

*Office of Culturally and Linguistically
Responsive Initiatives Presents*

CURRICULUM OVERVIEW & RESOURCE GUIDE

Dr. Fatima Morrell, Chief of CLRI



CLRI CURRICULA

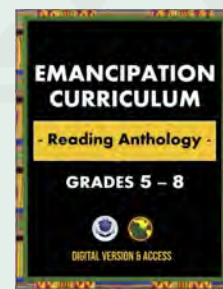
Summary:

The purpose of the CLRI Curricula is to share the value and best practices of culturally and linguistically responsive practices in order to support and respond to the growing needs of our diverse student population. The main components of the CLRI curriculum include the Emancipation Curriculum 2.0, EC Reading Anthologies, Rising Voices Curriculum, RV Mini Unit Plans, Puerto Rican History and Culture Course Curriculum, and National Heritage Lesson Packets. The curriculum provides supports, resources, exemplars, and a framework for stakeholders to receive lifelong meaningful learning experiences that inform, train, and support systemic culturally and linguistically responsive practices.

Emancipation Curriculum 2.0



EC Reading Anthologies



Rising Voices Curriculum



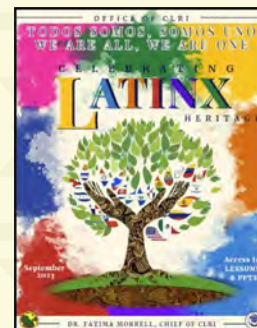
RV Mini Unit Plans



Puerto Rican Curriculum



National Heritage Packets



CLRI CURRICULA

NYSED: CR-S Framework



Creating a welcoming and affirming environment



Fostering high expectations and rigorous instruction



Identifying inclusive curriculum and assessment



Engaging in ongoing professional learning and support

Click to Access Educational Framework

BPS: 4 High Leverage Strategies

Buffalo Public Schools' Four High Leverage Strategies for CLRI & Look Fors



BPS High Leverage CLRI Strategy	Look Fors
<i>Create a Welcoming Environment</i>	<ul style="list-style-type: none"> • Teachers know students' names and can pronounce them correctly • Images, symbols, artifacts, and role models displayed represent the diversity of the students being taught • Multilingual labels of classroom items are evident • Steps are taken to recognize and honor the myriad of cultures reflected
<i>Rigorous Instruction & High Expectations for All</i>	<ul style="list-style-type: none"> • Teachers provide opportunities for all students to engage in developmentally appropriate lessons • Teachers provide enrichments and interventions based upon students' needs • Teachers value and encourage the use of students' home languages (translanguaging) • Teachers and all staff encourage high academic achievement for all
<i>Culturally Inclusive Curriculum</i>	<ul style="list-style-type: none"> • Teachers makes connections between the cultures and backgrounds of the students and the curriculum being taught • Culturally and linguistically relevant teaching resources and materials are infused into lessons (i.e. diverse literature, articles, and perspectives are incorporated into lessons) • Literacy forms the core of all culturally responsive instruction • Students are able to see themselves and their cultures positively in daily instruction
<i>Teacher, Administrator, and Staff Member Training on Culturally Relevant Pedagogy & Systemic Practices</i>	<ul style="list-style-type: none"> • Teachers, administrators, and staff members actively participate in district professional development on culturally responsive teaching, anti-racist pedagogy, and dismantling racial inequalities • Opportunities are provided during common planning times and departmental meetings to discuss culturally and linguistically relevant practices and strategies • Teachers, administrators, and staff members enrich their understanding of CLRI by participating in district-led book studies, workshops, conferences, and/or participating in other informative opportunities related to the backgrounds and cultures of the diverse district community we serve

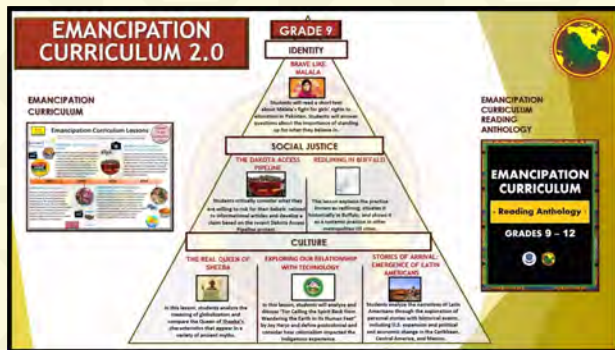
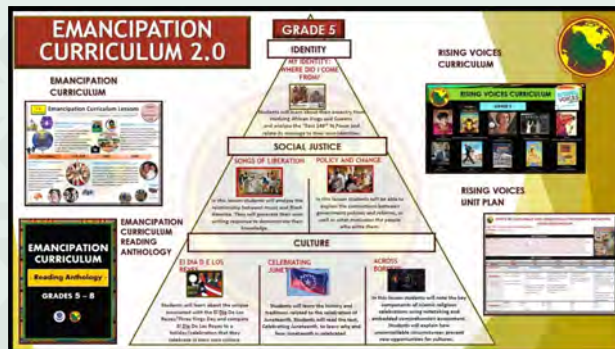
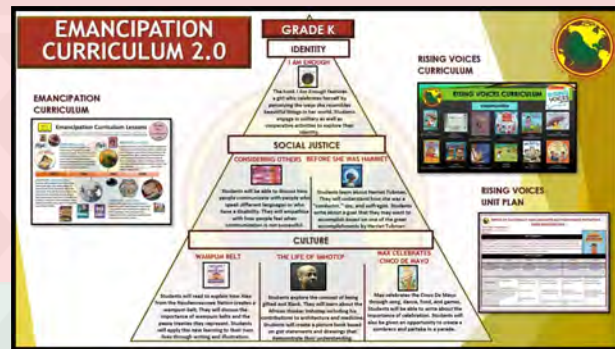
EMANCIPATION LESSONS

