completed Course and Report **September 30**
- Present at SBOE meeting **November 20**
- Submit revisions to SDE **December 18**

Accomplishments March 1 - May 28

- 12 Focus Groups Held
- 1 Research and Evaluation Committee Meeting
- 2 Focus Group Committee Meetings
- 2+ Course Syllabus Committee Meetings
- 6+ Puerto Rican/Latino Content Dev. Com. Meetings
- 3+ African American/Black Content Dev. Com. Meetings
- 1 Joint Committee Meeting
- 3 Infrastructure Support Committee Meetings

For a total of <u>20+</u> Zoom Meetings

Committees

Committee	Representative
Research and Evaluation	Veda Harris, Waterbury PS
Focus Groups	Jennifer Heikkila-Diaz, Teach for America Steve Armstrong, SDE
Infrastructure Supports	Darcy Fiano, CTECS
Course Syllabus	Paquita Jarman-Smith, SERC
Puerto Rican/Latino Content Development	Adrian Solis, CTECS Carlos Torre, SCSU Daniel Bonet-Ojeda, New Haven PS
African American/Black Content Development	David Canton, Conn College Dann Broyld, CCSU

Research and Evaluation

- Conducted HS Curriculum Survey with **350** respondents representing **62%** teachers from a variety of districts and school sizes. **62%** of respondents indicated readiness to teach and requested comprehensive curriculum development and professional learning be provided
- Conducted Focus Group Survey with **96** respondents representing **32%** students (refer to sample themes on next slide)
- Researched and warehoused curriculum from several other states
- Gathered course artifacts from **17** districts with African American or Latino Studies course currently in place
- Course Syllabus and Content Development Committees using to inform their work

Sample Themes From Focus Group Survey

- Include a deeper study of the subjects of the course: teach beyond the stereotypes (many responses)
- Include a study of existing inequalities in American society (many responses)
- Don’t just teach victimization: teach resistance
- Racism as a social construct/institutional racism
- Include varied backgrounds of different Latin American countries
- Teach the “real” history: teach historical events from different perspectives
- Include the state and local context
- Emphasis on teaching that differences are a strength/not a weakness (many responses)
- Include popular culture (literature/music)

Focus Groups

- 1 Focus Groups held in person = 27 participants
- 6 Focus Groups held virtually = 99 participants
- 5 Student Focus Groups = 36 participants

- **12 Total Focus Groups = 162 total participants**

Focus Group Themes in Detail – Student Groups

1. Current course context: Course offerings and **continuity**
2. Strengths/benefits/opportunities: Being seen and valued, complex and in-depth, **history of racism, multiple perspectives**
3. Challenges/considerations/threats: teacher knowledge (**history & classroom climate**), course considerations (sign-ups, other groups), **student voice**, **what is taught**
4. Topics/concepts: specific time periods, laws, and starting of movements, **multiple perspectives**, trailblazers, **history of racism**, **flexibility for current events and students' interests**
5. Teacher PD: Experiential learning, **content and language courses**, gathering feedback, **how to have difficult conversations**, project-based learning and collaborative learning, **safe and brave classroom climate, culturally responsive pedagogy**
6. Teacher Key Traits/Competencies: **Welcoming and open**, supportive, engaging (**culturally relevant pedagogy**), **strong communication skills**, **passion for course and Black/Latinx history**, making connections between histories of communities of color, differing opinions on teachers' racial backgrounds
7. Books/resources for students and teachers: **Primary documents and visuals, guest speakers/teachers**

Focus Group Themes – Educators/Parents/Community

- Student Racial Identity Development
- Positive accomplishments
- Multiple Perspectives
- Operational Challenges
- Professional Learning

Infrastructure Supports

Purpose: To develop guidance for district/school level decision-making to foster fidelity of implementation across state.

Highlights of discussions:

- Must be offered as History/Social Studies,1 year/1 credit elective.
- Must be open to and encouraged for all students to fulfill competencies for Vision of a Graduate.
- Suggest be offered for Juniors and Seniors after completion of US and World History, but can be offered to any interested student 9-12.
- Teacher must be secondary, History certified and “best fit” for course.
- Teacher must be member of staff vs. adjunct or part time to foster school-wide integration. If a qualified teacher is not available, consideration to hiring a qualified person of color is highly recommended.
- Must follow model, statewide curriculum and maintain rigor, relevance, and relationships for students through instructional design.
- Participation in SDE endorsed professional learning opportunities to support implementation and inform evolution of curriculum is strongly encouraged.
- Interdisciplinary collaboration, guest speakers, and field trips to fortify learning are strongly encouraged (refer to model curriculum for resources).
- Provisions for EL and SWD in this course should not be any different than provisions made for any other course, including off-site learning experiences.
- Scenarios developed to support number of sections offered based on enrollment.

