

The School District of Alachua County Presentation of the African and African American Studies Curriculum Initiative

Overview of the Legal, Structure and Curriculum Requirements

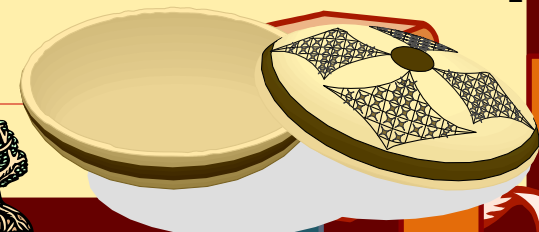
Presentation to the Alachua County
African American History Task Force

Implementation of the African and African American Studies Curriculum Initiative

by
Dr. Patrick Coggins, Consultant
Ph.D., JD, LLD (Hon), EdS., M.S
September 6, 2019



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Purpose is to update Alachua County Stakeholders on the African-American Studies Curriculum Initiative

The purpose of this Presentation is to appraise the African American History Task Force about the Implementation processes related to the African and African American Studies Curriculum Initiative.



Presentation to Alachua County African American History Task Force headed by Dr. Gordon. Professor Emeritus

Implementation of the K-12
Comprehensive
Interdisciplinary African and
African American Studies
Curriculum Initiative



The Ultimate Goal of Today's Session

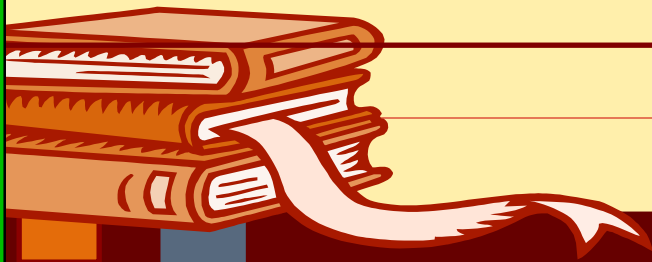
□ To enable community stakeholders to understand the relevant curriculum strategies to teach the African and African American Studies and Cultures while enhancing the academic achievement for all students



WHY THE AFRICAN AND AMERICAN STUDIES CURRICULUM FRAMEWORKS?

FOCUS IS:

- To Correct past omissions and inaccuracies.
- ~~Supplement partial information which is lacking in many textbooks.~~
- To Integrate African and African American History and Contributions.
- Avoid teaching African America History as an appendage.
- To Go beyond teaching African American History during Black History month of February.
- To Develop units written by teachers as “Teacher Friendly” resources.
- Involve the Community in the content of the local history and other areas.



Specific Objectives of the African and African American Studies Curriculum Initiative

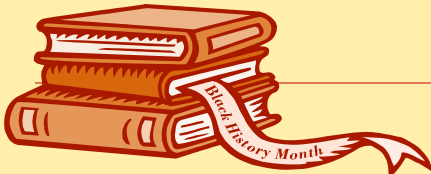
The Objectives include:

Short Term:

- 1. Affirm the Implementation of the African and African American Studies curriculum by teaching rigorous elective and infused courses in African and African American Studies.**
- 2. Achieve Exemplary Status in Spring of 2020 from the Florida Commissioner of Education African American History Task Force.**

Long Term Goals:

- 1. To systematically infuse African and African American Studies and Contributions into core subjects including Language Arts, STEAM, Humanities, Social Studies and other subjects within the scope of the seven (7) elements of the African and African and African American Studies Model.**
- 2. Secure consensus on the African and African American Studies Curriculum Frameworks to be implemented as a seamless part of the District's curriculum.**
- 3. Assist in "Closing the Achievement Gap "**



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Overview of African and African American Studies Curriculum



The Rationale

“The Why”

The African and African American Curriculum will be one of the vehicles to enhance student achievement and close the achievement gap with the infusion of the legacy and roots in Ancient Africa, the Diaspora, the Americas and the world. Unique perspectives on freedom, justice, and equality are major portions of this evolving legacy that will be infused in the African and African American studies Curriculum.



Overview cont'd

The Vision "The What"



The African and African American Infusion Curriculum will enable students to experience a school culture of inclusiveness and respect for all cultures through the infusion of the African and African American studies content throughout the district's curriculum.



Overview cont'd

The Mission *"The How"*



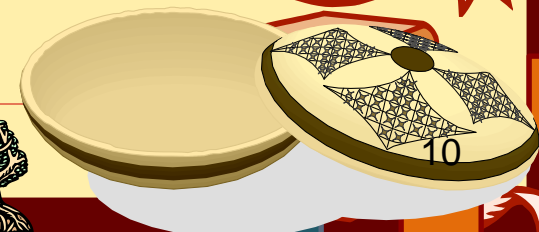
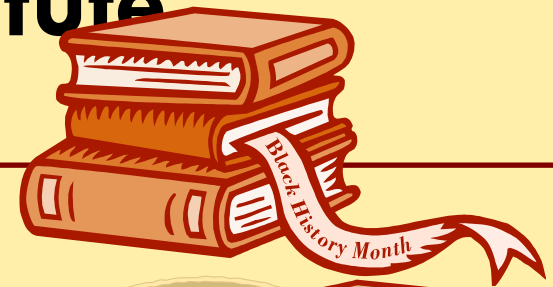
To develop and infuse the African and African American historic and contemporary experiences into the ACPS Curriculum This infused K-12 curriculum will show the rich contributions of Africans and African Americans in Florida, United States and the world.



FOCUS I



**The Factors which are driving
the implementation of the
Florida Statute
233:061.(2), 1994 as
amended by Florida Statute
1003.42 (2)(h) 2002**



THE NEW FLORIDA LAW



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Understanding the Florida Educational Goals and Laws that are included in Florida Statute 1003.42,(1994), as Amended (2002)

- ❑ ***The Declaration of Independence***
- ❑ ***Republican Form of Government***
- ❑ ***U.S. Constitution***
- ❑ ***Flag Education, Display and Flag Salute***
- ❑ ***Civil Government***
- ❑ ***History of Holocaust (1933-1945)***
- ❑ ***History of African Americans***
- ❑ ***Study of Hispanic Contributions to the United States***
- ❑ ***Study of Women's Contributions***
- ❑ ***Character Development***
- ❑ ***Education for Speakers of Other Languages (ESOL) FS 1011.62***
- ❑ ***Accomplished Practices***

Diversity: Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs and socio-economic background.



NO TIME FOR MISTAKES

- ❑ "There is no mistake so great
- ❑ As the mistake of not going on"
- ❑ You were running a good race, who cut in on you and kept you from obeying the truth"(Galatians 5:7)



The Florida Statute

In 1994 and 2002, the Florida Legislature passed the following law that required instruction for African and African American History:

“§ 233.061 (2) (g) 1994 and 1003.42 (2) (h) 2002 as amended, F.S. reads, *“The history of African Americans, including the history of African people before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.”*”



This law provides that, “Members of the instructional staff of the public schools shall teach efficiently and faithfully, using books and materials required, following prescribed course of study, and employing approved methods of instruction.”



Why Teach It? It is the Law

- To teach African and African American Studies **is to teach American history**
- The research shows that teaching African and African American Studies:
 - Enhances **self esteem** of African American and all children.
 - Increases **student academic performance.**
 - Increases ***positive perception of African Descent and African Americans*** as a group in American society, the world and especially Alachua County.



Strengthening Self Efficacy and DEBUNKING THE DEFICIT MODEL

Cognition is shaped by ideas/information.



"When an individual fails to teach or learn their history and culture sooner or later it will be forgotten and the individual or group will be rendered nameless and faceless."

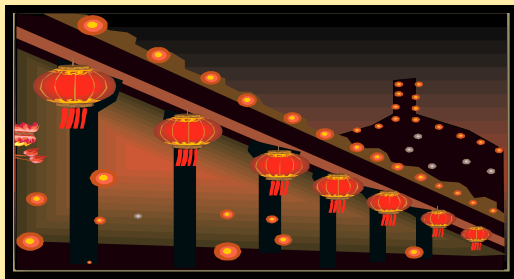
Carter G. Woodson (1926)



Paradigm Shift is Calling

Chinese and Japanese argue:

"When a student is not succeeding and have low scores, it is a not sign of low ability, but rather, it should be evidence that the student has not yet achieved his/her potential through persistence and hard work"



(Stevenson & Sigler 2003, Gay, 2003)



African and African American Studies Curriculum Initiative

- ❑ Theme:
 - ❑ Building a bright future based on real student achievement for African Americans students and all students in the School District of Alachua County.



MORAL VS. LEGAL ISSUE?

- *THE QUESTION THAT EACH EDUCATOR MUST ANSWER AS HE/SHE CONTEMPLATES THE TEACHING OF THE CURRICULUM IN AFRICAN DESCENT AND AFRICAN AMERICANS IS; "WHETHER THE DRIVING FORCE IS A MORAL IMPERATIVE OR A LEGAL IMPERATIVE REQUIRED INSTRUCTION FROM K-12 ALL SUBJECT AREAS?"*



MORAL REASON FOR TEACHING AFRICAN AMERICAN HISTORY TODAY

- **Dr. Carter G. Woodson, in his 1957 book on the Miseducation of the Negro argued vigorously that his research (1926-1950s) showed that the failure to teach African Americans their history has been the source of miseducation.**
- **Dr. Woodson's research in 1926 can be summarized in his own words,**
 - ***“When a group or ethnic group fails to teach their history and culture, sooner or later that history and culture will be forgotten and the group or ethnic group will be rendered nameless and faceless.” (Woodson, p.27)***



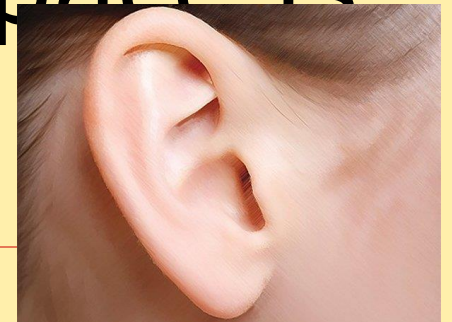
ACADEMIC ACHIEVEMENT IS POSSIBLE

- ❑ COGNITION IS SHAPED BY THE IMAGES We receive and perceive such as “CCI”
- ❑ CULTURE AND CULTURAL INFORMATION
- ❑ EVIDENCE THAT PHD IN 2010 from FAMU FOUND THAT *“THE students who received the African and African American Studies content did better on FCAT TESTS”*
- ❑ Banks(2009) found that *“There is a strong relationship between culture and positive academic performance”*



WHAT WE HEAR DETERMINES OUR DESTINY

- ❑ “It is not what you tell people that counts
- ❑ It’s what they hear”
- ❑ “In the space age.....
- ❑ The most important space is between the ears”



THE DANGER OF A SINGLE STORY

TED
Talks

Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.