Summary:

As a response to the twin pandemics of Covid-19 and systemic oppression and racism, the Black Lives Matter (BLM) Guiding Principles have been included as foundational teaching strategies in an effort to center joy, equity, empathy, and cultural relevance in the lives of students.

As we address equity, anti-racism, social-emotional learning, and culturally responsive opportunities that edify Black and Brown voices in daily instruction, the National BLM Guiding Principles provide a strong equity framework for teaching and learning.

The said framework allows for us to build and teach ethnic curricula that infuses key learnings, historic contributions, and current events germane to the focus cultures of African Americans, Latinx, Indigenous, Asian American and New Americans who are representative of the majority of the student population in the Buffalo Public Schools.



EMANCIPATION LESSONS

How to Access:

The Emancipation Curriculum was designed to be assessed by district administrators, teachers, students, parents and extended families and care givers. Please follow the steps listed below to access the Interactive Timeline, and full Emancipation Curriculum for grade PK-12.

STEP 1:

Access the BPS Website

- Click on Departments
- Click on Culturally & Linguistically Responsive Initiatives

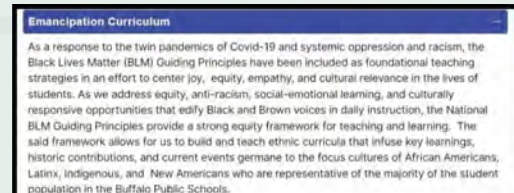
*Or Click on the Image to the right



STEP 2:

Scroll down to the blue expandable subheadings

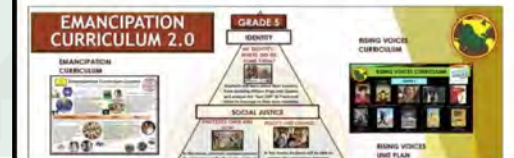
- Click on Emancipation Curriculum
- *Or Click on the image to the right



STEP 3:

Click on Link to Emancipation Curriculum

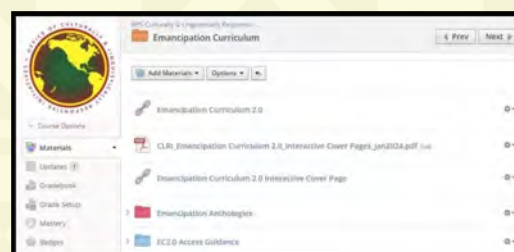
- 2.0 Folder to access Google Drive
- Click on the image to access the PDF



OR:

The CLRI Schoology Course can be utilized as an access point

- Course: "BPS Culturally and Linguistically Responsive Initiatives: Section 1"
- Click on the orange folder: Emancipation Curriculum

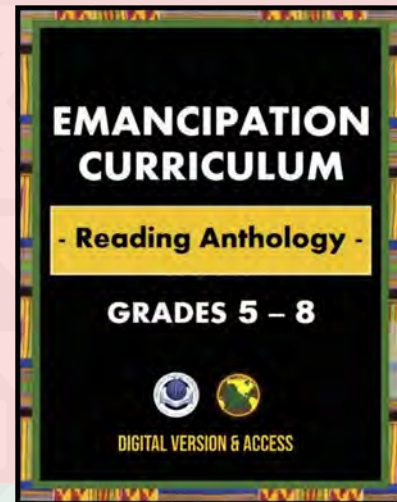


Click for Google Drive Access the Emancipation Curriculum 2.0

EC READING ANTHOLOGY

Summary:

The Reading Anthologies are collections of texts to support the implementation of the Emancipation Curriculum. These texts present students with opportunities to critically engage in content that directly supports the four high leverage strategies outlined in the NYSED CRS-E framework. Educators should utilize the anthologies to efficiently facilitate the EC Lessons and PPTs.