Final Meeting 6/4/20 to:

- Review BOE Approval process for sample districts to ensure have covered all components
- Review Rationale and Description of course for Program of Studies drafted by Course Syllabus Committee

Course Syllabus

Rationale (pending)

Revised Learning Objectives (see next slides)

Scope and Sequence/Course Outline (pending)

Black and Latino Course of Studies (PA 19.12)
Draft Essential Questions and Content Objectives

Content Objectives	Essential Questions
Understand the construct of race, why, and how it was developed.	RACIAL FORMATIONS How and why was the concept of **race constructed**? What is its impact on African American, Latino, and Indigenous people?
Investigate the evolution and development of African American and Latino identities, including intersections with Indigenous and other identities.	DIASPORAS Who and what are the diverse people, places, and time periods that African American and Latino include? What are the stories of the African, Puerto Rican and Latino **diasporas**?
Analyze how race, power, and privilege influence group access to citizenship, civil rights, and economic power.	POWER What do African American, Puerto Rican and Latino histories reveal about the United States, its foundation, and how **power** is structured today?
Examine the scope and legacy of resistance that has been integral to African American, Puerto Rican and Latino, histories.	FREEDOM, JUSTICE, RESISTANCE How have African American, Puerto Rican and Latino people fought for **freedom and justice** throughout history and today, and in what ways have their struggles been in solidarity with various other groups?

Articulate the integral role African American, Puerto Rican and Latino communities have played in shaping US society, economy, and culture.	SOCIETY, ECONOMY, AND CULTURE How and in what ways have African Americans, Puerto Rican and Latino people shaped American **society, economy, and culture**?
Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American, Latino, and Indigenous experiences, intellectual thought, and culture.	RADICAL IMAGINATIONS What do African American and Latino **history, and culture** teach us about **radically reimagining new possibilities** and **more just futures**?
Explore local and regional African American and Latino communities and compare/contrast them with national histories.	SPACE AND PLACE In what ways have **geographies** shaped history, as well as been shaped by it? What are the African American and Latino histories of **our region**, and how do they relate to broader histories?
Examine examples of African American and Latino action in addressing issues impacting their communities. **Identify** resources and opportunities for active engagement, learning, and civic responsibility. **Use** the inquiry cycle to take informed action.	AGENCY AND CIVIC ENGAGEMENT In what ways have African American and Latino people demonstrated **agency** in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?

Puerto Rican/Latino Content Development

Three themes:

1. **Blood/Sangre** - Focuses on the genocides, injustices, killings and deaths perpetuated to Puerto Ricans and Latinos
2. **Sweat/Sudor -** Focuses on the social, class, and economic structures created to take advantage of Latinos and the wealth of each country
3. **Defiance,Fight/Struggle/Lucha -** Focuses on the effects based off of the blood and sweat experienced by people in countries to fight for a “better” condition

African American History Infographic

- **Overarching Themes**
  - Autonomy
  - Resistance
  - Reform
  - Radical

Time/Era (1)
- (a) African Origins to 1865
- (b) Long History of Equality (1865-1965)
- (c) 1965 to the Present

Location (2)
- International
- National
- Regional
- Local
- Connecticut
- Physical Health

Intersectionalism (3)
- Age
- Gender
- Class
- Ethnicity
- Other Races

(4)

By running the below subjects through these 4 categories CT students will get a thorough and nuanced understanding of the **dynamics of** Black History. !!

African American Events & Sections:

(These subjects should be put through the 4 above categories)

Example Topics: Ancient Egypt, Ghana, Middle Passage, Slave Revolts, Spirituals, Enslavement, 3/5 Clause, Haitian Revolution, The Amistad Case, Venture Smith, Underground Railroad, Civil War, Black Power, Civil Rights, Jazz, Hip Hop, Black Lives Matter.

Next Steps (Tentative)

Targets	Task	Responsible
June 3	Provide feedback to information shared today via Google Docs	Advisory Group
June 5	Finalize draft Scope and Sequence/Course Outline	Course Syllabus Committee
June 30	Identify Expert Review Panel	SERC
June 30	Draft Professional Learning Plan, including scaffolded supports, timeframes, potential speakers/experiences, materials, and costs	Professional Learning Plan
June 30	Draft RFP for Publication and Dissemination, including paper and digital formats, repository, and marketing/advocacy materials	Publications and Dissemination
July 8	Host Advisory Group Meeting	SERC
July 24	Draft Units of Study	Content Development Committees
Aug 21	Draft Course	Integration and Assessment *(anticipate revised meeting dates)*

Questions/Suggestions/Concerns of Group

- Consider what teacher preparation programs can do to support development
- Consider including coursework in job descriptions
- Agency aspects of content development at national, regional, and local will support students identity development through self-discovery (see infographic)
- Comprehensive, ongoing professional learning
- Consider policy changes/development that is needed to include pedagogy that includes all of our children
- Consider pursuit of a certification to teach this course given intention for K-12 curriculum; need to be prepared for this
- Look at “Peace Studies” certification program at Gateway CC, including coursework regarding communications and framework for undoing racism
- Include SERC work regarding Courageous Conversations in partnership with Pacific Education Group

Career & Technical Education
Waterbury Public Schools
Board of Education - Curriculum Council

Dr. Verna Ruffin
Superintendent

Dr. Gregory Rodriguez
Deputy Superintendent

WATERBURY PUBLIC SCHOOLS
ACADEMIC OFFICE

Darren Schwartz
Chief Academic Officer

Michael Merati
Supervisor of
Career & Technical Education

Waterbury Public Schools
Today's Students, Tomorrow's Leaders

Vision for CTE - Waterbury Public Schools

Our vision for CTE is to prepare all students for college, career and life readiness by building rigorous, coherent and cohesive programs.