"The single story creates stereotypes and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."

-Chimamanda Adichie



The Curriculum will Focus On?

- ❑ 1. The seven (7) elements of the requirement in 1003.42(2)(h)2002
- ❑ 2. Recommended content areas for teachers to include in the curriculum
- ❑ 3. Develop units, and lessons/modules in the content areas and post these electronically.



THE MODEL FOR AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM

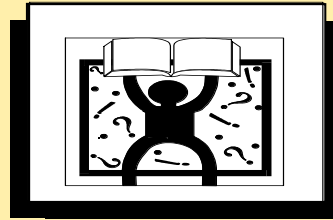
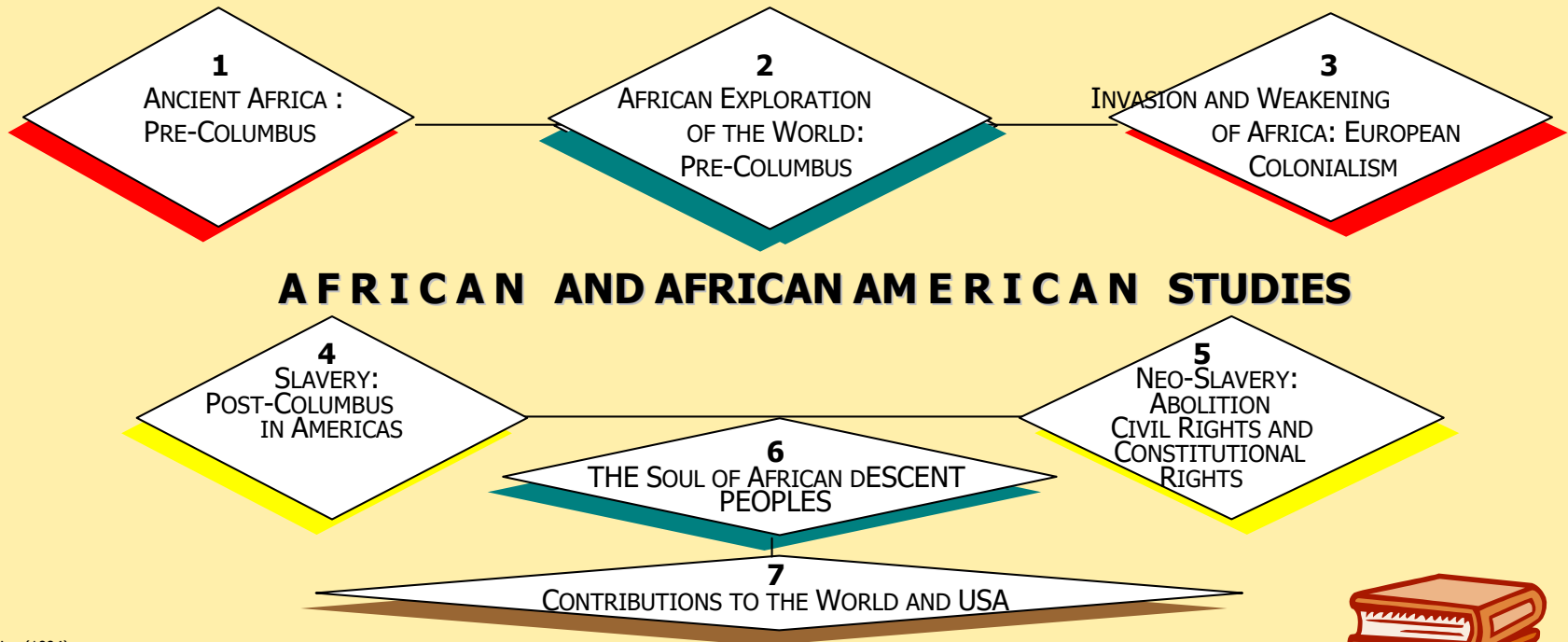


FIGURE 1



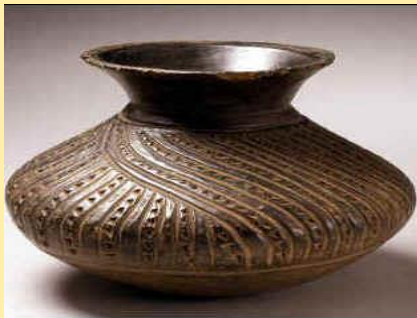
AFRICAN AND AFRICAN AMERICAN STUDIES



AN EFFECTIVE MODEL FOR AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM

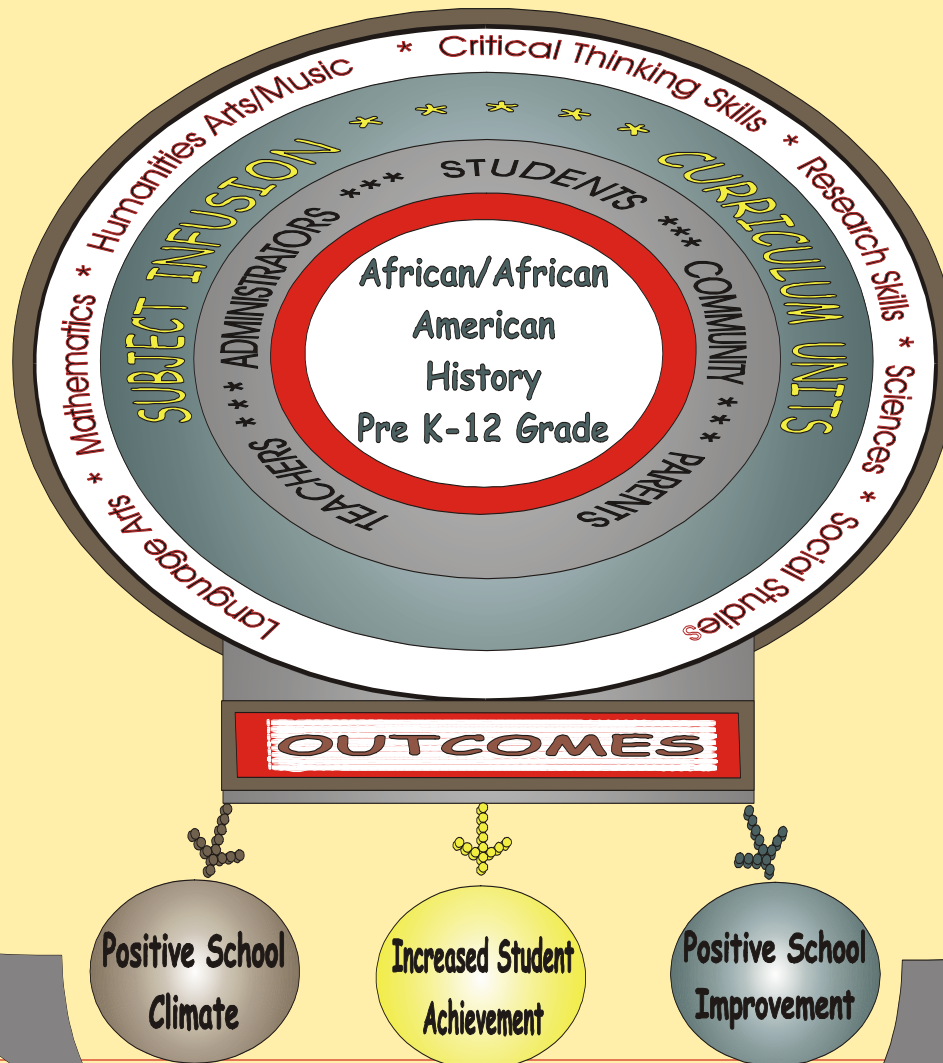
OUTLINE

1. Ancient Africa: Pre-Columbus <ul style="list-style-type: none"> <input type="checkbox"/> Kingdoms <input type="checkbox"/> Classical Civilizations <input type="checkbox"/> Diaspora <input type="checkbox"/> Contributions 	2. African Explorations of the World: Pre-Columbus <ul style="list-style-type: none"> <input type="checkbox"/> Trade <input type="checkbox"/> Moors <input type="checkbox"/> Explorations <input type="checkbox"/> African Explorers in the World <input type="checkbox"/> African Presence in Europe <input type="checkbox"/> South America, Americas and the World 	
3. The Invasion and Weakening of Africa <ul style="list-style-type: none"> <input type="checkbox"/> European colonialism <input type="checkbox"/> European exploitation <input type="checkbox"/> Slavery <input type="checkbox"/> Tribal/National Conflicts <input type="checkbox"/> The expansion of Sahara desert 	4. Slavery: Post-Columbus in the Americas <ul style="list-style-type: none"> <input type="checkbox"/> Slave Trade <input type="checkbox"/> Slavery in North America <input type="checkbox"/> Slavery in South America 	
5. Neo-Slavery: abolition, Civil Rights and Constitutional Rights <ul style="list-style-type: none"> <input type="checkbox"/> Abolition <input type="checkbox"/> Bill of Rights <input type="checkbox"/> Struggle for Civil Rights 	6. The Soul of Africans and African Americans <ul style="list-style-type: none"> <input type="checkbox"/> Myths <input type="checkbox"/> Values <input type="checkbox"/> The Harlem Renaissance 	<ul style="list-style-type: none"> <input type="checkbox"/> Myths <input type="checkbox"/> Resources
7. Contributions of African Americans to the United States of America and to the World <ul style="list-style-type: none"> <input type="checkbox"/> Art-Literature-Music-Politics-Science-Religion-Medicine and other areas. 		