Components of the Resource:

Each 5-12 student receives:

1 Reading Anthology

2 versions:

-Grades 5-8 Text

-Grades 9-12 Text

(Each inclusive of 35-45 texts)

Emancipation Curriculum Reading Anthology 5-8
Digital Version - Including Lesson Links
Table of Contents

Readings	Lesson Links	Page
Associated Press, adapted by NewsELA John Lewis: One of the great civil rights and Congress: One at 80	John Lewis: 1st and 2nd Lessons	5
Associated Press, adapted by NewsELA "Rainald: An lights column to pick Detroit area's best-kept secret home"	Colony: A New York	8
Harrisburg, Pennsylvania "What is Hispanic Heritage Month?"	Lesson: Hispanic Heritage Month: What's the Deal?	10
Brownstein, Jacob E. "Court Vindicates Black Officer Fined for Stopping College's Childbirth"	Politics in Our Communities	13
Culley, Brenda J. "When Art is Medicine"	Digital Drama: Central America's Poets	15
Cramer, Ryan "Get to Know a Democrat running for Congress in New Mexico"	Government: Elections	18
Cramer, Ryan "How to Understand Culture"	History: How the World Works	21
Cricket Media, adapted by NewsELA "Mariano Rivera: Bravely Risked to End Segregation"	Let the Children March	22
History Channel "The Hispanic American Emergence"	The Emergence of Latino Communities in America	24
Immigrant Justice Project @ The Southern Poverty Law Center "Research the Power"	Civil Rights and Power	26
Taffe, Greg and Susan Neftzger "George Foy: 'Class One's' American Story: It's a Compromise"	Politics and Current Events: George Foy	39
Toner-Radogovic, John "John Lewis: Get to Know the Statesman Who Marched for Civil Rights"	Let the Children March	42
Kids Britannica Online "Maudie: Louis Braille and the Blind Man's World"	How Braille Invented and the Blind Man's World	50

Each 5-12 teacher receives:

-Digital file of each grade level Reading Anthology

-Digital file of each grade banded Reading Anthology including digital links in Table of Contents

-Digital links connected to grade level lesson and student-friendly power points

Emancipation Curriculum Reading Anthology 11-12
Digital Version - Including Lesson Links

Readings	Lesson Title	Page
Abraham, Sheila Excerpt from "African Dreams"	African and South Asian American after 9/11	109
Ball, Maria K. "Happy Anniversary: The emancipation story remains largely incomplete, over 150 years later"	Anniversary	173
Bignone, Bill "One Country: One Language? One Flag?"	The People's Progression and Priority	174
Burns, Jack "The Good Border: Refugee Camps"	Diplomacy in Transition	175
Chabon, Shirley "Shirley Chabon's Presidential Candidate Speech"	Challenges and Solutions: Change Candidate	176
Chavis, David "How Right to Protest?"	Let Children March: How to Protest	181
DeWitt, Nathan A. "The Puerto Massacre"	Puerto Rican Migration: From the Islands and the Puerto Massacre	184
DePue, Greg "The Origins of the Puerto Rican Debt Crisis"	American Culture: The Puerto Rican Debt Crisis	187
Dewey, Cassin "COVID-19 lays bare health disparities in Black communities"	Health Disparities in African Cities During COVID-19 Pandemic	190
DeWitt, Nathan A. "What to the Slave is the Fourth of July?"	Anniversary	193
DuBois, WEB "A Pathway to Suffrage"	A Pathway to Suffrage	194
Ellen, Amy "The Power of the Court: The Supreme Court's Role in the History of the United States"	The Power of the Court: The Supreme Court's Role in the History of the United States	198
Hauptman, Lawrence M and L. Gordon McLester III "Death in the Air: Justice Dr. Martin Luther King Jr. and the Memphis Sanitation Workers' Strike"	The Sanitation Workers' Strike and the Memphis Sanitation Workers' Strike	200
Hispanic Heritage Council of NYC "Bring Us Back: History Interview with Rosa Arias"	Local Latino and the History of Immigration	204
James, Adam "How Cesar Chavez Joined Larry Shriver to Demand Farm Workers' Rights"	Larry Shriver and the Farm Workers' Rights	210
Jones, Neil "Changing News Coverage of Police Brutality in San Francisco"	San Francisco Police Brutality	213

EC READING ANTHOLOGY

How to Access:

The Emancipation Curriculum was designed to be assessed by district administrators, teachers, students, parents and extended families and care givers. Please follow the steps listed below to access the Interactive Timeline, and full Emancipation Curriculum for grade PK-12.