- ❏ Career Pathways Development
- ❏ Dual Enrollment Courses
- ❏ Industry Recognized Credentials
- ❏ Work Based Learning Experiences
- ❏ Employability Skills & The Habits of Mind

Expected benefits include:

Increase student's skills and abilities to self-select options for college and career readiness

Increased skilled workforce in the local and global economy

WATERBURY PUBLIC SCHOOLS
ACADEMIES & CAREER PATHWAYS

Business, Finance, Marketing & Entrepreneurship

- Accounting Services
- #Banking Services
- Investments & Securities
- General Management
- Marketing Communications
- #Professional Sales

Information Technology & Engineering

- #Cybersecurity
- Information Support Services
- Web & Digital Communication
- Programming & Software Devel.
- #Engineering, Design & Devel.
- #Engineering, D&D (Robotics)

Health Science

- Therapeutic Services
- Certified Nurse Assistant
- Pharmacy Technician
- Medical Assistant
- Physical Therapy
- Emergency Medical Technician

Education & Training

- Restaurant, Food, Beverage & Services (Culinary)
- Teacher/Training
- JROTC

Manufacturing, Construction & Industrial Systems

- Facility & Mobile Equipment Maint.
- #Transportation Operations (Aerospace)
- Construction
- Manufacturing Prod.

Early College High School with Post University

- Marketing
- Legal Studies
- Accounting
- Criminal Justice
- Management
- Early Childhood Education

#Anticipated 2021 – 2022

MILESTONE C.com

Shaping Future STEM Leaders

STEM Science, Technology, Engineering and Math

Robotics & Automation 1 and 2

Foundation and Course Materials

Foundation

Controlled Chaos:

Controlled chaos is a highly-effective learning environment. 21st Century STEM professionals work in cross-functional teams and progress takes effort. Educational environments that eliminate the potential for miscommunication, competing objectives, confusion, and even reasonable frustration also inadvertently eliminate the most valuable teamwork lessons.

Non-Intervention:

Hands off teaching is the single best facilitator of hands-on learning. In the professional environment, it takes research to get to information. Even then, data may be unclear, untimely, out of order, and conflicting. Allowing students to obtain and process information without frequent interjections is critical to broadening their horizons.

Rewarded Failure:

Encouraging innovative approaches without fear of failure will groom critical thinkers. Shaping future STEM professionals begins with enabling and empowering students to learn from their failures. The primary objective of any project-based program should be to get students comfortable with problem-solving without a single "correct" answer.

Foundation

All Milestone C curricula have been designed by management-level Fortune 500 engineers, scientists, software developers, and aviators working in close consultation with seasoned educators. Each course has been carefully crafted to create an internship-style experience in the classroom, packed with hands-on projects emulating real-world practices. Lectures are minimized and experiential activities are heavily employed.

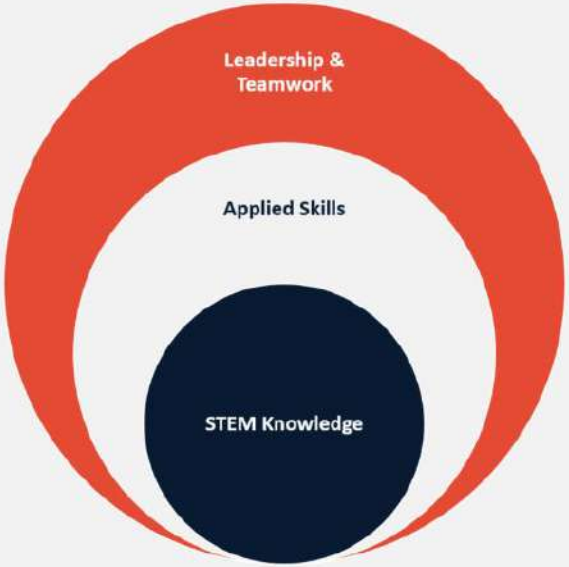
Experiential Learning Laboratories

The Milestone C approach is to provide applied, hands-on context for the baseline STEM education all students receive in secondary schools. Our project-based curricula serve as learning laboratories where students' interests are transformed, through hands-on experience, into substantiated confidence to make educated decisions about their futures, college and beyond.

Confidence & Motivation to Lead

Our courses equip students with not only knowledge and hands-on experience, but also the professional skills necessary to excel as leaders in 21st century technology industries. Chief among these skills are the following:

- **Critical Thinking & Problem Solving**
- **Leadership & Teamwork**
- **Professional Conduct & Confidence**
- **Communication & Conflict Resolution**
- **Public Speaking & Formal Presentation**



Graduates of Milestone C courses will benefit from these skills for a lifetime, regardless of the career path they choose. By creating internship-style experiences, Milestone C co-founders further seek to remedy what many young professionals often experience: getting into the wrong career field based on passion and interest, but without a thorough understanding of the day-to-day.

