

ALACHUA County District Schools

AFRICAN AND AFRICAN AMERICAN STUDIES INTERDISCIPLINARY INFUSION CURRICULA

Implementing Florida Statute 1003.42(h) 2002

WORKING DOCUMENT

K-12 Comprehensive Interdisciplinary African and African American Studies Curriculum Initiative

CURRICULUM FRAMEWORKS FOR AFRICAN AND AFRICAN AMERICAN STUDIES

FOREWORD

This manual on African and African American Studies Curriculum provides the reader with answers to critical questions that are related to the instruction of the content. As each teacher and administrator becomes familiar with the intent and perspective of the curriculum, the content of this manual can be used to answer most questions in the curriculum.

As in all curricula, the information provided is merely intended as a framework from which the teacher and principal can develop their lesson plans and instructional designs. From time to time, we will solicit the reader's feedback on the appropriateness of the grade level materials.

Remember that this is a curriculum which should be infused in all subject areas rather than being taught as an appendage, an addition, or solely in the month of February (African American History Month).



Signed,

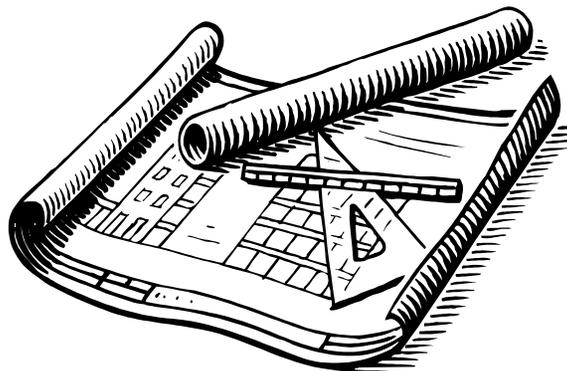
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THE SCHOOL DISTRICT OF ALACHUA COUNTY AFRICAN AMERICAN STUDIES INITIATIVE

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AFRICAN AND AFRICAN AMERICAN STUDIES INTERDISCIPLINARY INFUSION CURRICULUM

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REQUIRED INSTRUCTION

The Law Mandating the Teaching of African and African American Studies: May 1994 and 2002

Florida Legislature F.S. 233.061 Sec. (1)(h)(1994) as amended by F.S. 1003.42(2)(h)(2002) that mandates:

“(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the contributions of Africans to society.”

1003.42. Required Instruction

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board...”

“Shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:”



FLORIDA STATUTE 1003.42. (2)(H)(2002) REQUIRED INSTRUCTION

1. Each school district shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet state board adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.
2. Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, “shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction”, the following:
 - a. The history of African and African Americans, including the history of Ancient Africa before the political conflicts that led to the development of slavery, the passage to the Americas, i.e. the African Diaspora, the enslavement experience, abolition, and the contributions of African Americans to cultures worldwide.
 - b. The study of Hispanic/Latino contributions to the culture of the United States and the world, both in terms of historical importance, including Pre-Colombian contact, the investigation and settlement of the Americas, and the African, European, and Indigenous ancestry.
 - c. The history of the Holocaust (1933-1945), the systematic-planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation and an understanding of prejudice, racism, and stereotyping.
 - d. The study of Women’s contributions to the culture of the United States and the world, as it concerns women’s participations in improving the political, economic, and social development of humanity and other areas.

PERSPECTIVE ON THE AFRICAN AND AFRICAN AMERICAN STUDIES MODEL

A close scrutiny of the law, Florida Statute 1003.42 (2) (h) 2002, requires instructions in the history of African Americans, including the history of African people, and points in the direction of a new emphasis on the teaching of ancient African history and connections to African Americans.

However, the model, which follows, clearly points to fact that ancient African history surpassed slavery and post slavery. It provides a positive set of information indicating that Ancient Africans were developed and civilized peoples who created complex and sophisticated societies. Many African societies built classical universities covering such diverse disciplines as natural sciences, extensive literary forms, and politics.

An example of this development according to Clarke (1981) was the University of Sankore in Timbuktu, which stood for over 500 years. The Moroccans and faculty destroyed the university in 1591 and scholars were exiled. Ahmed Baba authored over 40 books on such themes as theology, astronomy, ethnography, and biography. His rich library of 1600 books was lost during his expatriation from Timbuktu. Therefore, any model for teaching African history must focus on the rich, yet forgotten history of these African civilizations, and the Golden Ages in Africa which were unmatched by any other ancient civilization at the time.

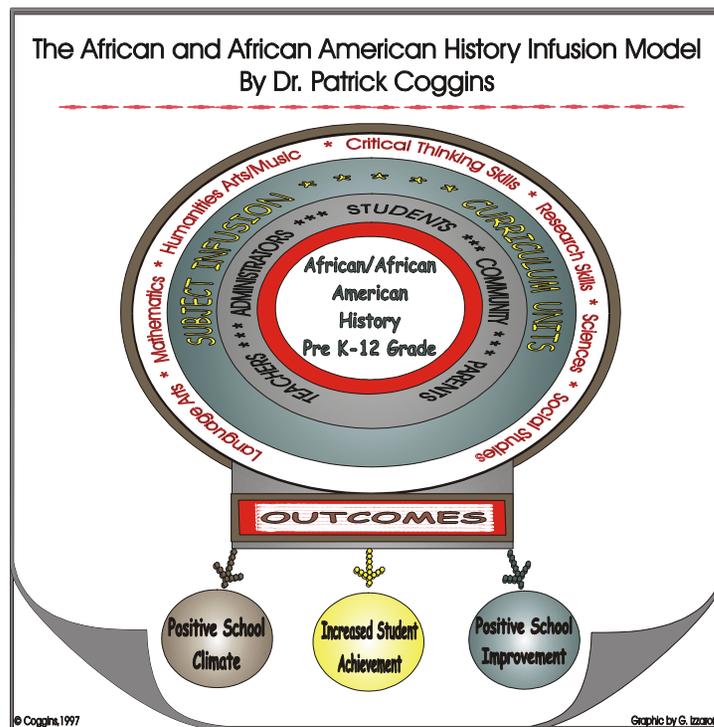
There are 7 major curriculum focus in the teaching of African American Studies, namely: 1) Ancient Africa: Pre-Columbus 2) African Explorations of the World: Pre-Columbus 3) Invasions and weakening of Africa: European Colonialism 4) Slavery in the Americas: Post Columbus 5) Neo-Slavery: abolition, Civil Rights and constitutional Rights 6) the soul of African Americans, and 7) Contributions of African Americans to the United States of America and to the World (Coggins,2004).