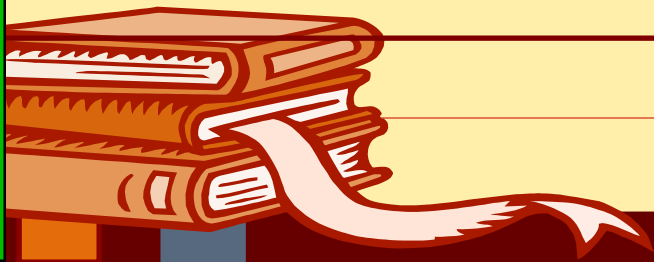
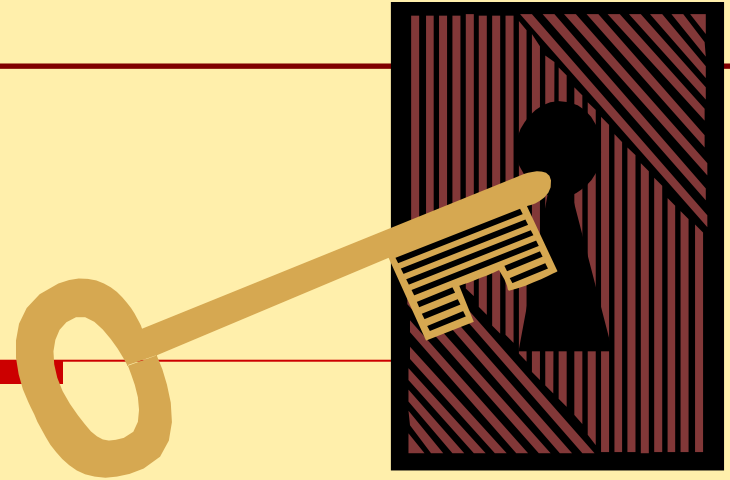
The African and African American History Infusion Model

By Dr. Patrick Coggins



FOCUS II

What are the keys to successful implementation of the curriculum on African and African American History Curriculum?

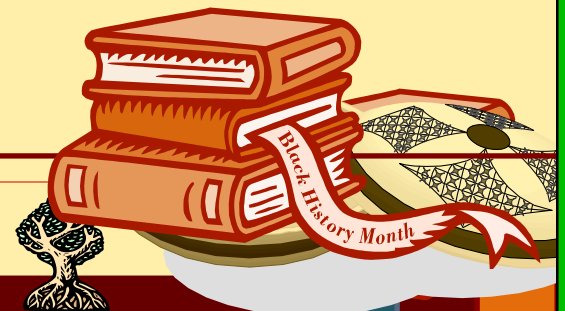
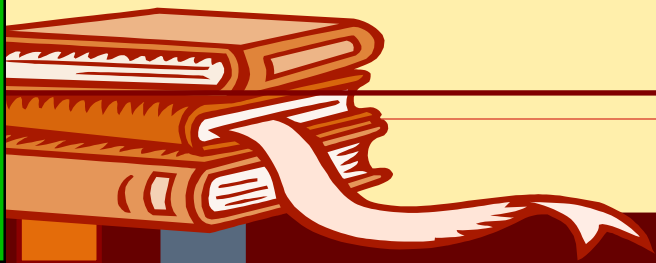


Aligning Differentiated Instruction with Culturally Responsive Pedagogy

“The creation of a culturally responsive education system, grounded in the belief that all culturally and linguistically diverse students can excel in school when their culture, language, heritage and experiences are valued and used to facilitate their learning and development and they are provided access to high quality teachers, programs, and resources” (Metropolitan Center for Urban Education, 2008, p. 2).



1. Know the elements of the law.
2. Believe that all students have a right to be taught their culture and history .
3. ~~Carter G. Woodson (1926) – Father of Negro~~
(Black) History Week/Month.
4. Use a curriculum infusion strategy that Links whatever we teach to the Standards and District requirements
5. Focus on all seven (7) elements of the model by Coggins (1994).



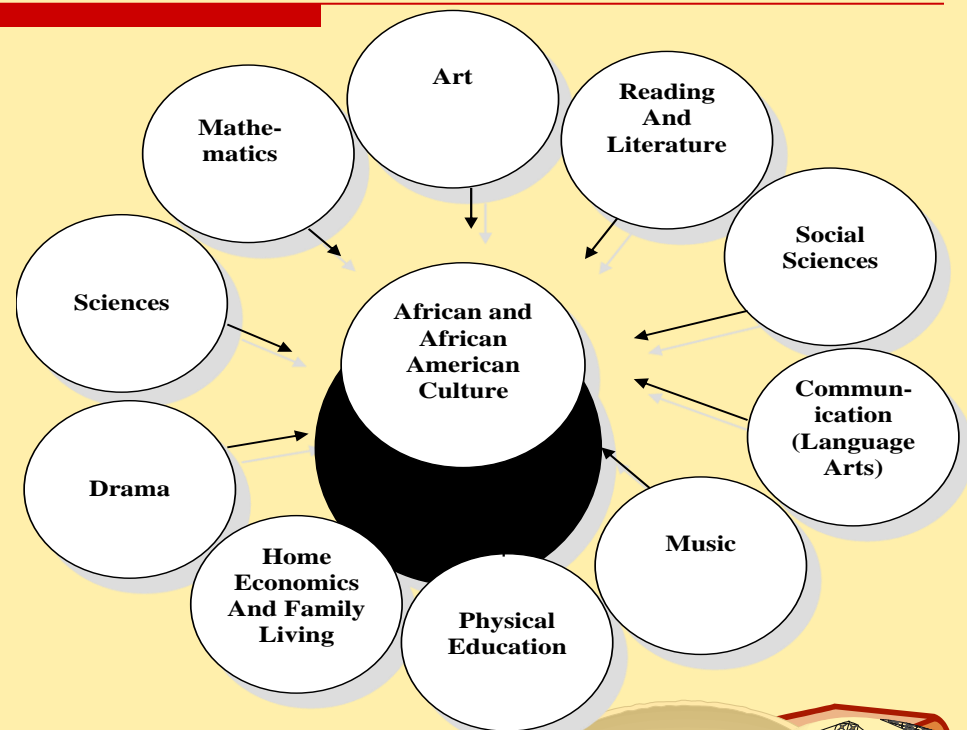
INFUSION MODEL as District's Goal

- ❑ Consider the benefits of an Infusion Model
- ❑ single courses will evolve at various grade levels.
- ❑ Move to an Infused and Integrated Curriculum

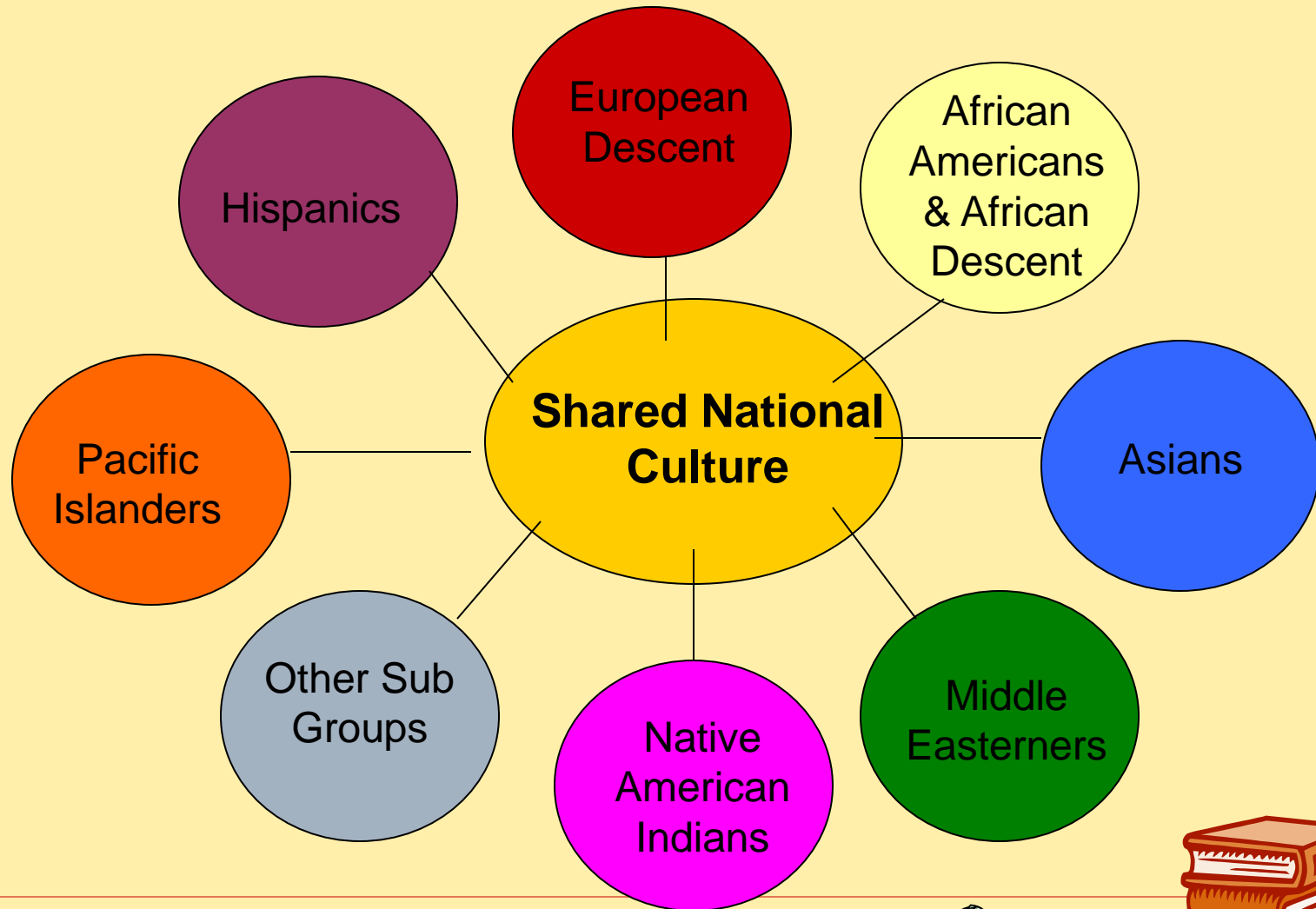


This figure illustrates how a concept such as culture can be viewed from the perspectives of a number of disciplines and areas. Any one discipline gives only a partial understanding of a concept, social problem or issue. Thus, ethnic studies units, lessons, and programs should be interdisciplinary and cut across disciplinary lines.

Studying ethnic cultures from an interdisciplinary perspective.