Robotics & Automation Program Overview

Robotics & Automation Curriculum

Student Perspective

Parent Perspective

Construction 1 & 2

Core Curriculum

- **Basic Safety (12.5 Hours)** Presents basic jobsite safety information to prepare workers for the construction environment. Describes the common causes of workplace incidents and accidents and how to avoid them. Introduces common PPE, including equipment required for work at height, and its proper use. Information related to safety in several specific environments, including welding areas and confined spaces, is also provided.
- **Introduction to Construction Math (10 Hours)** Reviews basic math skills related to the construction trades and demonstrates how they apply to the trades. Covers multiple systems of measurement, decimals, fractions, and basic geometry.
- **Introduction to Hand Tools (10 Hours)** Introduces common hand tools used in a variety of construction crafts. Identifies tools and how to safely use them. Proper hand tool maintenance is also presented.
- **Introduction to Power Tools (10 Hours)** Identifies and describes the operation of many power tools common in the construction environment. Provides instruction on proper use, as well as on safe-handling guidelines and basic maintenance.
- **Introduction to Construction Drawings (10 Hours)** Introduces the basic elements of construction drawings. The common components of drawings are presented, as well as the most common drawing types. The use of drawing scales and how to measure drawings is also covered.

Core Curriculum Cont.

- **Introduction to Basic Rigging** (7.5 Elective Hours) Provides basic information related to rigging and rigging hardware, such as slings, rigging hitches, and hoists. Emphasizes safe working habits in the vicinity of rigging operations.
- **Basic Communication Skills** (7.5 Hours) Provides good techniques for effective communication on the job. Includes examples that emphasize the importance of both written and verbal communication skills. Describes the importance of reading skills in the construction industry and covers proper techniques to use in a variety of different written communication formats.
- **Basic Employability Skills** (7.5 Hours) Describes the opportunities offered by the construction trades. Discusses critical thinking and essential problem-solving skills for the construction industry. Also identifies and discusses positive social skills and their value in the workplace.
- **Introduction to Material Handling** (5 Hours) Describes the hazards associated with handling materials and provides techniques to avoid both injury and property damage. Common material-handling equipment is also introduced.

Level 1 Carpentry Modules

- **Orientation to the Trade** (5 Hours): Reviews the history of the trade, describes the apprentice program, identifies career opportunities for carpentry and construction workers, and lists the skills, responsibilities, and characteristics a worker should possess. Emphasizes the importance of safety in the construction industry.

- **Building Materials, Fasteners, and Adhesives** (7.5): Introduces the building materials used in construction work, including lumber, sheet materials, engineered wood products, structural concrete, and structural steel. Also describes the fasteners and adhesives used in construction work. Discusses the methods of squaring a building.

- **Hand and Power Tools** (7.5 Hours) Provides descriptions of hand tools and power tools used by carpenters. Emphasizes safe and proper operation, as well as care and maintenance.

- **Introduction to Construction Drawings, Specifications, and Layout** (20 Hours): Covers the techniques for reading and using construction drawings and specifications with an emphasis on drawings and information relevant to the carpentry trade. Introduces quantity takeoffs.

- **Floor Systems** (27.5 Hours) :Covers framing basics and the procedures for laying out and constructing a wood floor using common lumber, as well as engineered building materials.

NCCER-Accreditation

Bulldogs Business, Eagles Business
Wildcats Business, Spartans Business

NCES Code: 12051 Introductory Business

National or State Standards Aligned to Curriculum: CCSS Literacy and Numeracy, ISTE, MBA Research Standards, NBEA Standards

This introductory course surveys an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management. They usually provide a brief overview of the U.S. economic system, small businesses, and corporate organizations. Introductory Business courses may also expose students to the varied opportunities in administration, accounting, management, and related fields.

Units of Study

Economics, Business Organization, Ethics, Corporate Social Responsibility, Business Operations, Business Planning, Marketing, Accounting, Finance, Management, Career Planning

Foundations of Business, Authors: William M. Pride; Robert J. Hughes; Jack R. Kapoor

ISBN: 9781337386920 6th Edition | Previous Editions: 2017, 2015, 2013, ©2019, Published

This business course is the entry point for all students in the Business, Finance, Marketing and Entrepreneurship Academy.

UCONN

EARLY COLLEGE EXPERIENCE

UCONN Emergency Medical Technician (EMT-B)