CURRICULUM OUTCOMES

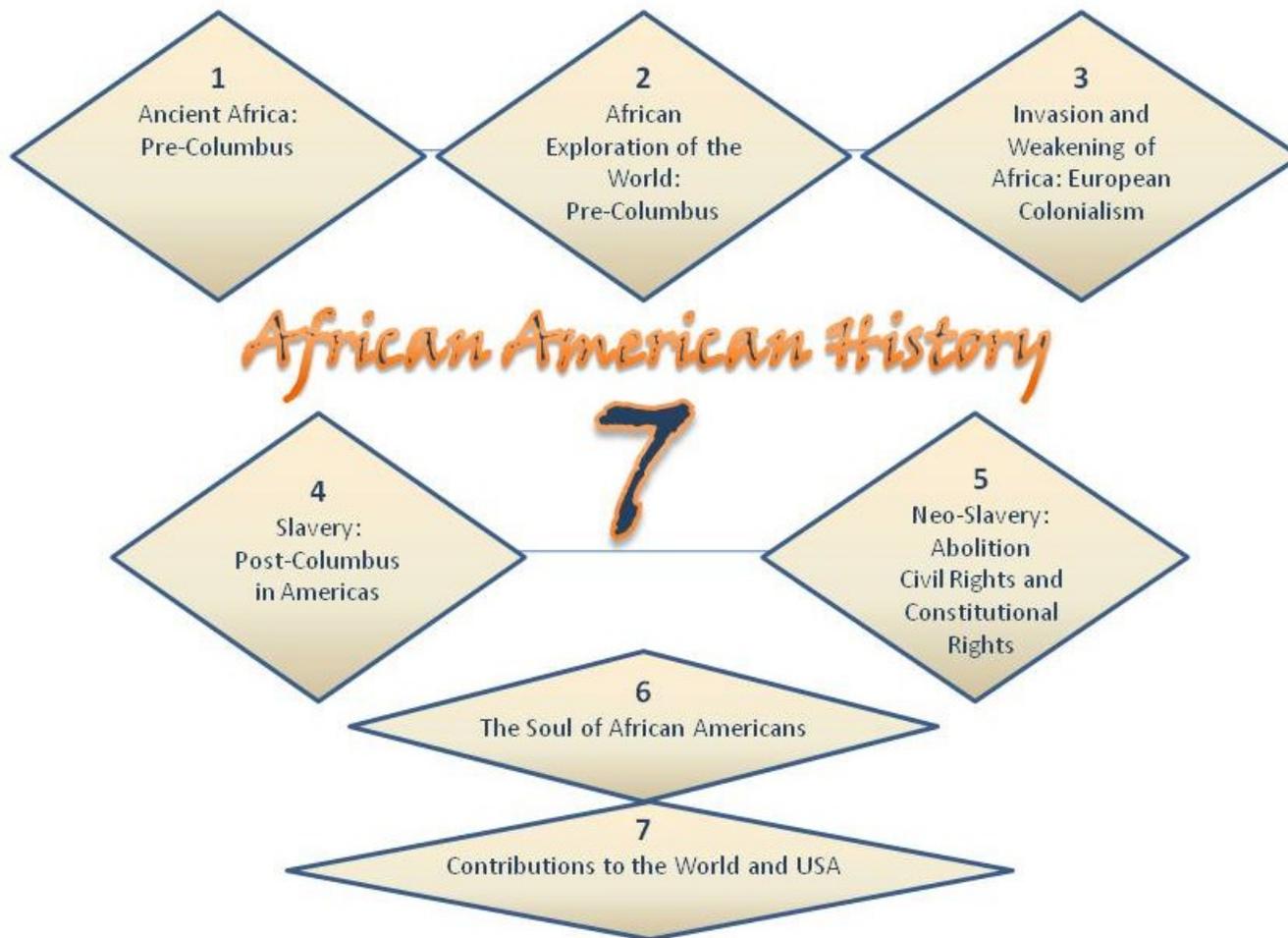
What are the keys to successful implementation of the curriculum on African and African American Studies?

Successful African American Curriculum

1. Know the elements of the law.
2. Believe that all students have a right to be taught their culture.
3. Teach African American Studies and culture 180+ days .
4. Ensure that the curriculum is not about the color line.
5. Use a curriculum infusion strategy. Link whatever we teach to the NGSSS and Literacy requirements.
6. Focus on all seven elements of the model by Coggins (1994).



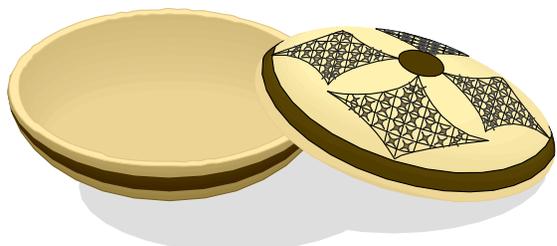
THE MODEL FOR AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM



AN EFFECTIVE MODEL FOR AFRICAN AND AFRICAN AMERICAN 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. 		



PROCESS RECOMMENDATIONS

The following process recommendations clarify the implementation process of the African and African American Curricula Infusion:

1. The mandate applies to all Pre K-12 subject areas.
2. Materials and content are infused into existing or new curricula.
3. Infusion is defined by themes appropriate to each grade level.
4. Implementation addresses appropriate instructional materials.
5. Training includes all school personnel at every level in the district.
6. Curriculum and instructional strategies should:
 - relate to the cognitive developmental age of students;
 - include the infusion of Culturally Responsive Teaching;
 - be flexible to adapt to the needs and experiences of the student through the essential concepts of all disciplines;
 - use humanities, visual arts, music, social studies, mathematics, science and literature at all grade levels to ensure the sharing of common cultural references, and;
 - be infused where it naturally fits into the required curriculum, and it should be treated in isolation or as an appendage. Students will explore their own family histories, examine why and how people migrated or traveled to the United States of America, learn the ethnic traditions that immigrants and others brought to the United States. This discussion will be linked to the vast and current cultural diversity of their own communities. Students will research and document the many reasons people of African descent and African Americans came to the United States of America. They will also examine the historical contributions of Africans and African Americans to the United States of America and the world.
 - Use of online resources and the relevant power points.
7. Students will study the definitions of culture, acculturation, and assimilation in order to understand social justice, basic rights and responsibilities. Students will be encouraged to respect, appreciate and develop positive perceptions and behaviors towards people from other cultures. The perceptions and behaviors will focus not merely on the racial and ethnic differences, but rather, on the commonalities that are shared among people in our community, state, country and the world.
8. Students will be encouraged to reject the stereotypes and prejudices about themselves, their families and other people. Seeking to identify the “goodness” in each of us will be critical part in building a positive school and community climate.