STEP 1:

Access the BPS Website

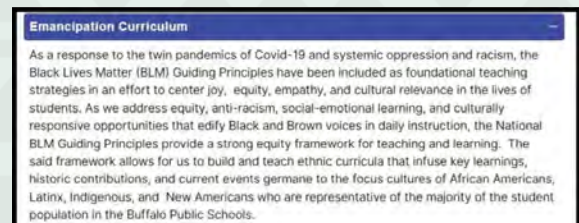
- Click on Departments
- Click on Culturally & Linguistically Responsive Initiatives
- *Or Click on the Image to the right



STEP 2:

Scroll down to the blue expandable subheadings

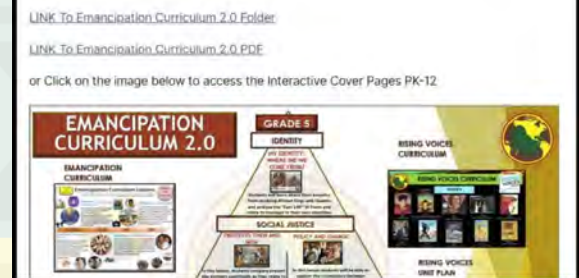
- Click on Emancipation Curriculum
- *Or Click on the image to the right



STEP 3:

Click on Link to Emancipation Curriculum 2.0 Folder

- Click on Emancipation Curriculum 2.0- Anthologies



OR:

The CLRI Schoology Course can be utilized as an access point

- Course: "BPS Culturally and Linguistically Responsive Initiatives: Section 1"
- Click on the orange folder: Emancipation Curriculum
- Click on the red folder: EC Reading Anthologies



Click for Google Drive Access the EC 2.0 Reading Anthologies

RISING VOICES

Summary:

Rising Voices is a collection of diverse classroom books for BPS students grades K-5, curated by Scholastic. These texts will provide students with diverse and multiple perspectives, as well as highlight and celebrate the legacies, histories, and cultures of people representative of the population of our district. Educators should utilize the books to support teaching of the Emancipation Curriculum.



Components of the Resource:

Each K-5 classroom receives:

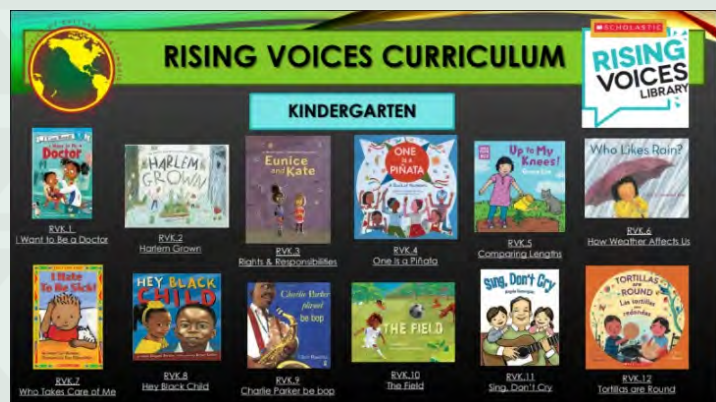
- 50 books per grade level in text set
- 25 highlighting Girls in STEAM
- 25 empowering Black and Latinx Boys

- 5 Main CASEL Model Themes in text set
- 5 books aligned to each theme
- 1 anchor text with a teacher lesson

- 10-12 additional books chosen by grade
- Full CLRI lessons developed by BPS teachers
- Student friendly, interactive PPTs connected to the books & lessons

- 1 Class set per grade level
- CLRI unit plan includes 5 mini lessons

- K- Pitter Pattern
- 1- A Team Stays Together
- 2- Zoey & Sassafra
- 3- EllRay Jakes is Magic
- 4- What Color is My World?
- 4- Finding Langston
- 5- Clayton Byrd Goes Underground



RISING VOICES MINI UNITS

Summary:

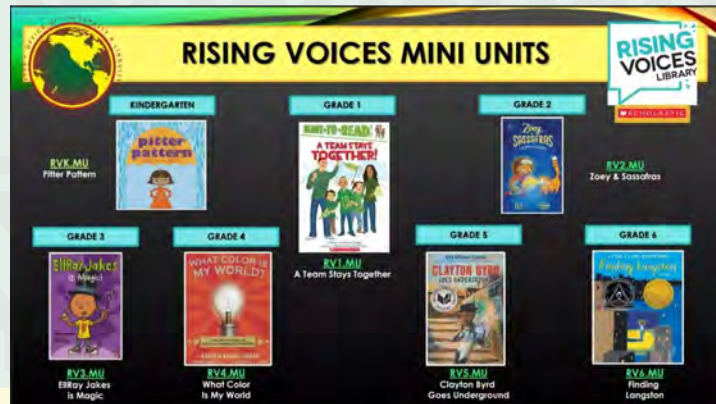
Rising Voices is a collection of diverse classroom books for BPS students grades K-6, curated by Scholastic. These texts will provide students with diverse and multiple perspectives, as well as highlight and celebrate the legacies, histories, and cultures of people representative of the population of our district. Educators should utilize the books to support teaching of the Emancipation Curriculum.