Overview

Alignment: National Health Science Standards

National Emergency Medical Services Education Standards

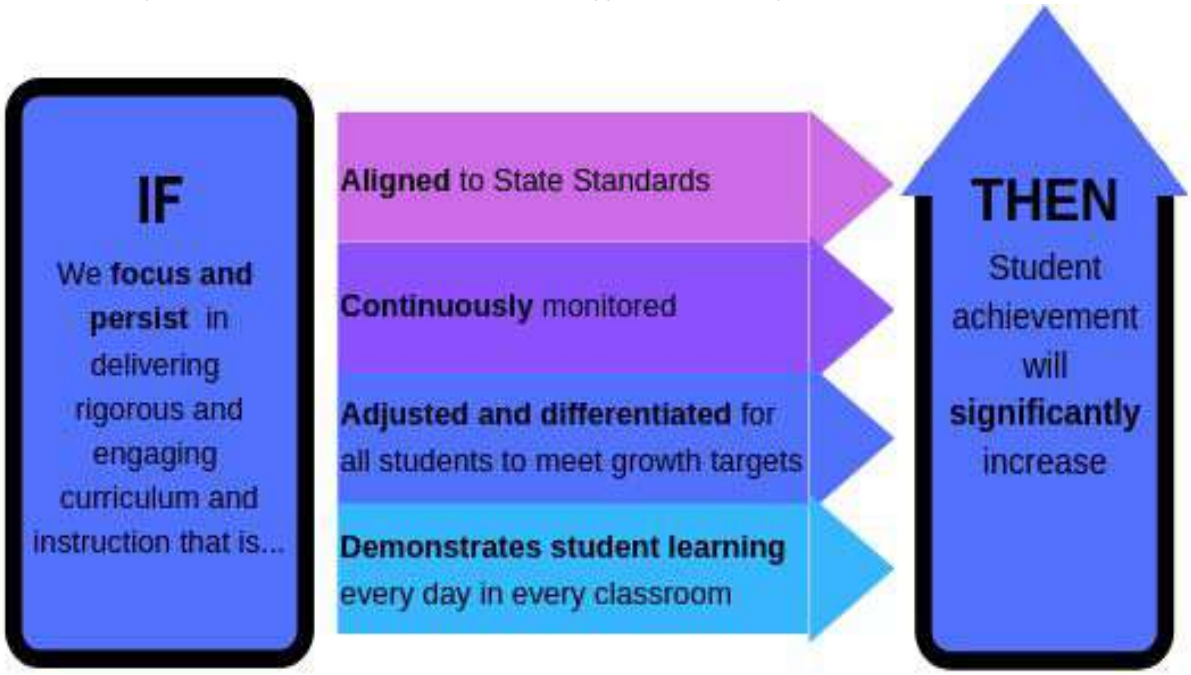
CT State Standards Literacy, and Numeracy

Instruction in basic life support skills, treatment of bleeding control and shock recognition, care for trauma victims, medical emergencies. Supervised practice experience and hands-on instruction of theory. Includes a 10-hour observation experience outside of classroom instruction. Meets the performance requirements of the National Registry of Emergency Medical Technicians (NREMT) certification exam.

This course is a UConn ECE course for EMT-B (4 credits)
Concurrent enrollment in AH 2001: UCONN ECE Medical Terminology.

Waterbury Public Schools
Academic Office

Waterbury Public Schools *Academic Office* Theory of Action*



Waterbury Public Schools *Academic Office* Mission

The mission of the Waterbury Public Schools Academic Office is to lead curricular coherence and advance instructional efficacy. We hold a collective accountability to continuously improve our own professional practice, as well as the effectiveness of our colleagues within the system. The Academic Office creates this learning environment for adult and student learners, as to answer the essential questions for the Portrait of a Graduate:

- What do I need to know and do to lead a productive and satisfying life?
- What qualities of mind and character empower me to pursue a productive and satisfying life?

Darren Schwartz, Chief Academic Officer
*Source: New Bedford Public Schools

June 2019

Waterbury Public Schools-Academic Office
One Page Curriculum Committee Summary

Academic Department: Career & Technical Education

Grade/s: 8

Name of Course: Robotics & Automation 1 and 2

NCES Code (If applicable): 21009

National or State Standards Aligned to Curriculum: CCSS, ISTE, NGSS

Summary of Proposed Curriculum/Textbook Updates

Robotics and Automated Systems 1 (RAS 1): To an outside observer, this may appear to be a niche industry. However, robotics is interwoven to the fabric of every single engineering and scientific industry from aerospace and automotive to medicine and nuclear physics. RAS features state-of-the-art technologies that rapidly propel students from foundational topics into articulation, feedback loops, and automation programming while defining the cutting edge of STEM education at each step. Developed in partnership with our European partner STEMI, this course is fundamentally project-based with increasing levels of complexity. RAS students' critical thinking, collaboration, and communication skills will be tested at various stages throughout. Staying true to Milestone C's mission to shape well-rounded future STEM leaders, RAS is a must for casual tinkerers and serious career-planners alike.

Robotics and Automated Systems 2 (RAS 2): This course builds upon RAS 1 fundamentals, diving deeper into 3D modeling & printing topics as well as Arduino programming fundamentals. RAS 2 simulates a career in engineering with a space exploration scenario spanning the semester. Students combine the skills they learn to design, manufacture, program, and integrate custom robot arms to STEMI Hexapods, creating a lunar rover per engineering requirements. At the end of this overarching hands-on project, student-built lunar rovers compete to automatically deploy, collect samples, and transport them to "home base" on a simulated lunar terrain.

Supplied Materials: Robotics and Automated Systems features desktop and hands-on projects using the STEMI Hexapod Robotics Platform. The class materials include 11 hexapod robots and spare parts. 10 hexapods are for the students use (groups of 2 or 3), 1 teacher hexapod is for training and example use. Software Used: MIT App Inventor 2 (free), STEMI Lab App (Free)

Supplied Materials: The class materials utilize the hexapods from RAS 1. In addition, each team of students require servos and additional header pin male wiring.