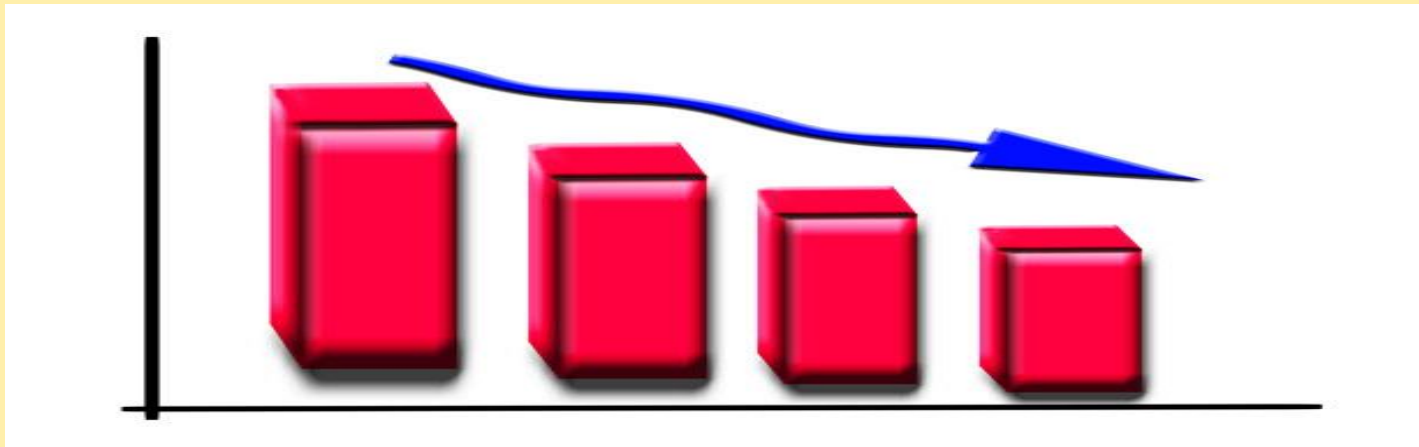


Elements of National Culture



Relationship between Culture and School Failure

- ❑ Lack of student success stems from a lack of synchronization between students and their teachers, as well as the school's culture and the student's cultures (Irvine,1990; Howard,2006).



RESEARCH IN SUPPORT

- Thus, the need to teach the unique history of African Americans is highlighted by Carl Grant (1995), in Educating for Diversity and James Banks in Teaching Strategies in Ethnic Studies (1997, 2003), whose research and books state,
 - *“Any program aiming to increase positive interaction among racial groups must include processes, which teach people the unique histories and qualities of the ethnic groups involved,” (p.21). The key variable in ensuring such instruction is a well informed teacher and administrator.” (Grant, 1995; Banks, 1997, 2003)*



RESEARCH IN SUPPORT

- Thus, Ruby Payne, Irvine (1990), Erickson (1987), Au and Kawakami (1991), and Asante (1998) all argued that their research and experiences conclude that,
- *“Only when teachers understand the cultural and historical background of students can they comprehend and react positively to minority students while enhancing their academic achievement.”*



African and African American Studies Curriculum Benefits All

- Geneva Gay (1995), in the chapter entitled, "African American Culture and Contributions to American Life," in *Educating for Diversity* (Grant et al, 1995, p.38) argued that her research found that to preserve the African American Culture, it will require the study of African American Studies as a means of enhancing the quality of life for all.
- **"The study of African history, culture and contributions should be an integral part of the education of all students in all grades, subjects and settings."**
- ***"It makes no difference whether students are African, Asian, Hispanic, of European descent, Native American, or other group ancestry."***



Criteria for Exemplary District

Six Criteria for Being Considered an Exemplary School District for the Implementation of the African and African American Studies Curriculum

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Criteria for Being Identified as an Exemplary School District

- 1. School Board approval of the African and African American Studies curriculum initiative**
- 2. Structured Professional Development**
- 3. Evidence of the development of an African and African American Studies curriculum for infusion**
- 4. Evidence of Structured Teaching of the African and African American Studies Curriculum (180+ days).**
- 5. Evidence of University School District Collaboration**
- 6. Evidence of Parent and Community partnerships and involvement**



Criteria for Being Identified as an Exemplary School District

1. School Board approval of the African and African American Studies initiative.

- a) Evidence that the school board has developed a plan for the implementation of the Florida African and African American history required instruction.
- b) Evidence that the plan has been publicized in School District's curriculum guides etc.



Criteria for Being Identified as an Exemplary School District

2. Structured Professional Development

- a) Evidence that the school district has developed and implemented an ongoing professional development plan for training teachers, students and school staff in strategies for teaching African and African American Studies Curricula.
- b) Evidence that adequate resources have been allocated to structured professional development programs and for enhancing the instruction of African and African American Studies in an infused format.



Criteria for Being Identified as an Exemplary School District

3. African American Studies Curriculum

- a) Evidence of African and African American Studies Curriculum Frameworks K-12 has been integrated as part of its school district policy with respect to required curriculum.
- b) Evidence that the curriculum has been disseminated to curriculum specialists, teachers, media specialists and other educators in the district.
- c) Evidence that there are adequate teaching resources including books, CD's and lesson plans available to support this required instruction.



Criteria for Being Identified as an Exemplary School District

4. Structured Teaching of the African and African American Studies Curriculum

- a) Evidence that the African and African American Studies content appears in lesson plans over the sustained period of 180 plus days.
- b) Evidence that there are approved methods for teaching and assessing the African and African American Studies Curriculum.
- c) Evidence that there the African American history content is infused and linked to the FSA and other high stake tests and requirements.
- d) Evidence that the African and African American Studies content are infused in all subject areas.



Criteria for Being Identified as an Exemplary School District

5. University -School District Collaboration

- a) Evidence of university involvement in professional development, curriculum and instruction support, etc.
- b) Evidence of school district university partnership in seeking external funding (federal grants, foundation grants, etc.)
- c) Evidence that the school district and university partnership has aided in the preparation of pre-professional teachers and other educators.



Criteria for Being Identified as an Exemplary School District

6. Parent/Community Partnerships

- a) Evidence that the school district's initiatives in African and African American Studies has resulted in the development of strategies that include the involvement of parents through awareness information sessions.
- b) Evidence that there are community partners who are involved in the development and ongoing implementation of the African and African American Studies curriculum.



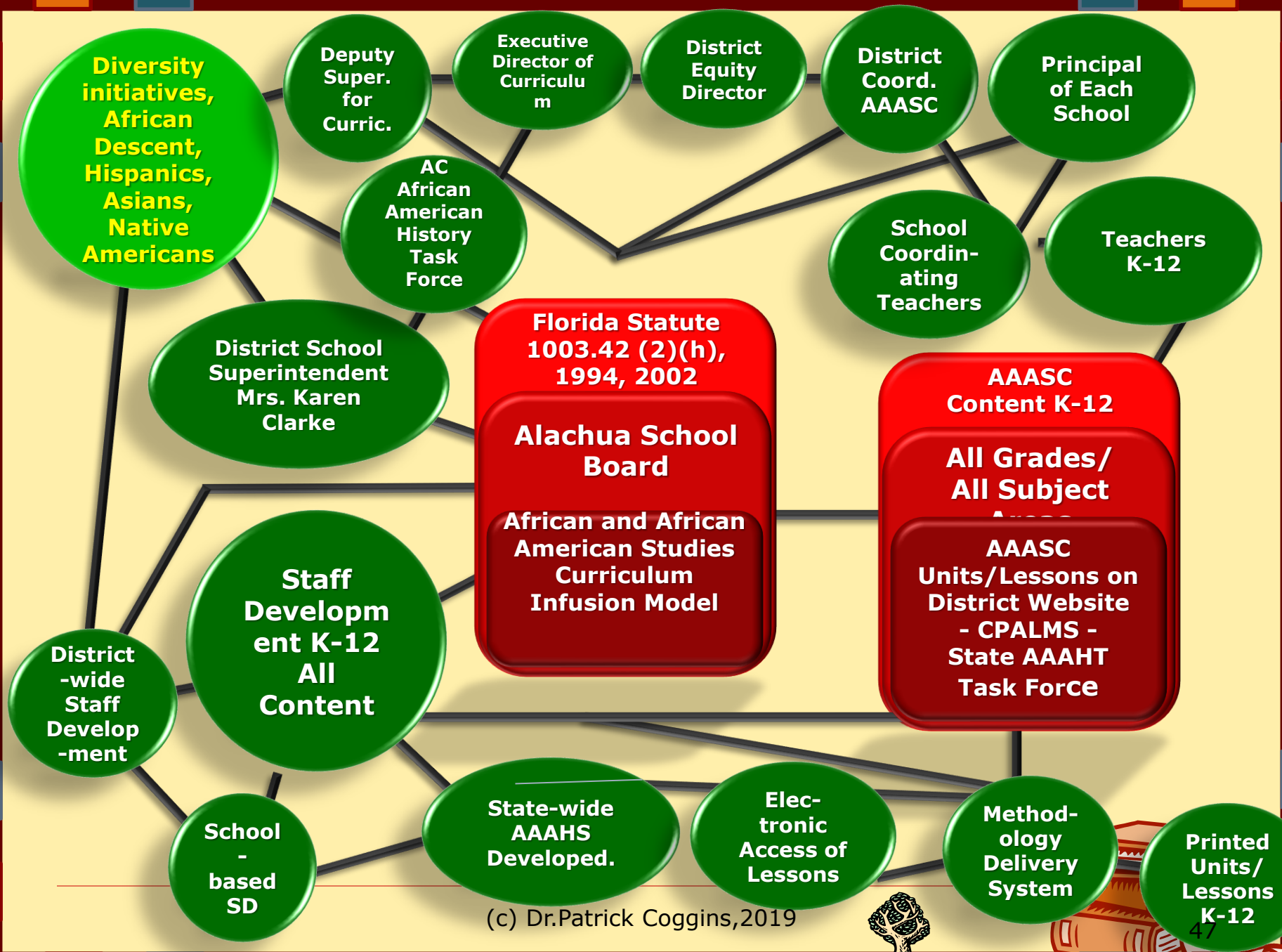
I. Action Plan

Recap of Where We Are

Recap of where we are:

- The Alachua County School District approved the implementation of the African and African American Studies Curriculum.
- Planning meeting with key District Staff to review the Action Plan and decide on the African and African American Studies Timetable for Implementation.
- It was decided that Jon Rehm will assume coordination responsibility for the project, while Dr. Patrick Coggins/ Dr. Jon Rehm will coordinate the activities of the Writing Team, District and African American Advisory Committee/Staff Development with help from Superintendent's staff in developing the FOCUS Lesson Plan system and community relations.