INTRODUCTION

This infusion model is organized according to developmental levels, each with an interdisciplinary theme. This allows teachers flexibility in adapting curriculum content to fit the needs and experiences of their students. These frameworks recommend a format and content focus that emphasize a humanities-base, multicultural approach for all levels of instruction.

- ❑ **Grades K-2:** Focus on culture and provide students with exposure to the basic beliefs, customs, traditions of their own, and African and African American families through the use of stories, legends, and myths.
- ❑ **Grades 3-5:** Focus on the impact of Africans and individuals of African descent on the historical development of North American with respect to the country, state, and the biographies, timelines, and critical events in science, literature, technology and culture.
- ❑ **Grades 6-8:** Focus on dynamic dimensions of the historical and physical development of Africa with respect to broad geographic, humanities, and multicultural perspectives to understand the global connections of the African and African American experiences.
- ❑ **Grades 9-12:** Focus on the importance and contribution of Africans and African Americans in the areas of geography, economics, literature, language arts, sciences, and contemporary issues will be also explored.

AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM MATRIX

GRADES K-2

AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM MATRIX GRADES K-2

Grade K MY WORLD

Getting along with others
African American Culture and Traditions
Famous African Americans

[Kindergarten Scope and Sequence](#)

Grade 1 MY SCHOOL AND FAMILY

Working together with others
African American Culture and Traditions
Famous African Americans

[1st Grade Scope and Sequence](#)

Grade 2 NEIGHBORHOODS

Sharing with others
African American Culture and Traditions
Famous African Americans

[2nd Grade Scope and Sequence](#)

AFRICAN AND AFRICAN AMERICAN CULTURE AND TRADITION

Grade K MY WORLD

Focus The students will focus on culture and families, the basic beliefs, customs, and traditions of their own families, and African and African American families through the use of stories, legends, and myths. Emphasis will be placed on getting along with different cultures.

Grade Level Expectations

A synthesis of the Next Generation Sunshine State Standards in Social Studies in addition to the K-1 Standards indicates that students should be able to do the following:

- Describe in detail what their lives are like.
- Describe cultural and familial traditions.
- Make comparisons between their cultural and familial traditions to that of others.
- Retell stories about their traditions as well as that of others.

Content **Knowing About Me and Others**

- Who am I?
- Who are the different people in my community and school?
- How do we get along with different people in my community and school?
- What are my ancestors?
- Why did my ancestors come to America?
- How did my ancestors change the United States of America?
- How did the United States of America change my ancestors?

- What are the commonalities shared by all racial and ethnic groups in the United States of America?
- Who are the famous African Americans in my country, state, and the world?

Florida Standards

Art

[VA.K.F.3.1](#) Create artwork that communicates an awareness of self as part of the community.

[VA.K.H.1.1](#) Describe art from selected cultures and places.

[VA.K.H.2.1](#) Compare selected artworks from various cultures to find differences and similarities.

[VA.K.O.3.1](#) Create works of art to document experiences of self and community.

[VA.K.S.3.4](#) Identify artwork that belongs to others and represents their ideas.

[MU.K.H.1.1](#) Respond to music from diverse cultures through singing and movement.

[MU.K.H.2.1](#) Respond to and/or perform folk music of American cultural sub-groups.

Language Arts

LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

LAFS.K.RL.2.4 With prompting and support, ask and answer questions about unknown words in a text.

LAFS.K.RL.2.5 Recognize common types of texts (e.g., storybooks, poems)

LAFS.K.RL.2.6 With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.

LAFS.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

LAFS.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.

LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.

LAFS.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.

LAFS.K.RI.1.3 With prompting and support, describe the connection between two individuals, events,

ideas, or pieces of information in a text.

LAFS.K.RI.2.4 With prompting and support, ask and answer questions about unknown words in a text.

LAFS.K.RI.2.5 Identify the front cover, back cover, and title page of a book.

LAFS.K.RI.2.6 With prompting and support, identify the author and illustrator of a text and define the role of each presenting the ideas or information in a text.

LAFS.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

LAFS.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text.

LAFS.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LAFS.K.RI.4.10 Actively engage in group reading activities with purpose and understanding.

Mathematics

[MAFS.K.CC.1.1](#) Count to 100 by ones and by tens.

[MAFS.K.CC.1.2](#) Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

[MAFS.K.CC.2.4](#) Understand the relationship between numbers and quantities; connect counting to cardinality.

[MAFS.K.G.1.1](#) Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, besides, in front of, behind, and next to.

[MAFS.K12.MP.1.1](#) Make sense of problems and persevere in solving them.

[MAFS.K12.MP.2.1](#) Reason abstractly and quantitatively.

[MAFS.K12.MP.5.1](#) Use appropriate tools strategically.

Science

[SC.K.E.5.5](#): Observe that things can be big and things can be small as seen from Earth.

[SC.K.E.5.6](#): Observe that some objects are far away and some are nearby as seen from Earth.

[SC.K.L.14.2](#): Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

[SC.K.L.14.3](#): Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

[SC.K.P.9.1](#): Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

[SC.K.P.10.1](#): Observe that things that make sound vibrate.

[HE.K.C.1.5](#): Recognize there are body parts inside and outside of the body.

Social Studies

[SS.K.A.1.1](#) Develop an understanding of how to use and create a timeline.

[SS.K.A.1.2](#) Develop an awareness of a primary source.

[SS.K.A.2.3](#) Compare our nation's holidays with holidays of other cultures.

[SS.K.A.2.4](#) Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.

[SS.K.G.1.2](#) Explain that maps and globes help to locate different places and that globes are a model of the Earth.

Recommended Activities

Oral History Interviews

Collages

Comparative Collages

Creative Writing

Poetry

Recommended Individuals/ Topics to Teach

Thurgood Marshall and Ruby Bridges: An American Hero and Heroine

African American Inventors

Recommended Assessment

Student Posters

Timelines

Assessment may occur informally through observations made during the guided discussion.

Assessment may occur as students offer examples and feedback concerning Ruby Bridges, and Thurgood Marshall.