Software Used: Onshape (Free), Arduino IDE (Free), MIT App Inventor 2 (Free)

Waterbury Public Schools-Academic Office
One Page Curriculum Committee Summary

Academic Department: Career & Technical Education

Grade/s: 9-12

Name of Course: Construction 1 and 2

NCES Code (If applicable): 17006

National or State Standards Aligned to Curriculum: CCSS Literacy, and Numeracy, National Center for Construction Education & Research (NCCER)

Summary of Proposed Curriculum/Textbook Updates

Construction 1: NCCER Core Curriculum 10 modules

Construction 1 introduces students to the various kinds of woods used in industry and offers experiences in using selected woodworking tools. Correct and safe use of tools and equipment is emphasized. As students advance, they focus on learning the terminology necessary to use power tools successfully, developing skills to safely use these tools in the workshop, and becoming familiar with various kinds of wood finishing materials. This course begins a students career pathway in Construction by completing the Core Curriculum certified by NCCER (National Center for Construction Education & Research) and IMTI (Industrial Management & Training Institute)

Core Curriculum Trainee Guide, 5th Edition By NCCER Pub. Date: Jun 10, 2015 by Pearson.

ISBN-10: 0-13-413098-7 ISBN-13: 978-0-13-413098-9

Key content includes Basic Safety, Introduction to Construction Math, Introduction to Hand Tools, Introduction to Power Tools, Construction Drawings, Basic Rigging, Basic Communication Skills, Basic Employability Skills, and Introduction to Materials Handling.

Construction 2: Level 1 Carpentry 5 modules: Orientation to the Trade; Building Materials, Fasteners, and Adhesives; Hand and Power Tools; Introduction to Construction Drawings, Specifications, and Layout; Floor Systems

Construction 2 focuses on carpentry skills and provides information related to the building of wooden structures, enabling students to gain an understanding of wood grades and construction methods and to learn skills such as laying sills and joists; erecting sills and rafters; applying sheathing, siding, and shingles; setting door jambs; and hanging doors. Carpentry courses may teach skills for rough construction, finish work, or both. Students learn to read blueprints, draft, use tools and machines properly and safely, erect buildings from construction lumber, perform finish work inside of buildings, and do limited cabinet work. Construction 2 starts addressing modules in the NCCER Level 1 Carpentry curriculum.

Carpentry Level 1 Trainee Guide Hardcover, 5th Edition

By NCCER Pub. Date: Aug 14, 2013 by Pearson. ISBN-10: 0-13-340380-7

ISBN-13: 978-0-13-340380-0

Waterbury Public Schools-Academic Office
One Page Curriculum Committee Summary

Academic Department: Career & Technical Education

Grade/s: 9-12

Name of Course: Bulldogs Business, Eagles Business, Wildcats Business, Spartans Business

NCES Code (If applicable): 12051 Introductory Business

National or State Standards Aligned to Curriculum: CCSS Literacy and Numeracy, ISTE, MBA Research Standards, NBEA Standards

Summary of Proposed Curriculum/Textbook Updates:

This introductory course surveys an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management. They usually provide a brief overview of the U.S. economic system, small businesses, and corporate organizations. Introductory Business courses may also expose students to the varied opportunities in administration, accounting, management, and related fields.

Units of Study

Economics, Business Organization, Ethics, Corporate social responsibility, Business Operations, Business Planning, Marketing, Accounting, Finance, Management, Career Planning

Foundations of Business

Authors: William M. Pride; Robert J. Hughes; Jack R. Kapoor

ISBN: 9781337386920

6th Edition | Previous Editions: 2017, 2015, 2013, ©2019, Published

This business course is the entry point for all students in the Business, Finance Marketing and Entrepreneurship Academy. After completion, students can choose their career pathway.

Waterbury Public Schools-Academic Office
One Page Curriculum Committee Summary

Academic Department: Career & Technical Education

Grade/s: 10-12

Name of Course: UCONN EMT - B

NCES Code (If applicable): 14055

National or State Standards Aligned to Curriculum: National Health Science Standards, National Emergency Medical Services Education Standards, CT State Standards Literacy, and Numeracy

Summary of Proposed Curriculum/Textbook Updates

Instruction in basic life support skills, treatment of bleeding control and shock recognition, care for trauma victims, medical emergencies. Supervised practice experience and hands-on instruction of theory. Includes a 10-hour observation experience outside of classroom instruction. Meets the performance requirements of the National Registry of Emergency Medical Technicians (NREMT) certification exam.

This course is a UConn ECE course for EMT-B (4 UConn Credits/2 High School Credits)
The purpose of the Emergency Medical Technician-Basic (EMT-B) course is to provide students with the academic and working knowledge to become state certified and to provide basic life support patient care. It provides the basic concepts of emergency care which are needed to function as an EMT-B. This class will be helpful for other healthcare fields and can be used as a prerequisite for many medical professions such as becoming a nurse, a physician's assistant, doctor, or pharmacist. The EMT-B course is an approximately 190-hour classroom and 10-hour clinical course to teach basic life support procedures and emergency care and transport. Upon successful completion of all components of the course, students will be eligible for State or National EMT-B certification testing. Concurrent enrollment in AH 2001: UCONN ECE Medical Terminology.

SERC

STATE EDUCATION RESOURCE CENTER

EQUITY | EXCELLENCE | EDUCATION

African American/Black and Puerto Rican/Latino Course of Studies (P.A. 19-12)

Advisory Group Informational Meeting
May 29, 2020

EQUITY. EXCELLENCE. EDUCATION.