Diversity initiatives, African Descent, Hispanics, Asians, Native Americans

Deputy Super. for Curric.

Executive Director of Curriculum

District Equity Director

District Coord. AAASC

Principal of Each School

AC African American History Task Force

School Coordinating Teachers

Teachers K-12

District School Superintendent Mrs. Karen Clarke

Florida Statute 1003.42 (2)(h), 1994, 2002

Alachua School Board

African and African American Studies Curriculum Infusion Model

AAASC Content K-12

All Grades/ All Subject

AAASC Units/Lessons on District Website - CPALMS - State AAAHT Task Force

Staff Development K-12 All Content

District-wide Staff Development

School-based SD

State-wide AAHS Developed.

Electronic Access of Lessons

Methodology Delivery System

Printed Units/Lessons K-12

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**Alachua County School
District African American and African
American Studies Advisory Task Force**

Donna Jones- Deputy Superintendent
Valerie Freeman- Director of Equity and
Outreach
Jennifer Wise- Executive Director of K-12
Curriculum



***ALACHUA County School District
African and African American Studies Curriculum***

WRITING TEAM MEMBERS: (Includes, but not limited to the following)

Elementary School

Middle School

High School

**School
District**

*Partial Listing



Activity 5 – Focus Unit and Module Format

Each unit will include the following content:

1. Appropriate grade level(s) and subject area(s)
2. Next Generation Sunshine State Standards
3. Unit objectives and essential questions
4. Cultural content/contextual information to be learned
5. Lesson specific vocabulary
6. Timelines related to African American/American History, etc.
7. Link to the 7 elements of African/African American Study
8. Focus area of the world
9. Assessment Criteria

Each Module will include the following content:

1. Background in relation to cultural content/ context
2. NGSSS specific to module
3. Clear activities linked to the unit objectives
4. Technological and material needs
5. Evidence of critical thinking skills
6. Detailed references



Curriculum Products to be Developed

Elementary School

Grade	Total Units	Total Modules
K	1	5
1	1	5
2	1	5
3	1	5
4	1	5
5	1	5
Total	6	30



Curriculum Products to be Developed

Middle School

Grade	HIS/ SS	LA	SCI	MATH	HUM/ ARTS	TOTAL UNITS	TOTAL MODULES
GRADE 6	1	1	1	1	1	5	25
GRADE 7	1	1	1	1	1	5	25
GRADE 8	1	1	1	1	1	5	25
Total	3	3	3	3	3	15	75



Curriculum Products to be Developed

High School

GRADES	HIS/S S	LA	SCI	MATH	HUM/ ARTS	Career Tech	TOTAL UNITS	TOTAL MODULES
GRADE 9	1	1	1	1	1	1	6	30
GRADE 10	1	1	1	1	1	1	6	30
GRADE 11	1	1	1	1	1	1	6	30
GRADE 12	1	1	1	1	1	1	6	30
Total	4	4	4	4	4	4	24	120



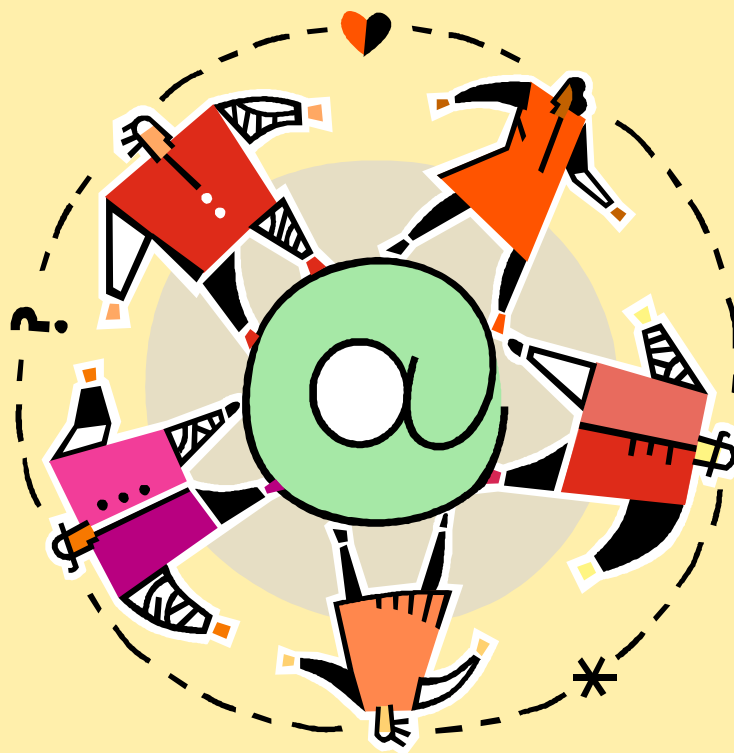
Curriculum Products to be Developed

			Total
		Units	Modules
<input type="checkbox"/> Elementary	- Grades K-5	= 6	30
<input type="checkbox"/> Middle	- Grades 6-8	= 15	75
<input type="checkbox"/> High	- Grades <u>9-12</u>	= 24	<u>120</u>
	TOTAL	= 45	<u>225</u>

**Curriculum 45 Units with 5 Lessons each = 225 Modules/
Lessons Available to teachers**



Let's Go to the Website...



Next Steps For Alachua County District



1. Commit to the completion of the Units and Lesson plans grade level specific on or before and possible unveil the curriculum in February 2020 and complete it all by JULY 2020.
2. Develop a creative monitoring and assessment strategy to ensure that the African and African American Studies content is taught to every student in ALACHUA's Schools.
3. Ensure that the curriculum, units, resource units, and lesson plans are on-line and easily accessible to educators on or before February 1,2020 and completed by the end of the school year June,2020.
4. Prepare a report of the African and African American Studies Curriculum Plan for Board approval in the month of FEBRUARY 2020.



Next Steps for Alachua County District



5. Ensure that there is inclusion of the essential questions, FOCUS lessons and resource units into a seamless curriculum process that integrates African and African American Studies and culture studies in Social Studies, Language Arts, Science, Math and Humanities and other content areas by June 2020.
6. Select Coordinators in each school in the district to assist in the implementation of the African and African American Studies Curriculum.
7. Designate African and African American Studies Training dates for staff development. Include in the District's Staff Development Schedule immediately in June 2020.
8. Select and train Writing Team on October 18,2019
9. Develop and implement a marketing strategy that will inform the public, the schools, Community groups and organizations, students and other interested entities and parties immediately by October 30,2019.



WHAT IS SUCCESS?



- ❑ “Success is a journey not a Destination”
- ❑ “What you get by reaching your destination is not nearly as important as what you become by reaching that destination”
- ❑ As we work towards the infusion of African and African American studies in the curriculum remember we are changing lives of our students, ourselves and our community”



Managing The Curriculum Initiative:

A Final Perspective

“THE ATMOSPHERE YOU CREATE DETERMINES THE POSITIVE CROSS-CULTURAL RESULTS YOU PRODUCE.”

“Imagination is more important than Knowledge.”
(Albert Einstein)

“The future never first happened; it was created. We must create a culturally sensitive, linguistic, and culturally competent classroom/school environment.”
(Coggins)

So it is all about “students, faculty and administrators celebrating cultures in an inclusive atmosphere.”
(Coggins)



Thank you!

"A good plan vigorously executed right now is far better than a perfect plan executed next week."

(General George Patton)

"There are risks and costs to a Program of Action- But they are less than the long-range risks and cost of comfortable inaction."

(John F. Kennedy)



Closing

<https://www.youtube.com/watch?v=XYTtcLUWyCU>

“Education is the Most
Powerful weapon
which you can use to
change the world.”

Nelson Mandela



Thank you!

Thank you!



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~~What disparities?~~



If both of these young boys engaged in the same behavior in class, chances are far greater that the boy on your right would be punished.

~~That's a disparity.~~



Did you know?

African American Students are

3 times

As likely to get suspended as white students

They lose

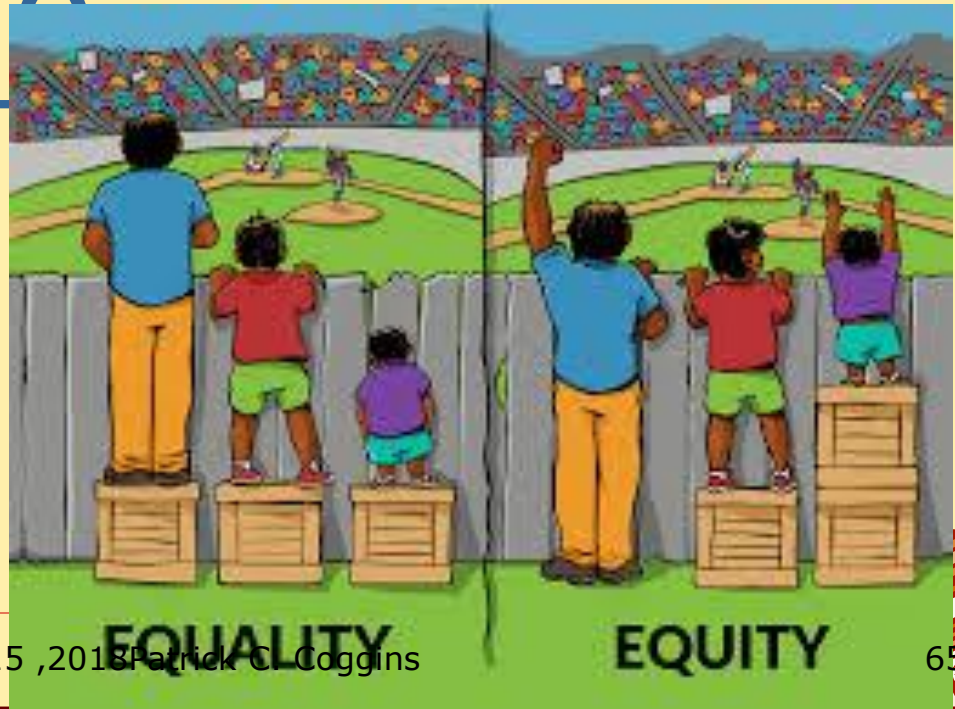
2 times

as many days of instruction as a result of exclusionary discipline

**This need not remain
the status quo**



Hmmm...
<https://www.youtube.com/watch?v=b9Auw0MzW5o>



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AFRICAN AND AFRICAN AMERICAN STUDIES