Components of the Resource:

Each K-6 classroom receives:

- 1 Class set per grade level
- CLRI unit plan includes 5 mini lessons along with 5 power points
- Content and standards connections to ELA, Social Studies, Math/Sci, Art/Music



- K- Pitter Pattern
- 1- A Team Stays Together
- 2- Zoey & Sassafras
- 3- EllRay Jakes is Magic
- 4- What Color is My World?
- 5- Clayton Byrd Goes Underground
- 6- Finding Langston

OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES					
RISING VOICES UNIT PLAN					
TEXT TITLE: Zoey and Sassafras: The Pod and the Bog AUTHOR: Asia Citro Grade: 2					
UNIT SUMMARY This unit plan contains 5 lessons to follow the theme of the book "Zoey and Sassafras: The Pod and the Bog". There are 2 ELA lesson plans, a social studies lesson plan, a science lesson plan, and an art lesson plan. In this unit the students will be reading, writing, and exploring scientific topics. This unit plan will give students the opportunity to make connections to text and to the real world to allow them to create inferences.					
UNIT AT A GLANCE					
FOCUS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	ELA	ELA	SS	SCI	ART
LINK TO PPT	RV2.Days1.PPT	RV2.Days2.PPT	RV2.Days3.PPT	RV2.Days4.PPT	RV2.Days5.PPT
OBJECTIVES Students will be able to:	Develop and answer questions related to a text. Make inferences based on a text.	Write to make connections with a text with evidence.	Identify the characteristics of different communities.	Plan and conduct an investigation to describe plant growth.	Create an art project that incorporates labeled parts of a plant. Identify and label the main parts of a plant.
STANDARDS	ELA 2R1 2R2 2R3	ELA 2R1 2R2 2R3 2W3	SS 2.1 2.3a 2.2 2.2a	SCI 2-PS1-1 2-PS1-3 2-LS2-1	Art 5
LAUNCH Activating prior knowledge:	Launch the lesson with the video about women in science on the first slide of the attached powerpoint.	Think write pair-share How do you connect with others?	Begin the lesson by asking students if they know what a community	Launch this lesson by showing a plant grow. The clip is attached to the first slide.	The students follow a story by stop video of a drawing on youtube to capture their interest.

RISING VOICES MINI UNITS

How to Access:

The Rising Voices Text with Mini Unit per grade level developed by BPS teachers was designed to be assessed by district administrators and classroom teachers. In addition, BPS students, parents, extended families and care givers are encouraged to view and utilize this resource during reading time at home. Please follow the steps listed below to access the Rising Voices Mini Unit Interactive Cover Page for grades K-6.

STEP 1:

Access the BPS Website

- Click on Departments
- Click on Culturally & Linguistically Responsive Initiatives
- *Or Click on the Image to the right

STEP 2:

Scroll down to the blue expandable subheadings

- Click on Rising Voices Mini Unit Image
- *Or Click on the image to the right

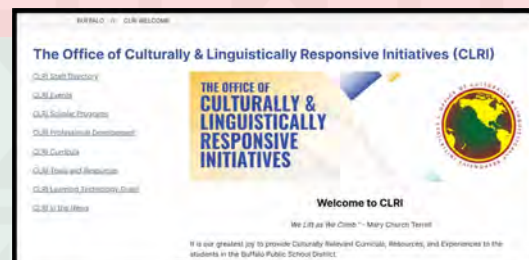
STEP 3:

Scroll down on the Interactive Cover Page (PDF document) to locate the desired grade level

- Locate specific book title
- Click on the RV and book title beneath the book cover image

STEP 4:

- CLRI Lesson plan will immediately open
- Print as is, in view only mode
- Download to Word and make modifications for specific students
- Click on the blue PPT heading to access the corresponding student friendly PPT



Click for Google Drive Access the Rising Voices Interactive Cover Page

NATIONAL HERITAGE PACKETS

Summary:

These Heritage Packet Resources incorporate diverse sets of lessons surrounding Federally Designated Heritage Months. Each academic year new lesson compendiums are presented to the BPS community to honor, celebrate and reflect upon the rich history and cultures of the identified groups of American people. It is important to note the interactive lessons, powerpoints, and activities can be utilized throughout the entire year and not only during designated monthly heritage themes.