Legislative Timeline per P.A. 19-12

- By 1/1/21, SBOE to review and approve course content for rigor, alignment with curriculum guidelines, and accordance with state subject matter content standards
- By 1/15/21, SBOE submits description of course which includes scope and sequence and course objective, including report on development and review of course, to General Assembly
- By 7/1/21, LEA may offer course in grades 9-12
- By 7/1/22, LEA shall offer course in grades 9-12

CSDE Deliverables and Timelines

- Advisory Group Meetings Nov, Jan, ~~Mar~~, **May July, Sept, Nov**
- Draft Course Objectives March 27
- Draft Scope and Sequence **June 5**
- Completed Course and Report **September 30**
- Present at SBOE meeting **November 20**
- Submit revisions to SDE **December 18**

Accomplishments March 1 - May 28

- 12 Focus Groups Held
- 1 Research and Evaluation Committee Meeting
- 2 Focus Group Committee Meetings
- 2+ Course Syllabus Committee Meetings
- 6+ Puerto Rican/Latino Content Dev. Com. Meetings
- 3+ African American/Black Content Dev. Com. Meetings
- 1 Joint Committee Meeting
- 3 Infrastructure Support Committee Meetings

For a total of <u>20+</u> Zoom Meetings

Committees

Committee	Representative
Research and Evaluation	Veda Harris, Waterbury PS
Focus Groups	Jennifer Heikkila-Diaz, Teach for America Steve Armstrong, SDE
Infrastructure Supports	Darcy Fiano, CTECS
Course Syllabus	Paquita Jarman-Smith, SERC
Puerto Rican/Latino Content Development	Adrian Solis, CTECS Carlos Torre, SCSU Daniel Bonet-Ojeda, New Haven PS
African American/Black Content Development	David Canton, Conn College Dann Broyld, CCSU

Research and Evaluation

- Conducted HS Curriculum Survey with **350** respondents representing **62%** teachers from a variety of districts and school sizes. **62%** of respondents indicated readiness to teach and requested comprehensive curriculum development and professional learning be provided
- Conducted Focus Group Survey with **96** respondents representing **32%** students (refer to sample themes on next slide)
- Researched and warehoused curriculum from several other states
- Gathered course artifacts from **17** districts with African American or Latino Studies course currently in place
- Course Syllabus and Content Development Committees using to inform their work

Sample Themes From Focus Group Survey

- Include a deeper study of the subjects of the course: teach beyond the stereotypes (many responses)
- Include a study of existing inequalities in American society (many responses)
- Don’t just teach victimization: teach resistance
- Racism as a social construct/institutional racism
- Include varied backgrounds of different Latin American countries
- Teach the “real” history: teach historical events from different perspectives
- Include the state and local context
- Emphasis on teaching that differences are a strength/not a weakness (many responses)
- Include popular culture (literature/music)

Focus Groups

- 1 Focus Groups held in person = 27 participants
- 6 Focus Groups held virtually = 99 participants
- 5 Student Focus Groups = 36 participants

- **12 Total Focus Groups = 162 total participants**

Focus Group Themes in Detail – Student Groups

1. Current course context: Course offerings and **continuity**
2. Strengths/benefits/opportunities: Being seen and valued, complex and in-depth, **history of racism, multiple perspectives**
3. Challenges/considerations/threats: teacher knowledge (**history & classroom climate**), course considerations (sign-ups, other groups), **student voice**, **what is taught**
4. Topics/concepts: specific time periods, laws, and starting of movements, **multiple perspectives**, trailblazers, **history of racism**, **flexibility for current events and students' interests**
5. Teacher PD: Experiential learning, **content and language courses**, gathering feedback, **how to have difficult conversations**, project-based learning and collaborative learning, **safe and brave classroom climate, culturally responsive pedagogy**
6. Teacher Key Traits/Competencies: **Welcoming and open**, supportive, engaging (**culturally relevant pedagogy**), **strong communication skills**, **passion for course and Black/Latinx history**, making connections between histories of communities of color, differing opinions on teachers' racial backgrounds
7. Books/resources for students and teachers: **Primary documents and visuals, guest speakers/teachers**

Focus Group Themes – Educators/Parents/Community

- Student Racial Identity Development
- Positive accomplishments
- Multiple Perspectives
- Operational Challenges
- Professional Learning

Infrastructure Supports

Purpose: To develop guidance for district/school level decision-making to foster fidelity of implementation across state.

Highlights of discussions:

- Must be offered as History/Social Studies,1 year/1 credit elective.
- Must be open to and encouraged for all students to fulfill competencies for Vision of a Graduate.
- Suggest be offered for Juniors and Seniors after completion of US and World History, but can be offered to any interested student 9-12.
- Teacher must be secondary, History certified and “best fit” for course.
- Teacher must be member of staff vs. adjunct or part time to foster school-wide integration. If a qualified teacher is not available, consideration to hiring a qualified person of color is highly recommended.
- Must follow model, statewide curriculum and maintain rigor, relevance, and relationships for students through instructional design.
- Participation in SDE endorsed professional learning opportunities to support implementation and inform evolution of curriculum is strongly encouraged.
- Interdisciplinary collaboration, guest speakers, and field trips to fortify learning are strongly encouraged (refer to model curriculum for resources).
- Provisions for EL and SWD in this course should not be any different than provisions made for any other course, including off-site learning experiences.
- Scenarios developed to support number of sections offered based on enrollment.