FOCUS LESSON / UNIT PLANS

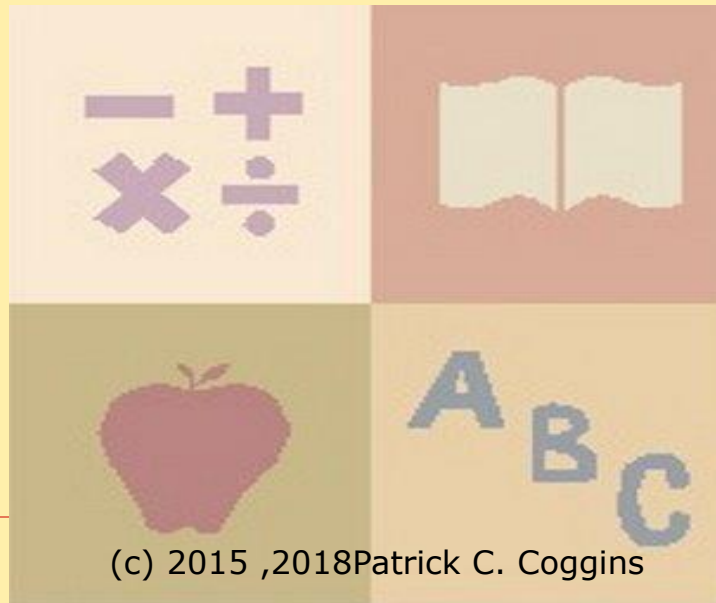


ELEMENTARY

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AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM MATRIX



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AFRICAN AND AFRICAN AMERICAN STUDIES FOCUS LESSON / UNIT PLANS

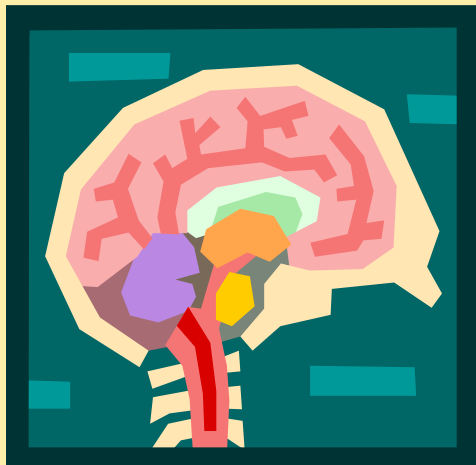
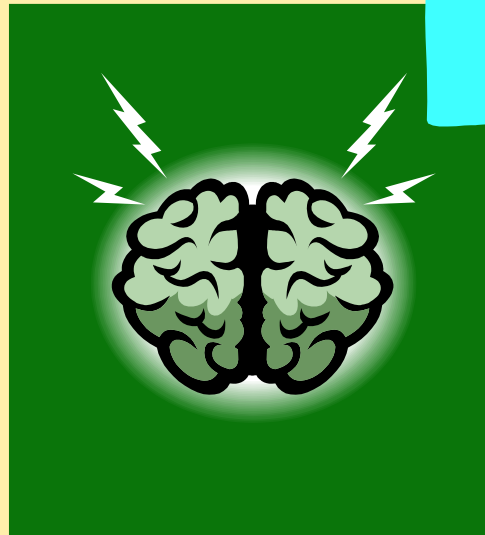
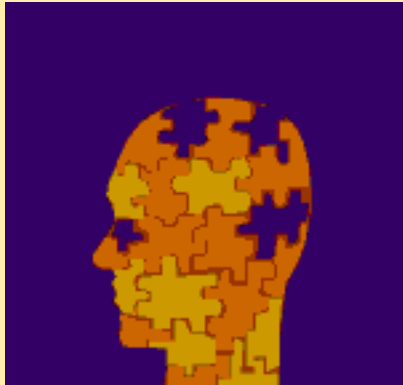


MIDDLE SCHOOL *Grades 6-8*

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Brain Break



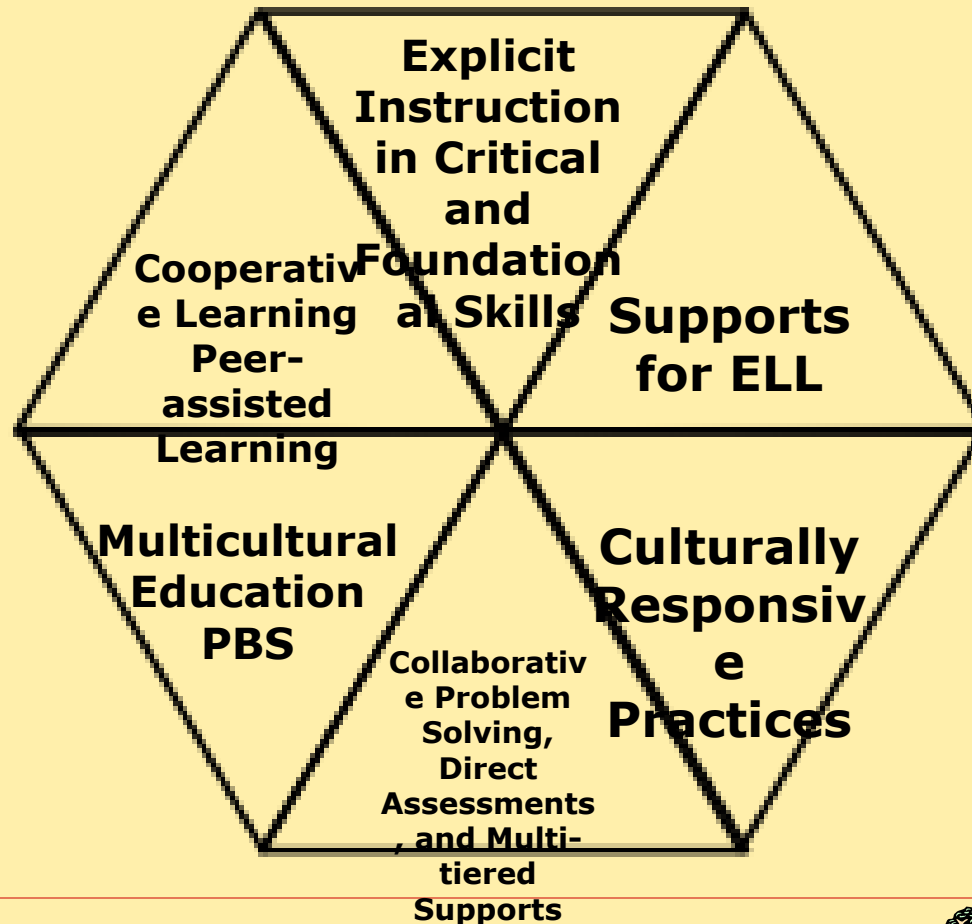
AFRICAN AND AFRICAN AMERICAN STUDIES CULTURE CURRICULUM MATRIX



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Culturally Responsive Educational Practices Include...



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Figure 1: Florida's Graduation Rates, 2003-04 through 2017-18