Components of the Resource:

These lesson resource packets ensure that joy and historical accuracy are centered in the lives of ALL of our students. Highlighted Peoples & Histories Include:

Asian and Pacific Islander Heritage

Black History and Heritage

Indigenous Heritage

Juneteenth Freedom Day

Ketanji Brown Jackson

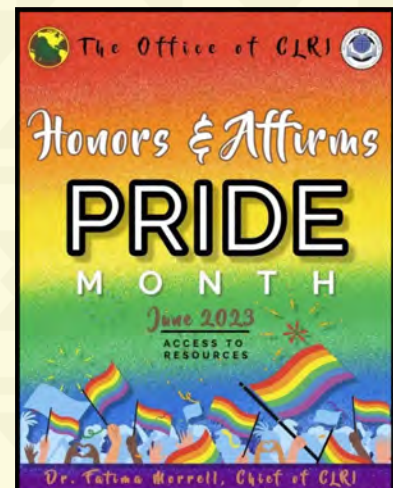
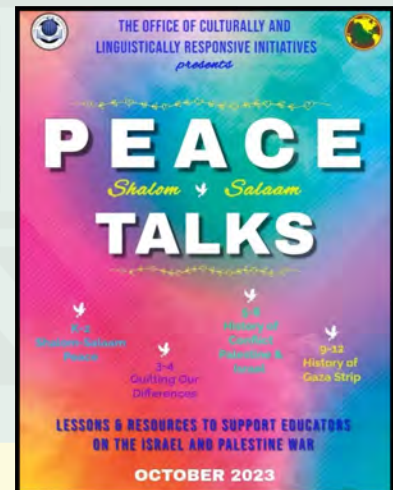
Latinx History and Culture

Pride Month

Social Justice Lessons

Women's History Month

Peace Talks



PUERTO RICAN CURRICULUM

Summary:

This unique elective, full-year, BPS course was developed by the Office of CLRI Curriculum Committee and the Western New York Hispanic Heritage Council. This course entitled, Puerto Rican History and Culture, highlights important history, influential art, and architecture from Puerto Rico. It also incorporates Puerto Rican culture into the thread of the United States' development and society within the lessons.



Components of the Resource:

This full-year course is split into ten units that contain many diverse and interactive lessons and text

- Units focus on history such as:
 - Taino people of Puerto Rico
 - the enslavement of Africans who were taken to Puerto Rico against their will
 - Arrival of the Spanish
 - Educational system in Puerto Rico
 - Incorporation of Puerto Rico into the United States street art, music, and dance
 - Puerto Rican influence on Buffalo, NY

Full course curriculum scope and sequence including lesson links are available for educators

Lessons are aligned NYS Common Core Standards for Social Studies

Lesson plan documents contain a summary, objectives, essential questions, text resources, multi-modality instructional questions steps, and appendices with printable worksheets and activities

OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES
Puerto Rican History & Culture

Grade 11-12
 Unit 2, Lesson 1 & 4
 Duration: 90 minutes

BPS INSTRUCTIONAL PRIORITIES
 as per Bureau Office Memo, prior instruction

Use of District Approved Materials with Faculty: All Students Read: All Students Write: All Students Exhibit Their Learning: All students Engage in Critical and Creative Thinking

LESSON TITLE: The Five Themes of Geography and Human-Environment Interaction

In this two-day lesson, students will learn how the interaction of human, physical, and environmental components affects people in Puerto Rico. Students will read, listen, and answer a question that reflects the Five Themes of Geography, and work in groups to create a small improvement project that would improve each theme. This lesson will allow students to draw evidence on how people interact and can change their living environment.

LESSON OBJECTIVES
 For these four lessons:

Students will be able to:

- Show understanding of the five themes of geography by creating a visual representation.
- Explain how human activities have a significant influence on the environment in Puerto Rico.
- Discuss the ways in how cultural groups interact with the environment in Puerto Rico.

ESSENTIAL QUESTIONS
 No more than 2 questions

- How do geography, climate, and natural resources affect how people live and work?
- In what ways does how we live impact today how people live in the future?
- How does Puerto Rico's geography influence the choices we make and what evidence do we have to support our decisions in print and digital texts?

NYS SOCIAL STUDIES STANDARDS

Social Studies

SEP2a: Use precise language and content-specific vocabulary to inform and/or to explain the topic.

8Aa: Determine the meaning of words and phrases used in a text, including content-specific vocabulary related to history/social studies.