Final Meeting 6/4/20 to:

- Review BOE Approval process for sample districts to ensure have covered all components
- Review Rationale and Description of course for Program of Studies drafted by Course Syllabus Committee

Course Syllabus

Rationale (pending)

Revised Learning Objectives (see next slides)

Scope and Sequence/Course Outline (pending)

Black and Latino Course of Studies (PA 19.12)
Draft Essential Questions and Content Objectives

Content Objectives	Essential Questions
Understand the construct of race, why, and how it was developed.	RACIAL FORMATIONS How and why was the concept of **race constructed**? What is its impact on African American, Latino, and Indigenous people?
Investigate the evolution and development of African American and Latino identities, including intersections with Indigenous and other identities.	DIASPORAS Who and what are the diverse people, places, and time periods that African American and Latino include? What are the stories of the African, Puerto Rican and Latino **diasporas**?
Analyze how race, power, and privilege influence group access to citizenship, civil rights, and economic power.	POWER What do African American, Puerto Rican and Latino histories reveal about the United States, its foundation, and how **power** is structured today?
Examine the scope and legacy of resistance that has been integral to African American, Puerto Rican and Latino, histories.	FREEDOM, JUSTICE, RESISTANCE How have African American, Puerto Rican and Latino people fought for **freedom and justice** throughout history and today, and in what ways have their struggles been in solidarity with various other groups?

Articulate the integral role African American, Puerto Rican and Latino communities have played in shaping US society, economy, and culture.	SOCIETY, ECONOMY, AND CULTURE How and in what ways have African Americans, Puerto Rican and Latino people shaped American **society, economy, and culture**?
Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American, Latino, and Indigenous experiences, intellectual thought, and culture.	RADICAL IMAGINATIONS What do African American and Latino **history, and culture** teach us about **radically reimagining new possibilities** and **more just futures**?
Explore local and regional African American and Latino communities and compare/contrast them with national histories.	SPACE AND PLACE In what ways have **geographies** shaped history, as well as been shaped by it? What are the African American and Latino histories of **our region**, and how do they relate to broader histories?
Examine examples of African American and Latino action in addressing issues impacting their communities. **Identify** resources and opportunities for active engagement, learning, and civic responsibility. **Use** the inquiry cycle to take informed action.	AGENCY AND CIVIC ENGAGEMENT In what ways have African American and Latino people demonstrated **agency** in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?

Puerto Rican/Latino Content Development

Three themes:

1. **Blood/Sangre** - Focuses on the genocides, injustices, killings and deaths perpetuated to Puerto Ricans and Latinos
2. **Sweat/Sudor -** Focuses on the social, class, and economic structures created to take advantage of Latinos and the wealth of each country
3. **Defiance,Fight/Struggle/Lucha -** Focuses on the effects based off of the blood and sweat experienced by people in countries to fight for a “better” condition

African American History Infographic

- **Overarching Themes**
  - Autonomy
  - Resistance
  - Reform
  - Radical

Time/Era (1)
- (a) African Origins to 1865
- (b) Long History of Equality (1865-1965)
- (c) 1965 to the Present

Location (2)
- International
- National
- Regional
- Local
- Connecticut
- Physical Health

Intersectionalism (3)
- Age
- Gender
- Class
- Ethnicity
- Other Races

(4)

By running the below subjects through these 4 categories CT students will get a thorough and nuanced understanding of the **dynamics of** Black History. !!

African American Events & Sections:

(These subjects should be put through the 4 above categories)

Example Topics: Ancient Egypt, Ghana, Middle Passage, Slave Revolts, Spirituals, Enslavement, 3/5 Clause, Haitian Revolution, The Amistad Case, Venture Smith, Underground Railroad, Civil War, Black Power, Civil Rights, Jazz, Hip Hop, Black Lives Matter.

Next Steps (Tentative)

Targets	Task	Responsible
June 3	Provide feedback to information shared today via Google Docs	Advisory Group
June 5	Finalize draft Scope and Sequence/Course Outline	Course Syllabus Committee
June 30	Identify Expert Review Panel	SERC
June 30	Draft Professional Learning Plan, including scaffolded supports, timeframes, potential speakers/experiences, materials, and costs	Professional Learning Plan
June 30	Draft RFP for Publication and Dissemination, including paper and digital formats, repository, and marketing/advocacy materials	Publications and Dissemination
July 8	Host Advisory Group Meeting	SERC
July 24	Draft Units of Study	Content Development Committees
Aug 21	Draft Course	Integration and Assessment *(anticipate revised meeting dates)*

Questions/Suggestions/Concerns of Group

- Consider what teacher preparation programs can do to support development
- Consider including coursework in job descriptions
- Agency aspects of content development at national, regional, and local will support students identity development through self-discovery (see infographic)
- Comprehensive, ongoing professional learning
- Consider policy changes/development that is needed to include pedagogy that includes all of our children
- Consider pursuit of a certification to teach this course given intention for K-12 curriculum; need to be prepared for this
- Look at “Peace Studies” certification program at Gateway CC, including coursework regarding communications and framework for undoing racism
- Include SERC work regarding Courageous Conversations in partnership with Pacific Education Group