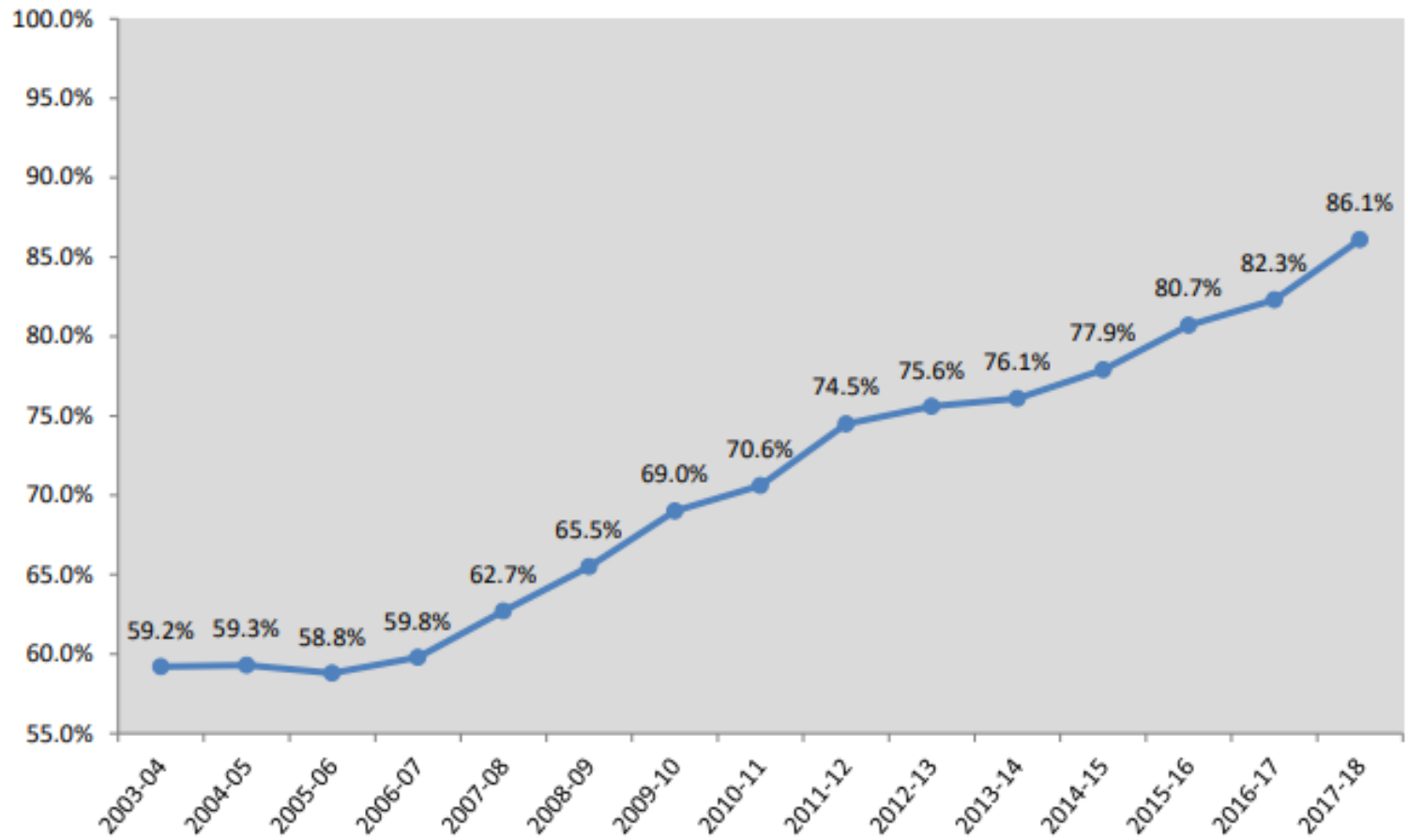


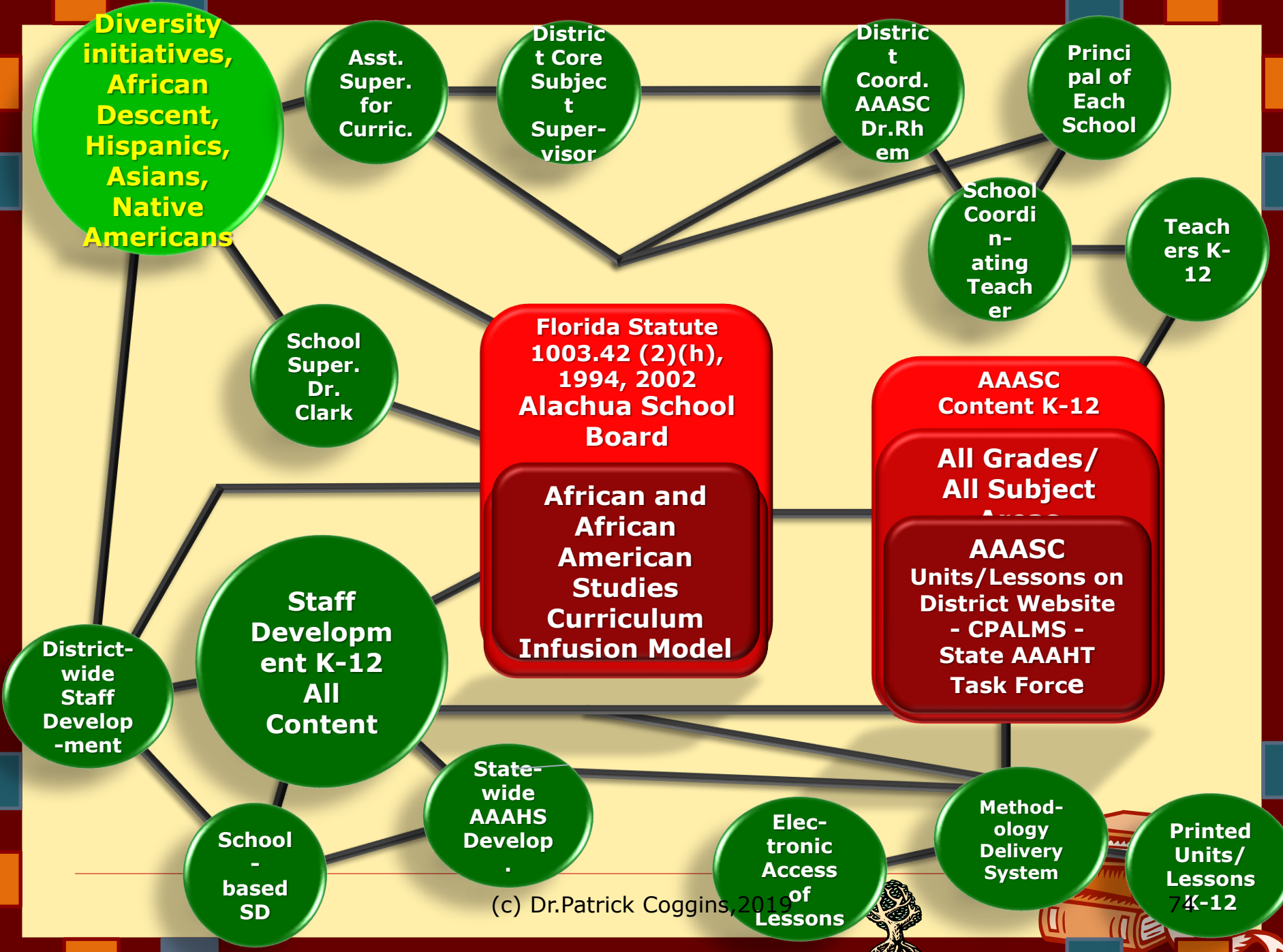
Table 1: Graduation Rates by Race/Ethnicity, 2013-14 through 2017-18

Year	White	Black or African American	Hispanic/Latino	Asian	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	Total
2013-14	81.7%	64.7%	75.0%	89.2%	73.8%	80.1%	75.6%	76.1%
2014-15	82.8%	68.0%	76.7%	90.9%	75.7%	81.5%	82.6%	77.9%
2015-16	85.1%	72.3%	79.5%	91.9%	76.5%	82.7%	84.7%	80.7%
2016-17	86.2%	74.8%	81.3%	93.2%	80.0%	83.1%	87.2%	82.3%
2017-18	89%	80.9%	85.1%	95.8%	80.1%	87%	89.2%	86.1%

Table 2: Graduation Rates by Gender within Race/Ethnicity, 2013-14 through 2017-18

Year	White Female	White Male	Black or African American Female	Black or African American Male	Hispanic/Latino Female	Hispanic/Latino Male	Asian Female	Asian Male
2013-14	85.3%	78.2%	69.4%	59.9%	78.4%	71.6%	90.8%	87.5%
2014-15	86.3%	79.4%	73.1%	62.9%	80.4%	73.1%	92.1%	89.6%
2015-16	88.3%	82.0%	77.7%	67.0%	83.2%	75.8%	93.2%	90.6%
2016-17	89.4%	83.1%	80.3%	69.4%	84.9%	77.8%	94.9%	91.4%
2017-18	91.4%	86.7%	86.1%	75.7%	88.4%	81.9%	96.6%	95%





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Table 2 Continued: Graduation Rates by Gender within Race/Ethnicity, 2013-14 through 2017-18

Year	American Indian or Alaska Native Female	American Indian or Alaska Native Male	Two or More Races Female	Two or More Races Male	Native Hawaiian or Other Pacific Islander Female	Native Hawaiian or Other Pacific Islander Male	Total Female	Total Male
2013-14	79.5%	68.0%	83.5%	77.3%	77.1%	74.1%	79.9%	72.5%
2014-15	81.1%	70.2%	84.4%	78.3%	82.5%	82.7%	81.7%	74.1%
2015-16	79.8%	73.4%	86.2%	78.9%	89.7%	78.8%	84.5%	77.0%
2016-17	82.3%	77.6%	86.1%	79.8%	88.5%	85.6%	86.0%	78.6%
2017-18	85.7%	74.9%	88.7%	85.2%	89.9%	88.1%	89.3%	82.9%



Table 3: Graduation Rates by District, 2013-14 through 2017-18

District	2013-14	2014-15	2015-16	2016-17	2017-18
FLORIDA	76.1%	77.9%	80.7%	82.3%	86.1%
01 Alachua	72.2%	74.3%	78.4%	82.7%	88.0%
02 Baker	75.2%	81.8%	79.4%	81.0%	75.5%
03 Bay	70.8%	70.6%	81.0%	78.0%	81.1%
04 Bradford	71.3%	76.9%	83.7%	78.9%	89.0%
05 Brevard	85.8%	86.2%	87.5%	85.9%	88.1%
06 Broward	74.2%	76.6%	78.7%	81.0%	84.3%
07 Calhoun	80.8%	84.0%	82.9%	80.9%	86.9%
08 Charlotte	76.2%	75.5%	77.4%	81.0%	87.6%
09 Citrus	77.0%	77.4%	79.0%	78.9%	84.1%
10 Clay	80.1%	83.7%	84.7%	88.4%	90.7%
11 Collier	82.1%	84.3%	86.7%	88.2%	91.9%
12 Columbia	61.0%	71.0%	75.0%	70.7%	88.4%
13 Miami-Dade	76.6%	78.1%	80.4%	80.7%	85.4%
14 DeSoto	61.0%	62.2%	61.6%	63.8%	60.9%
15 Dixie	87.8%	96.9%	96.1%	89.5%	96.9%
16 Duval	74.0%	76.6%	78.8%	80.8%	85.1%
17 Escambia	66.1%	72.7%	76.1%	79.5%	80.7%
18 Flagler	77.8%	77.5%	80.4%	81.1%	88.0%
19 Franklin	69.9%	49.0%	72.6%	74.6%	77.3%
20 Gadsden	56.0%	65.4%	68.4%	50.0%	66.1%
21 Gilchrist	95.4%	94.0%	97.7%	93.4%	87.3%
22 Glades	60.8%	80.7%	78.3%	81.5%	93.4%
23 Gulf	77.8%	83.6%	81.5%	84.7%	82.1%
24 Hamilton	78.6%	73.7%	83.0%	67.0%	73.5%
25 Hardee	64.3%	59.7%	67.3%	72.1%	80.2%
26 Hendry	67.5%	76.8%	78.1%	84.4%	83.8%
27 Hernando	76.7%	78.0%	81.1%	82.6%	87.6%
28 Highlands	63.6%	64.5%	68.1%	71.6%	77.2%
29 Hillsborough	73.5%	76.0%	79.1%	82.9%	85.8%
30 Holmes	71.6%	80.5%	72.4%	68.7%	77.1%
31 Indian River	79.1%	81.2%	87.2%	87.1%	92.0%
32 Jackson	70.2%	69.7%	72.6%	71.8%	79.2%
33 Jefferson	56.7%	73.3%	70.0%	53.7%	73.4%
34 Lafayette	80.0%	87.0%	93.2%	88.2%	97.4%
35 Lake	76.6%	75.8%	78.1%	77.8%	84.1%