8B: Integrate social information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Week	Day	Topic	Content	Resources	Activities	Assess
1	9/10/17	1.1.1	1.1.2	1.1.3	1.1.4	1.1.5
2	9/17/17	1.2.1	1.2.2	1.2.3	1.2.4	1.2.5
3	9/24/17	1.3.1	1.3.2	1.3.3	1.3.4	1.3.5
4	10/1/17	1.4.1	1.4.2	1.4.3	1.4.4	1.4.5
5	10/8/17	1.5.1	1.5.2	1.5.3	1.5.4	1.5.5
6	10/15/17	1.6.1	1.6.2	1.6.3	1.6.4	1.6.5
7	10/22/17	1.7.1	1.7.2	1.7.3	1.7.4	1.7.5
8	10/29/17	1.8.1	1.8.2	1.8.3	1.8.4	1.8.5
9	11/5/17	1.9.1	1.9.2	1.9.3	1.9.4	1.9.5
10	11/12/17	1.10.1	1.10.2	1.10.3	1.10.4	1.10.5
11	11/19/17	1.11.1	1.11.2	1.11.3	1.11.4	1.11.5
12	11/26/17	1.12.1	1.12.2	1.12.3	1.12.4	1.12.5
13	12/3/17	1.13.1	1.13.2	1.13.3	1.13.4	1.13.5
14	12/10/17	1.14.1	1.14.2	1.14.3	1.14.4	1.14.5
15	12/17/17	1.15.1	1.15.2	1.15.3	1.15.4	1.15.5
16	12/24/17	1.16.1	1.16.2	1.16.3	1.16.4	1.16.5
17	12/31/17	1.17.1	1.17.2	1.17.3	1.17.4	1.17.5
18	1/7/18	1.18.1	1.18.2	1.18.3	1.18.4	1.18.5
19	1/14/18	1.19.1	1.19.2	1.19.3	1.19.4	1.19.5
20	1/21/18	1.20.1	1.20.2	1.20.3	1.20.4	1.20.5
21	1/28/18	1.21.1	1.21.2	1.21.3	1.21.4	1.21.5
22	2/4/18	1.22.1	1.22.2	1.22.3	1.22.4	1.22.5
23	2/11/18	1.23.1	1.23.2	1.23.3	1.23.4	1.23.5
24	2/18/18	1.24.1	1.24.2	1.24.3	1.24.4	1.24.5
25	2/25/18	1.25.1	1.25.2	1.25.3	1.25.4	1.25.5
26	3/4/18	1.26.1	1.26.2	1.26.3	1.26.4	1.26.5
27	3/11/18	1.27.1	1.27.2	1.27.3	1.27.4	1.27.5
28	3/18/18	1.28.1	1.28.2	1.28.3	1.28.4	1.28.5
29	3/25/18	1.29.1	1.29.2	1.29.3	1.29.4	1.29.5
30	4/1/18	1.30.1	1.30.2	1.30.3	1.30.4	1.30.5
31	4/8/18	1.31.1	1.31.2	1.31.3	1.31.4	1.31.5
32	4/15/18	1.32.1	1.32.2	1.32.3	1.32.4	1.32.5
33	4/22/18	1.33.1	1.33.2	1.33.3	1.33.4	1.33.5
34	4/29/18	1.34.1	1.34.2	1.34.3	1.34.4	1.34.5
35	5/6/18	1.35.1	1.35.2	1.35.3	1.35.4	1.35.5
36	5/13/18	1.36.1	1.36.2	1.36.3	1.36.4	1.36.5
37	5/20/18	1.37.1	1.37.2	1.37.3	1.37.4	1.37.5
38	5/27/18	1.38.1	1.38.2	1.38.3	1.38.4	1.38.5
39	6/3/18	1.39.1	1.39.2	1.39.3	1.39.4	1.39.5
40	6/10/18	1.40.1	1.40.2	1.40.3	1.40.4	1.40.5
41	6/17/18	1.41.1	1.41.2	1.41.3	1.41.4	1.41.5
42	6/24/18	1.42.1	1.42.2	1.42.3	1.42.4	1.42.5
43	7/1/18	1.43.1	1.43.2	1.43.3	1.43.4	1.43.5
44	7/8/18	1.44.1	1.44.2	1.44.3	1.44.4	1.44.5
45	7/15/18	1.45.1	1.45.2	1.45.3	1.45.4	1.45.5
46	7/22/18	1.46.1	1.46.2	1.46.3	1.46.4	1.46.5
47	7/29/18	1.47.1	1.47.2	1.47.3	1.47.4	1.47.5
48	8/5/18	1.48.1	1.48.2	1.48.3	1.48.4	1.48.5
49	8/12/18	1.49.1	1.49.2	1.49.3	1.49.4	1.49.5
50	8/19/18	1.50.1	1.50.2	1.50.3	1.50.4	1.50.5
51	8/26/18	1.51.1	1.51.2	1.51.3	1.51.4	1.51.5
52	9/2/18	1.52.1	1.52.2	1.52.3	1.52.4	1.52.5
53	9/9/18	1.53.1	1.53.2	1.53.3	1.53.4	1.53.5
54	9/16/18	1.54.1	1.54.2	1.54.3	1.54.4	1.54.5
55	9/23/18	1.55.1	1.55.2	1.55.3	1.55.4	1.55.5
56	9/30/18	1.56.1	1.56.2	1.56.3	1.56.4	1.56.5
57	10/7/18	1.57.1	1.57.2	1.57.3	1.57.4	1.57.5
58	10/14/18	1.58.1	1.58.2	1.58.3	1.58.4	1.58.5
59	10/21/18	1.59.1	1.59.2	1.59.3	1.59.4	1.59.5
60	10/28/18	1.60.1	1.60.2	1.60.3	1.60.4	1.60.5
61	11/4/18	1.61.1	1.61.2	1.61.3	1.61.4	1.61.5
62	11/11/18	1.62.1	1.62.2	1.62.3	1.62.4	1.62.5
63	11/18/18	1.63.1	1.63.2	1.63.3	1.63.4	1.63.5