AFRICAN AND AFRICAN AMERICAN CULTURE AND TRADITION

Grade 1 MY SCHOOL AND FAMILY

Focus Students will understand the concept of diverse families and cultures, including their own. Special emphasis will be placed on how people work together to make a community.

Grade Level Expectations

A synthesis of the Next Generation Sunshine State Standards in Social Studies in addition to the K-1 Standards indicates that students should be able to do the following:

- Describe in detail what their lives are like.
- Describe cultural and familial traditions.
- Make comparisons between their cultural and familial traditions to that of others.
- Retell stories about their traditions as well as that of others.

Content The formation of community

- Who is my family?
- People everywhere in the state, nation, world, and my school.
- Where does my family lives in Florida?
- Understanding the world of work. What are the jobs held by my family?
- Working together with others who attend our school and live in our community.
- What holidays are celebrated by my family and others?
- How do people in Africa celebrate holidays?
- How do African Africans celebrate holidays? Are celebrations/carnivals different?
- The celebration of Kwanzaa with other celebrations during the month of December
- How do children/adults play?

- How are schools different?
- Everything changes in my school and family.
- What is citizenship? What makes a good citizen?
- Understanding the cultural diversity of my neighbors and people in my family and school.
- Maps of my community and the world.

Florida Standards

Art

[VA.1.C.1.2](#) Gather clues to help interpret and reflect on works of art.

[VA.1.F.3.1](#) Describe the use of art to share community information.

[VA.1.H.1.1](#) Discuss how different works of art communicate information about a particular culture.

[VA.1.H.1.3](#) Describe ways in which artists use their work to share knowledge and life experiences.

[VA.1.H.2.1](#) Compare artworks from different cultures, created over time, to identify differences in style and media.

[VA.1.H.3.1](#) Identify connections between visual art and other content areas.

[VA.1.O.2.1](#) Create imagery and symbols to express thoughts and feelings.

[VA.1.O.3.1](#) Use personal symbols in artwork to document surroundings and community.

[VA.1.S.1.3](#) Create works of art to tell a personal story.

[MU.1.C.1.1](#) Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.

[MU.1.C.1.2](#) Respond to music from various sound sources to show awareness of differences in musical ideas.

[MU.1.H.1.1](#) Perform simple songs, dances, and musical games from a variety of cultures.

[MU.1.H.2.1](#) Identify and perform folk music used to remember and honor America and its cultural heritage.

Language Arts

LAFS.1.RL.1.1 Ask and answer questions about key details in a text.

LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

LAFS.1.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

LAFS.1.RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

LAFS.1.RL.2.6 Identify who is telling the story at various points in a text

LAFS.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.
LAFS.1.RL.3 .9 Compare and contrast the adventures and experiences of characters in stories.
LAFS.1.RL.4.1 0 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
LAFS.1.RI.1.1 Ask and answer questions about key details in a text.
LAFS.1.RI.1.2 Identify the main topic and retell key details of a text.
LAFS.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LAFS.1.RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LAFS.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LAFS.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.
LAFS.1.RI.3.8 Identify the reasons an author gives to support points in a text.
LAFS.1.RI.3.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LAFS.1.RI.4.10 With prompting and support, read informational texts appropriately complex for grade 1.

Mathematics

[MAFS.1.NBT.1.1](#) Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

[MAFS.1.NBT.2.2](#) Understand that the two digits of a two-digit number represent amounts of tens and ones.

[MAFS.1.NBT.2.3](#) Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

[MAFS.1.NBT.3.4](#) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

[MAFS.1.NBT.3.6](#) Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[MAFS.1.OA.1.1](#) Use addition and subtraction within 20 to solve word problems¹ involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem

[MAFS.1.OA.2.3](#) Apply properties of operations as strategies to add and subtract.

[MAFS.1.OA.2.4](#) Understand subtraction as an unknown-addend problem.

[MAFS.1.OA.3.5](#) Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

[MAFS.K12.MP.1.1](#) Make sense of problems and persevere in solving them.

[MAFS.K12.MP.2.1](#) Reason abstractly and quantitatively.

[MAFS.K12.MP.5.1](#) Use appropriate tools strategically.

Science

[SC.1.E.5.1](#): Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.

SC.1.E.5.4 Identify the beneficial and harmful properties of the Sun.

SC.1.E.6.2 Describe the need for water and how to be safe around water.

SC.1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly.

[SC.1.L.14.2](#): Identify the major parts of plants, including stem, roots, leaves, and flowers.

[SC.1.P.13.1](#): Demonstrate that the way to change the motion of an object is by applying a push or a pull.

Social Studies

[SS.1.A.1.1](#) Develop an understanding of a primary source.

[SS.1.A.2.1](#) Understand history tells the story of people and events of other times and places.

[SS.1.A.2.2](#) Compare life now with life in the past.

[SS.1.A.2.3](#) Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

[SS.1.A.2.4](#) Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

[LAFS.1.RI.1.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Recommended Student Activities

Oral History Interviews

Collages

Comparative Collages
Creative Writing
Poetry

Recommended Individuals/ Topics to Teach

Thurgood Marshall and Ruby Bridges: An American Hero and Heroine
African American Inventors

Recommended Assessment

Student Posters
Timelines

Assessment may occur informally through observations made during the guided discussion.

Assessment may occur as students offer examples and feedback concerning Ruby Bridges, and Thurgood Marshall.

AFRICAN AND AFRICAN AMERICAN CULTURE AND TRADITION

Grade 2 NEIGHBORHOODS

Focus The students will focus on the influence of Africa, its location, geography, peoples, animals, cultures, economics, and children on North American Culture. The instruction will introduce students to life in Africa and compare that with life in the United States of America.

Grade Level Expectations

A synthesis of the Next Generation Sunshine State Standards in Social Studies in addition to the grade 2 Standards indicate that students should be able to do the following:

- Identify continents, major bodies of water, as well as other significant geographical features on a globe or map.
- Begin to describe verbally and through writing traditions specific to each respective continent or region.
- Research geographical features and wildlife specific to each respective continent or region. Write text or make small reports about life on a specific continent or region.

Content The African and African Americans in the United States of America and the World

- What is life like in West Africa?
- How did people meet their basic needs in the past and today?
- How are animals in Africa, the Caribbean, South America, and the United of America different or similar?
- Why did people travel to the Americas?
- How did other people/racial groups travel to the Americas?
- What are the commonalities shared by all racial and ethnic groups in the United States of America?
- How has immigration impacted American culture?

Florida Standards

Art

[VA.2.C.1.2](#) Reflect on and discuss various possible meanings in works of art.