District	76.1%	77.9%	80.7%	82.3%	86.1%
36 FLORIDA	76.1%	77.9%	80.7%	82.3%	86.1%
36 Lee	75.2%	74.7%	77.8%	78.7%	82.8%
37 Leon	83.5%	87.2%	92.3%	88.6%	93.0%
38 Levy	69.1%	81.6%	81.4%	79.7%	87.0%
39 Liberty	71.3%	77.7%	75.0%	81.9%	77.0%
40 Madison	75.7%	58.1%	80.1%	76.7%	81.3%
41 Manatee	75.7%	77.9%	83.5%	81.1%	85.4%
42 Marion	77.9%	80.7%	81.8%	78.5%	81.8%
43 Martin	88.8%	88.9%	88.7%	83.9%	87.9%
44 Monroe	72.8%	76.9%	77.9%	79.2%	86.4%
45 Nassau	89.9%	90.9%	91.4%	90.9%	92.8%
46 Okaloosa	82.5%	82.4%	84.4%	86.2%	88.1%
47 Okeechobee	61.2%	65.9%	70.5%	71.7%	76.9%
48 Orange	74.6%	77.6%	81.3%	84.7%	88.9%
49 Osceola	78.0%	80.6%	82.0%	86.3%	89.3%
50 Palm Beach	77.9%	79.4%	82.3%	85.0%	87.2%
51 Pasco	79.4%	78.6%	79.1%	81.4%	86.7%
52 Pinellas	76.2%	78.3%	80.1%	82.9%	86.0%
53 Polk	69.0%	69.4%	71.8%	75.4%	80.4%
54 Putnam	58.2%	54.9%	63.6%	72.2%	84.8%
55 St. Johns	87.8%	90.5%	91.2%	90.9%	93.3%
56 St. Lucie	73.2%	75.5%	86.8%	90.1%	91.8%
57 Santa Rosa	82.8%	83.2%	85.7%	86.4%	88.7%
58 Sarasota	81.3%	79.2%	85.4%	85.7%	89.8%
59 Seminole	85.1%	86.4%	88.3%	88.6%	91.7%
60 Sumter	83.4%	80.4%	84.6%	85.3%	87.8%
61 Suwannee	76.6%	67.5%	89.6%	90.5%	96.2%
62 Taylor	49.5%	64.7%	70.7%	70.3%	87.7%
63 Union	82.8%	77.7%	72.4%	81.0%	84.1%
64 Volusia	70.6%	71.6%	76.0%	76.6%	78.7%
65 Wakulla	75.1%	78.1%	86.9%	86.7%	90.1%
66 Walton	68.4%	74.4%	77.3%	82.2%	86.8%
67 Washington	66.2%	70.5%	76.3%	77.8%	80.2%
68 Deaf/Blind	51.8%	46.3%	47.1%	48.3%	69.7%
71 FL Virtual	74.9%	70.9%	66.6%	67.3%	81.4%
72 FAU Lab School	100.0%	100.0%	100.0%	100.0%	100.0%
73 FSU Lab School	88.0%	97.1%	98.6%	98.7%	96.6%
74 FAMU Lab School	76.7%	97.1%	94.9%	89.3%	94.3%
75 UF Lab School	97.3%	97.3%	96.4%	98.2%	99.1%



OBJECTIVES:

- 1. To provide insights into the Florida Statute 233:061 (1)(g), (1994), as amended by Florida Statute 1003.42(h) 2002 ...required instruction in African and African American Studies.**
- 2. To review the seven (7) elements of the African and African American Studies Model.**
- 3. To provide writers/educators with application techniques that enable the infusion of content across subject areas.**
- 4. To provide writers/educators with strategies to link African American Studies to the District, State Standards and Benchmarks while integrating relevant content.**



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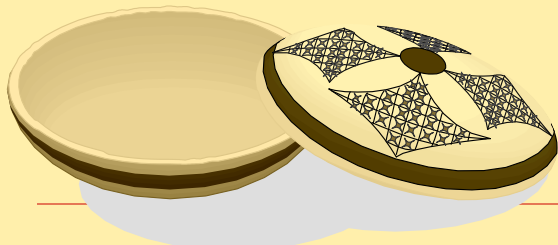


Black History Month

AN EFFECTIVE MODEL FOR AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM

OUTLINE

1. Ancient Africa: Pre-Columbus <ul style="list-style-type: none"> <input type="checkbox"/> Kingdoms <input type="checkbox"/> Classical Civilizations <input type="checkbox"/> Diaspora <input type="checkbox"/> Contributions 	2. African Explorations of the World: Pre-Columbus <ul style="list-style-type: none"> <input type="checkbox"/> Trade <input type="checkbox"/> Moors <input type="checkbox"/> Explorations <input type="checkbox"/> African Explorers in the World <input type="checkbox"/> African Presence in Europe <input type="checkbox"/> South America, Americas and the World 	
3. The Invasion and Weakening of Africa <ul style="list-style-type: none"> <input type="checkbox"/> European colonialism <input type="checkbox"/> European exploitation <input type="checkbox"/> Slavery <input type="checkbox"/> Tribal/National Conflicts <input type="checkbox"/> The expansion of Sahara desert 	4. Slavery: Post-Columbus in the Americas <ul style="list-style-type: none"> <input type="checkbox"/> Slave Trade <input type="checkbox"/> Slavery in North America <input type="checkbox"/> Slavery in South America 	
5. Neo-Slavery: abolition, Civil Rights and Constitutional Rights <ul style="list-style-type: none"> <input type="checkbox"/> Abolition <input type="checkbox"/> Bill of Rights <input type="checkbox"/> Struggle for Civil Rights 	6. The Soul of Africans and African Americans <ul style="list-style-type: none"> <input type="checkbox"/> Myths <input type="checkbox"/> Values <input type="checkbox"/> The Harlem Renaissance 	<ul style="list-style-type: none"> <input type="checkbox"/> Myths <input type="checkbox"/> Resources
7. Contributions of African Americans to the United States of America and to the World <ul style="list-style-type: none"> <input type="checkbox"/> Art-Literature-Music-Politics-Science-Religion-Medicine and other areas. 		



AN EFFECTIVE MODEL FOR AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM

1. Ancient Africa: Pre-Columbus

- ❑ Kingdoms in Africa
- ❑ Four Golden Ages of Southern Africa 1) First Pyramid Age 2700BC-2160 BC, 2)Age of Classical Literature2140 BC-1784 BC, 3) Grand Golden Age 1554 BC-1070 BC and 4)500 BC to 1500 AD, Trade, Architecture, Arts, Culture
- ❑ Classical Civilizations in Africa
- ❑ Diaspora across Africa ,Asia, Pacific Islands and Latin America
- ❑ Contributions of Ancient Africa to the World
- ❑ MAAT- Reciprocity, Justice, Truth, Balance, Order, Harmony, Propriety
- ❑ First Civilization of Europe was established in Crete in 1700 BC
- ❑ The ancient Universities that were frequented by Europeans and others
- ❑ The role of Arabs in Africa
- ❑ Africans in sciences -- Imhotep

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❑ 6. The Soul of Africans and African Americans

- ❑ Myths
- ❑ Values of the MAAT and the Kwanzaa
- ❑ The Harlem Renaissance
- ❑ The inventions of Africans and African American in the Arts, Sciences, Technology, Engineering, the Ahmed (Rhind) Papyrus and Moscow Papyrus. Problems solved predated the Greek mathematics' by 2000 years
- ❑ The role of music, jazz, spirituals and classical
- ❑ The role of Africans like St. Augustine in Catholic Theology and the three African Popes in Rome
- ❑ African involvement in Islam like Bilal and was second only to Prophet Mohammed.
- ❑ Imhotep(2800 BC) the father of Medicine and was defied by the Greeks. The Hippocratic oath is dedicated to Aesculapius(Imhotep).
- ❑ Africans founded the first University called Ipet Isut at Karnak. Moors established over 17 universities. Moors gave Europe first paved and lighted streets and kept science alive while Europe was in its dark ages(Read "From the Browder File" Tony Browder, 1989).

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❑ 7. Contributions of African Americans to the United States of America and to the world

- ❑ Art-Literature-Music USA, Caribbean and Afro Latino
- ❑ Politics-Science
- ❑ Religion- St.Augustine,Bilal
- ❑ Medicine
- ❑ Space science ..."Hidden Figures Movie"
- ❑ Development of the Historically Black Colleges and Universities
- ❑ The Tuskegee Airmen and military contributions
- ❑ Founding of Hawaii, New Zealand, Australia, Asia, Caribbean, Latin America
- ❑ African American Inventors/"Hidden Figures"
- ❑ African American women scientists
- ❑ The African President's of the United States and Caribbean, South America
- ❑ Noble Prize Winners African descent
- ❑ Contributions in arts, sports, politics, education
- ❑ And other areas

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❑ 4. **Slavery: Post-Columbus in the Americas**

- ❑ Slave Trade in general
- ❑ Slavery in North America
- ❑ Slavery in South America
- ❑ Slavery in Europe
- ❑ Slavery in Asia
- ❑ Resistance to enslavement in Guyana, Jamaica, Puerto Rico, Brazil, Pacific Islands, and North America
- ❑ St. Augustine 1565
- ❑ Fort Mose
- ❑ The 1804 Haitian defeat of the Napoleon and the Louisiana Purchase by the USA
- ❑ Lynchings in Gainesville, Florida and the United States.

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3. **The Invasion and Weakening of Africa**

- ❑ European Colonialism
- ❑ European Exploitation
- ❑ Slavery as a long system that began in 1501 until 1808
- ❑ Tribal/National Conflicts that enabled enslavement
- ❑ The Expansion Sahara Desert
- ❑ The resistance to slavery across Africa including Queen Nzinga
- ❑ The invasion of Africa by the Arabs
- ❑ Understanding the complicity of Africans



AN EFFECTIVE MODEL FOR AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM

5. **Neo-Slavery: Abolition, Civil Rights and Constitutional Rights**

- Abolition /“Uncle Tom Cabin”? Role of Quakers
- Bills of Rights
- Struggle for Civil Rights
- The underground Railroad and the coalition of Blacks and Whites
- Slavery in Canada
- The Colonization movement back to Africa with Sierra Leone, Jamaica, Liberia,
- The emancipation Proclamation in 1865
- The Civil War and its impact on the slavery system
- The Trail of Tears and the migration of slaves to Oklahoma
- The rescue of slaves by native Indian Nations and tribes in USA and North America

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AN EFFECTIVE MODEL FOR AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM

2. African Exploration of the World: Pre-Columbus

- ❑ Trade across world
- ❑ Moors in Spain
- ❑ Explorations in Asia, Pacific, Europe and Latin America
- ❑ African Explorers in the world
- ❑ African Presence in Europe
- ❑ African presence in South America, North America and the world
- ❑ Hannibal defeats Romans and occupy Rome and Italy
- ❑ African Popes: Victor 186-197 AD, Miltiades 311-314 AD, Gelasius
- ❑ 1492 Africans travelled with Columbus
- ❑ The Olmecs in the Americas in 1200 AD
- ❑ 1501 First Slaves transported to Hispaniola
- ❑ 1538 Stefanick explorer explored the South West of North America.

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