64	11/25/18	1.64.1	1.64.2	1.64.3	1.64.4	1.64.5
65	12/2/18	1.65.1	1.65.2	1.65.3	1.65.4	1.65.5
66	12/9/18	1.66.1	1.66.2	1.66.3	1.66.4	1.66.5
67	12/16/18	1.67.1	1.67.2	1.67.3	1.67.4	1.67.5
68	12/23/18	1.68.1	1.68.2	1.68.3	1.68.4	1.68.5
69	12/30/18	1.69.1	1.69.2	1.69.3	1.69.4	1.69.5
70	1/6/19	1.70.1	1.70.2	1.70.3	1.70.4	1.70.5
71	1/13/19	1.71.1	1.71.2	1.71.3	1.71.4	1.71.5
72	1/20/19	1.72.1	1.72.2	1.72.3	1.72.4	1.72.5
73	1/27/19	1.73.1	1.73.2	1.73.3	1.73.4	1.73.5
74	2/3/19	1.74.1	1.74.2	1.74.3	1.74.4	1.74.5
75	2/10/19	1.75.1	1.75.2	1.75.3	1.75.4	1.75.5
76	2/17/19	1.76.1	1.76.2	1.76.3	1.76.4	1.76.5
77	2/24/19	1.77.1	1.77.2	1.77.3	1.77.4	1.77.5
78	3/3/19	1.78.1	1.78.2	1.78.3	1.78.4	1.78.5
79	3/10/19	1.79.1	1.79.2	1.79.3	1.79.4	1.79.5
80	3/17/19	1.80.1	1.80.2	1.80.3	1.80.4	1.80.5
81	3/24/19	1.81.1	1.81.2	1.81.3	1.81.4	1.81.5
82	3/31/19	1.82.1	1.82.2	1.82.3	1.82.4	1.82.5
83	4/7/19	1.83.1	1.83.2	1.83.3	1.83.4	1.83.5
84	4/14/19	1.84.1	1.84.2	1.84.3	1.84.4	1.84.5
85	4/21/19	1.85.1	1.85.2	1.85.3	1.85.4	1.85.5
86	4/28/19	1.86.1	1.86.2	1.86.3	1.86.4	1.86.5
87	5/5/19	1.87.1	1.87.2	1.87.3	1.87.4	1.87.5
88	5/12/19	1.88.1	1.88.2	1.88.3	1.88.4	1.88.5
89	5/19/19	1.89.1	1.89.2	1.89.3	1.89.4	1.89.5
90	5/26/19	1.90.1	1.90.2	1.90.3	1.90.4	1.90.5
91	6/2/19	1.91.1	1.91.2	1.91.3	1.91.4	1.91.5
92	6/9/19	1.92.1	1.92.2	1.92.3	1.92.4	1.92.5
93	6/16/19	1.93.1	1.93.2	1.93.3	1.93.4	1.93.5
94	6/23/19	1.94.1	1.94.2	1.94.3	1.94.4	1.94.5
95	6/30/19	1.95.1	1.95.2	1.95.3	1.95.4	1.95.5
96	7/7/19	1.96.1	1.96.2	1.96.3	1.96.4	1.96.5
97	7/14/19	1.97.1	1.97.2	1.97.3	1.97.4	1.97.5
98	7/21/19	1.98.1	1.98.2	1.98.3	1.98.4	1.98.5
99	7/28/19	1.99.1	1.99.2	1.99.3	1.99.4	1.99.5
100	8/4/19	1.100.1	1.100.2	1.100.3	1.100.4	1.100.5

PUERTO RICAN CURRICULUM

How to Access:

The Puerto Rican History and Culture Curriculum developed by BPS teachers and the Western New York Hispanic Heritage Council was designed to be accessed by teachers of this elective course. In addition, BPS students, parents, extended families and care givers are encouraged to utilize this resource at home to supplement learning about the rich histories of Puerto Rican culture. Please follow the steps listed below to access the Puerto Rican Unit Plans and Lessons for grades 11-12.

STEP 1:

Access the BPS Website

- Click on Departments
- Click on Culturally & Linguistically Responsive Initiatives
- Click on CLRI Curricula
- *Or Click on the Image to the right



STEP 2:

Scroll down to the blue expandable subheadings

- Click on Puerto Rican History and Culture Curriculum Timeline
- *Or Click on the Image to the right



STEP 3:

- Click anywhere on the Timeline
- *Or Click on the Image to the right



STEP 4:

- Option A: Click the dark purple button at the top left to access the course scope and sequence
- Option B: Click the red button at the top right to access the curriculum documents in unit by unit folders
- *Or Click on the Image to the right



Click for Google Drive Access the Puerto Rican Unit Plans and Lessons