[VA.2.F.3.1](#) Describe the use of art to promote events within the school or community.

[VA.2.H.1.1](#) Identify examples in which artists have created works based on cultural and life experiences.

[VA.2.H.2.1](#) Identify differences or similarities in artworks across time and culture.

[VA.2.O.3.1](#) Create personally meaningful works of art to document and explain ideas about local and global communities.

[VA.2.S.1.3](#) Explore art from different time periods and cultures as sources for inspiration.

[MU.2.C.1.2](#) Respond to a piece of music and discuss individual interpretations.

[MU.2.H.1.1](#) Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.

[MU.2.H.2.1](#) Discuss how music is used for celebrations in American and other cultures.

[MU.2.S.3.5](#) Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.

Language Arts

LAFS.2.RL.1.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

LAFS.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

LAFS.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

LAFS.2.RL.4.1 0 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LAFS.2.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.2.RI.1.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

[LAFS.2.RI.1.3](#): Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

LAFS.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

LAFS.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

LAFS.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

LAFS.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

LAFS.2.RI.3.8 Describe how an author uses reasons to support specific points in a text.

LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.

LAFS.2.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Mathematics

[MAFS.2.G.1.1](#): Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

[MAFS.2.G.1.2](#): Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

[MAFS.2.G.1.3](#): Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

[MAFS.2.MD.1.1](#): Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

[MAFS.2.MD.1.3](#): Estimate lengths using units of inches, feet, yards, centimeters, and meters.

[MAFS.2.MD.1.4](#): Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit.

[MAFS.K12.MP.1.1](#) Make sense of problems and persevere in solving them.

[MAFS.K12.MP.2.1](#) Reason abstractly and quantitatively.

[MAFS.K12.MP.5.1](#) Use appropriate tools strategically.

Science

[SC.2.E.6.1](#): Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.

[SC.2.E.7.1](#): Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.

[SC.2.L.17.2](#): Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

[SC.2.N.1.6](#): Explain how scientists alone or in groups are always investigating new ways to solve problems.

[SC.2.P.10.1](#): Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Social Studies

[SS.2.A.1.1](#) Examine primary and secondary sources.

[SS.2.A.2.3](#) Describe the impact of immigrants on the Native Americans.

[SS.2.A.2.4](#) Explore ways the daily life of people living in Colonial America changed over time.

[SS.2.A.2.5](#) Identify reasons people came to the United States throughout history.

[SS.2.A.2.8](#) Explain the cultural influences and contributions of immigrants today.

[SS.2.C.2.5](#) Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

Recommended Student Activities

Map labeling
Animal maps
Weather/Climate maps
Tradition maps
Cultural Maps

Recommended Individuals/ Topics to Teach

Class reading
Map labeling
Family celebration/tradition comparisons

Recommended Assessment

Map Tests
Projects
Posters
Collages
Grade level writing activity

AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM MATRIX



GRADES 3-5

AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM MATRIX GRADES 3-5

Grade 3 COMMUNITIES

Helping others
African Enslavement and Migration to America
African American Life

[3rd Grade Scope and Sequence](#)

Grade 4 FLORIDA HISTORY

Understanding others cultures
Early African American Migration to Florida
The Life of Free Blacks & Slaves in Fort Mose Florida
Florida's Civil Rights Movement
Famous African American Floridians
Twentieth Century Immigration (Haiti, etc.)

[4th Grade Scope and Sequence](#)

Grade 5 AFRICAN AMERICAN HISTORY FROM EXPLORATION TO 1870

Communicating and sharing knowledge with others
Enslavement and the African Diaspora
African American Patriots of the Revolutionary War
African American Military Involvement
African American Inventors
Freedom and Reconstruction

[5th Grade Scope and Sequence](#)

AFRICAN AND AFRICAN AMERICAN CULTURE AND SOCIETAL DEVELOPMENT

Grades 3-5

Focus The students will focus on the impact of Africans and individuals of African descent on the historical development of North American with respect to the country, state, and the biographies, timelines, and critical events in science, literature, technology and culture.

Content **Africa and African American contributions to North American development**

Essential Questions

- During grades 3-5 students will focus on examining the developmental of classical societies and cultures of the world as well as their own country, state, and country through the study of the historical and physical perspectives (in the areas of social, economic, political and technological perspectives).
- Students will learn about critical events that shape the history of Africa. This information will provide a general understanding of the contributions of all racial groups, including Africans and African Americans to the world, United States and Florida.
- The critical examination of immigration, migration, and dispersion of slavery will provide information on how these systems impacted people, including Africans and African Americans.
- Teachers are encouraged to view African and African American history as a part of classical world history and the history of the Americas and the United States of America.

AFRICAN AND AFRICAN AMERICAN CULTURE AND SOCIETAL DEVELOPMENT

Grade 3 African and African American as Part of North American and Caribbean Communities

Focus The students will focus on the impact of Africans and individuals of African descent on North American and the Caribbean to the sciences, politics, and the legal process of justice, religious practices, technology and literature.

Content **The African and African Americans in the United States of America and the World**

- What role did science and technology play in Ancient Africa?
- What forms of scientific development existed? (i.e., astronomy, iron products, medicine, math, etc.).
- How did religion, law, and government function in ancient cultures?
- How did ancient African sciences religion, law and government influence the development of North American Culture?
- How are the cultures of groups in North American different?
- Compare Afro-Latin American and African American cultures?
- Why should we help others who are different from ourselves?
- What does it mean to collaborate?

Florida Standards

Art

[VA.3.C.1.2](#) Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.

[VA.3.F.2.1](#) Identify places where artists or designers have made an impact on the community.

[VA.3.F.3.1](#) Create artwork that communicates an awareness of events within the community.

[VA.3.H.1.1](#) Describe cultural similarities and differences in works of art.

[VA.3.S.1.2](#) Use diverse resources to inspire artistic expression and achieve varied results.

[VA.3.S.1.3](#) Incorporate ideas from art exemplars for specified time periods and cultures.

[MU.3.C.1.2](#) Respond to a musical work in a variety of ways and compare individual interpretations.

[MU.3.H.1.1](#) Compare indigenous instruments of specified cultures.

[MU.3.H.1.2](#) Identify significant information about specified composers and one or more of their musical works.

[MU.3.H.2.1](#) Discuss how music in America was influenced by people and events in its history.

Language Arts

LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

LAFS.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

LAFS.3.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a text (e.g., create mood, emphasize aspects of a character or setting).

LAFS.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

LAFS.3.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

LAFS.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text.

LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LAFS.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

LAFS.3.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.

LAFS.3.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Mathematics

[MAFS.3.NBT.1.1](#): Use place value understanding to round whole numbers to the nearest 10 or 100.

[MAFS.K12.MP.1.1](#) Make sense of problems and persevere in solving them.

[MAFS.K12.MP.2.1](#) Reason abstractly and quantitatively.

[MAFS.K12.MP.5.1](#) Use appropriate tools strategically.

Science

SC.3.E.5.1: Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.

[SC.3.E.5.5](#): Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.

[SC.3.N.1.1](#): Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

[LAFS.3.RI.1.3](#): Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Social Studies

[SS.3.A.1.1](#) Analyze primary and secondary sources.

- [SS.3.G.2.4](#) Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
- [SS.3.G.2.5](#) Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.
- [SS.3.G.3.1](#) Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
- [SS.3.G.3.2](#) Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
- [SS.3.G.4.1](#) Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
- [SS.3.G.4.2](#) Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
- [SS.3.G.4.4](#) Identify contributions from various ethnic groups to the United States.

Recommended Student Activities

- Vocabulary development
- Grade level writing activities
- Class Readings
- Story Webs
- Graffiti Walls
- Posters
- Timelines
- Summaries
- Short Story Development

Recommended Individuals/ Topics to Teach

- Heroes and Heroines
- African American Inventors

Recommended Assessment

- Venn Diagrams
- Biographies
- Portfolios
- Essay Writing

AFRICAN AND AFRICAN AMERICAN CULTURE AND SOCIETAL DEVELOPMENT

Grade 4 African American Culture And Technological Development in Florida History And Geography

Focus The students will focus on examination of the history of the Florida and the role of African Americans and Native Americans during the colonial period, the revolutionary period, and the Civil War era, urbanization, industrialization, Civil Rights, and contemporary issues regarding Africans and African Americans in the Americas. Students will examine the varied roles Africans and African Americans played in concert with other ethnic, political, and religious groups.

Grade Level Expectations

A synthesis of the Next Generation Sunshine State Standards in Social Studies in addition to the grade 4 Standards indicate that students should be able to do the following:

- Read detailed informational text and summarize it.
- Analyze various sources to obtain information.
- Make inferences from various sources about a specific historical topic.
- Construct narratives on Native American and African American histories in Florida based on particular historical events.
- Construct timelines based on informational text regarding Native Americans and African Americans, and summarize the timeline.
- Explain motivations behind particular historical events such as the Revolution, slavery, migration.
- Read informational text to describe the relationship between various groups of people in history.
- State and write their opinions regarding historical events as based on informational texts.

Content

The Florida History and Geography

- Ancient History of Native Americans in the United States.
- The explorations of Native Americans including those who lived in Florida.
- Contact of the Native Americans with African and European explorers and peoples.
- Economic and technological growth and expansion in the United States and Florida, e.g. Citrus farms.
- What do we know about Africans in North and South America and their contacts with Florida?
- What influences did different cultures (African, European, and Native American) have on each other in America?
- How did these influences shape life and behavior in Florida?
- What was the nature of the Colonial experience for Africans who were in the slavery system in America, in Florida, and those who fled or secured their freedom from enslavement?
- What were the connections between slavery and urbanization on the culture of people in the North and South?
- What effect did the Civil War and Reconstruction periods have on the civil rights of African Americans?
- What are some of the influences of the Slave era that continue to impact today's society, thus giving rise to advocacy for human rights, civil rights, equality, and fairness in the treatment of racial and gender groups?
- How did Africans influence the formation of the first city of St. Augustine, Florida?
- What was the significance of the African Fort Mose and their defense of the Northern flank of St. Augustine?
- Who are the key African Americans that contributed to the history of Florida in professions of education, science, technology, social relations, politics and other fields?

Florida Standards

Art

- [VA.4.C.1.2](#) Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
- [VA.4.C.2.3](#) Develop and support ideas from various resources to create unique artworks.
- [VA.4.F.2.1](#) Discuss how artists and designers have made an impact on the community.
- [VA.4.F.2.2](#) Identify the work of local artists to become familiar with art-making careers.
- [VA.4.F.3.1](#) Create art to promote awareness of school and/or community concerns.
- [A.4.H.1.1](#) Identify historical and cultural influences that have inspired artists to produce works of art.

[VA.4.H.1.3](#) Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.

[VA.4.H.1.4](#) Identify and practice ways of showing respect for one's own and others' personal works of art.

[VA.4.H.2.1](#) Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.

[VA.4.S.1.2](#) Explore and use media, technology, and other art resources to express ideas visually.

[VA.4.S.1.3](#) Create artworks that integrate ideas from culture or history.

[MU.4.C.3.1](#) Describe characteristics that make various musical works appealing.

[MU.4.F.2.1](#) Describe roles and careers of selected musicians.

[MU.4.H.1.1](#) Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.

[MU.4.H.1.2](#) Describe the influence of selected composers on the musical works and practices or traditions of their time.

[MU.4.H.1.3](#) Identify pieces of music that originated from cultures other than one's own.

[MU.4.H.2.2](#) Identify ways in which individuals of varying ages and cultures experience music.

Language Arts

LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

LAFS.4.RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LAFS.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

LAFS.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

LAFS.4.RL.3.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

LAFS.4.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

LAFS.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

LAFS.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LAFS.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.

LAFS.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

LAFS.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Mathematics

[MAFS.4.G.1.1](#): Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

[MAFS.4.G.1.2](#): Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

[MAFS.4.G.1.3](#): Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

[MAFS.4.MD.3.5](#): Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.

[MAFS.4.NBT.1.3](#): Use place value understanding to round multi-digit whole numbers to any place.

[MAFS.4.NF.1.1](#): Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

[MAFS.4.NF.1.2](#): Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

[MAFS.K12.MP.1.1](#) Make sense of problems and persevere in solving them.

[MAFS.4.NF.2.3](#): Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

[MAFS.4.NF.3.6](#): Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

[MAFS.4.NF.3.7](#): Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

[MAFS.K12.MP.2.1](#) Reason abstractly and quantitatively.

[MAFS.K12.MP.5.1](#) Use appropriate tools strategically.

Science

[SC.4.E.5.1](#): Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.

[SC.4.E.5.5](#): Investigate and report the effects of space research and exploration on the economy and culture of Florida.

[SC.4.L.17.4](#): Recognize ways plants and animals, including humans, can impact the environment.

[SC.4.N.3.1](#): Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.

[SC.4.P.9.1](#): Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.

[SC.4.P.11.1](#): Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.

[SC.4.P.11.2](#): Identify common materials that conduct heat well or poorly.

Social Studies

[SS.4.A.1.1](#) Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

[SS.4.A.3.5](#) Identify the significance of Fort Mose as the first free African community in the United States.

[SS.4.A.3.8](#) Explain how the Seminole tribe formed and the purpose for their migration.

[SS.4.A.4.2](#) Describe pioneer life in Florida.

[SS.4.A.5.2](#) Summarize challenges Floridians faced during Reconstruction.

[SS.4.A.6.3](#) Describe the contributions of significant individuals to Florida.

[SS.4.E.1.1](#) Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

Recommended Student Activities

Grade level writing
Use of graphic organizers
Vocabulary Story mapping
Non-fiction text reading
Class discussion
Timelines
Biographies

Recommended Individuals/Topics to Teach

Reliving Legacies through African and African American Literature
Florida's African American Heritage Trail

Recommended Assessment

Map labeling and identification
Student Summaries
Class timelines
Projects
Portfolios

AFRICAN AND AFRICAN AMERICAN CULTURE AND SOCIETAL DEVELOPMENT

Grade 5 African American Culture and Technological Development in the United States
History and Geography

Focus The students will focus on examination of the history of the United States of America and the role of African Americans and Native Americans during the colonial period, the revolutionary period, and the Civil War era. Students will examine the varied roles Africans and African Americans played in concert with other ethnic, political, and religious groups.

Grade Level Expectations

A synthesis of the Next Generation Sunshine State Standards in Social Studies in addition to the grade 5 Standards indicate that students should be able to do the following:

- Read detailed informational text and summarize it.
- Analyze various sources to obtain information.
- Make inferences from various sources about a specific historical topic.
- Construct non-fiction narratives concerning African Americans in history.
- Construct timelines based on informational text regarding African Americans, and summarize the timeline.
- Explain motivations behind particular historical events such as the Civil Rights Movement.
- Read informational text to describe the relationship between various groups of people in history.
- State and write their opinions regarding historical events as based on informational texts
- State and write their opinions on topics such as Jim Crow Laws and equality.
- Identify and explain the role that African Americans played in industrial and technological advancement throughout United States history.

Content **The United States, Florida History, and Geography**
Essential Questions

- Contact of the Native Americans with African and European explorers and peoples.
- Economic and technological growth and expansion in the United States
- The role of African Americans during the colonial period
- The revolutionary period and its impact on African Americans
- The enslavement of Africans in the United States
- States' rights and their impact on African Americans
- The Civil War era and its impact upon African Americans
- What roles did African Americans play in the advancement of technology and science?
- What were the types of resistance to slavery and apartheid?
- The role of collaboration and the Underground Railroad and its impact on securing the freedom of enslaved Africans?
- What role did Canada and Mexico played in the anti-slavery movement and sanctuary for the enslaved Africans?
- What were the roles and function of the African American military personnel in the Indian Wars and other military battles?

Florida Standards

Art

[VA.5.C.1.2](#) Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.

[VA.5.C.1.3](#) Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.

[VA.5.C.3.2](#) Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.

[VA.5.F.2.3](#) Discuss contributions that artists make to society.

[VA.5.F.3.1](#) Create artwork to promote public awareness of community and/or global concerns.

[VA.5.H.1.1](#) Examine historical and cultural influences that inspire artists and their work.

[VA.5.H.1.3](#) Identify and describe the importance a selected group or culture places on specific works of art.

[VA.5.H.2.1](#) Compare works of art on the basis of style, culture, or artist across time to identify visual differences.

[VA.5.H.2.3](#) Discuss artworks found in public venues to identify the significance of the work within the community.

[VA.5.O.2.1](#) Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.

[VA.5.S.1.3](#) Create artworks to depict personal, cultural, and/or historical themes.

[MU.5.C.1.1](#) Discuss and apply listening strategies to support appreciation of musical works.

[MU.5.C.1.2](#) Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

[MU.5.C.3.1](#) Develop criteria to evaluate an exemplary musical work from a specific period or genre.

[MU.5.H.1.1](#) Identify the purposes for which music is used within various cultures.

[MU.5.H.1.3](#) Compare stylistic and musical features in works originating from different cultures.

[MU.5.H.2.1](#) Examine the contributions of musicians and composers for a specific historical period.

Language Arts

LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.

LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

LAFS.5.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.5.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

LAFS.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LAFS.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Mathematics

[MAFS.5.NBT.1.1](#): Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.

[MAFS.5.NBT.1.2](#): Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

[MAFS.K12.MP.1.1](#) Make sense of problems and persevere in solving them.

[MAFS.5.NBT.1.3](#): Read, write, and compare decimals to thousandths.

[MAFS.5.NBT.2.6](#): Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

[MAFS.5.NBT.2.7](#): Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[MAFS.5.NBT.1.4](#): Use place value understanding to round decimals to any place.

[MAFS.5.NF.2.6](#): Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

[MAFS.5.OA.1.1](#): Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

[MAFS.5.OA.1.2](#): Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

[MAFS.K12.MP.2.1](#) Reason abstractly and quantitatively.

[MAFS.K12.MP.5.1](#) Use appropriate tools strategically.

Science

[SC.5.E.5.1](#): Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.

[SC.5.E.7.3](#): Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.

[SC.5.E.7.5](#): Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.

[SC.5.E.7.6](#): Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.

[SC.5.L.14.1](#): Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

[SC.5.P.10.1](#): Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.

Social Studies

[SS.5.A.1.1](#) Use primary and secondary sources to understand history.

[SS.5.A.3.3](#) Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

[SS.5.A.4.2](#) Compare characteristics of New England, Middle, and Southern colonies.

[SS.5.A.4.5](#) Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

[SS.5.A.4.6](#) Describe the introduction, impact, and role of slavery in the colonies.

[SS.5.A.6.1](#) Describe the causes and effects of the Louisiana Purchase.

[SS.5.A.6.8](#) Describe the causes and effects of the Missouri Compromise.

[SS.5.C.2.3](#) Analyze how the Constitution has expanded voting rights from our nation's early history to today.

Recommended Student Activities

Grade level writing

Vocabulary

Think-Pair-Share

Story Elements identification and application

WebQuests

Almanac Creation

Research reports

Dramatizations

Timeline

Portraits

Recommended Individuals/ Topics to Teach

Triangular Trade

Phillis Wheatley

Famous Africans in the American Revolution

Colonization of Jamestown and Slavery

Recommended Assessment

Write an essay describing the life of a slave during the colonial period to include his/her travel through the middle passage.

The Voyage Game

Persuasive Essay

Journalistic Article

Anecdotal Notes
Map skills assessment
Grammar skills assessment

AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM MATRIX

GRADES 6-8
MIDDLE SCHOOL

AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM MATRIX GRADES 6-8

Grade 6

CULTURE AND MOVEMENT OF THE AFRICAN DIASPORA

Physical, Cultural, and Political Geography of North Africa
Physical, Cultural, and Political Geography of
Sub-Saharan Africa
Empires and Kingdoms in Africa

[6th Grade Scope and Sequence](#)

Grade 7

AFRICAN AMERICANS' ROLE IN U.S. POLITICAL DEVELOPMENT

Enslavement and the African Diaspora Physical, Cultural and
Political Geography of the Western Hemisphere
Slavery and U.S. Founding Documents
U.S. Courts and Race

[7th Grade Scope and Sequence](#)

Grade 8

CULTURE AND MOVEMENT OF THE DIASPORA TO THE U.S. AND FLORIDA

Enslavement and the African Diaspora
African American Military Patriots of the Revolutionary War
African American Military Involvement
African American Inventors
Freedom and Reconstruction
Enslavement and the African Diaspora in America
African American Inventors
Freedom & Reconstruction
African Americans in Florida and Alachua County

[8th Grade Scope and Sequence](#)

THE AFRICAN DIASPORA AND SPREAD OF AFRICAN CULTURE

Grades MIDDLE SCHOOL 6-8

Focus The students will focus on broad geographic, humanities and multicultural perspectives to understand the global connections of the African and African American experiences.

- Middle school students are at the development stage in their growth when interpersonal relations are strained or result in conflict. By developing a broad multicultural perspective, students will enhance their understanding, respect, and appreciation for people of other racial and cultural backgrounds. The use of the five themes of geography will form a framework for examining critical issues common to our country, state, nation, and world communities.
- The goal is to help students develop the necessary skills which will enable them to make positive interpersonal decisions, and participate in social action which benefits all human beings despite race, ethnic origin, gender, cultural, or physical backgrounds.

Content **African and African American Theme: A Connected and Interdependent World**
Essential Questions

- Grade 6: Africa the human environment, interaction, and movement of Africans in the world.
- Grade 7: African Americans' role in U.S. civics
- Grade 8: The African presence in the United States and in the State of Florida until 1877.

THE AFRICAN DIASPORA AND SPREAD OF AFRICAN CULTURE

Grade 6 Culture and Movement of the Diaspora

Focus The students will focus on geographic, economic and political changes, including the Sahara Desert and Sub-Saharan regions and ways these factors impacted societies throughout Africa and the world.

Content **The Culture and Geography of the African Continent and the Diaspora to Asia and Oceania**

Essential Questions

- The uneven physical and environmental changes which impacted the economic and social developments of the African continent.
- The uneven economic development, focusing on Egypt, Gold Coast, Nigeria, Ghana, etc.
- The influences of diverse religions on African American life, in particular Christianity and Islam.
- The examination of the ethnic diversity in Africa.
- The study of the savannahs, rain forests, and their contributions to the social and economic well being of people.
- The exploration of the movement of Africans to Asia and Oceania.
- The Kemet and Nubian kingdoms and dynasties.
- African Exploration: The history of the Moors and the explorations of Africans into the world, including North and South America.
- African presence in the region before slavery as documented by Ivan Van Sertima, (1979) and (1990) in his books The Moors and the African Presence in Europe and They Came Before Columbus, the Ancient Presence of Africans in the Americas.
- African presence in Europe and the world.

Florida Standards

Art

[VA.68.H.1.3](#) Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.

[VA.68.H.2.1](#) Describe how previous cultural trends have led to the development of new art styles.

[VA.68.S.1.5](#) Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.

[MU.68.H.1.1](#) Describe the functions of music from various cultures and time periods.

[MU.68.H.2.3](#) Classify the literature being studied by genre, style, and/or time period.

[MU.68.H.3.1](#) Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.

[TH.68.H.1.3](#) Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.

[TH.68.H.1.4](#) Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.

[TH.68.H.2.3](#) Analyze theatre history and dramatic literature in the context of societal and cultural history.

Language Arts

LAFS.6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.6.RL.1.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LAFS.6.RL.1.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

LAFS.6.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

LAFS.6.RL.2.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

LAFS.6.RL.2.6 Explain how an author develops the point of view of the narrator or speaker in a text.

LAFS.6.RL.3.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

LAFS.6.RL.3.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

LAFS.6.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LAFS.6.RI.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.6.RI.1.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LAFS.6.RI.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

LAFS.6.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

LAFS.6.RI.2.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

LAFS.6.RI.2.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

LAFS.6.RI.3.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue

LAFS.6.RI.3.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.RI.3.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

LAFS.6.RI.4.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Mathematics

[MAFS.6.EE.1.2](#): Write, read, and evaluate expressions in which letters stand for numbers.

[MAFS.6.EE.1.3](#): Apply the properties of operations to generate equivalent expressions.

[MAFS.6.EE.1.4](#): Identify when two expressions are equivalent

[MAFS.6.EE.2.5](#): Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

[MAFS.6.G.1.1](#): Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

[MAFS.6.G.1.2](#): Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

[MAFS.6.RP.1.1](#): Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities

[MAFS.6.RP.1.2](#): Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.

[MAFS.6.RP.1.3](#): Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

[MAFS.K12.MP.2.1](#) Reason abstractly and quantitatively.

[MAFS.K12.MP.5.1](#) Use appropriate tools strategically.

Science

[SC.6.L.14.1](#): Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.

[SC.6.L.14.2](#): Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.

[SC.6.L.14.6](#): Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.

[SC.6.N.2.3](#): Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.

[SC.6.N.3.1](#): Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.

[SC.6.N.3.3](#): Give several examples of scientific laws.

Social Studies

[SS.6.E.3.3](#) Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

[SS.6.G.2.3](#) Analyze the relationship of physical geography to the development of ancient river valley civilizations.

[SS.6.G.2.4](#) Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

[SS.6.G.2.6](#) Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

[SS.6.G.4.3](#) Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

[SS.6.W.1.3](#) Interpret primary and secondary sources.

[SS.6.W.1.5](#) Describe the roles of historians and recognize varying historical interpretations (historiography).

[SS.6.W.1.5](#) Describe the roles of historians and recognize varying historical interpretations (historiography).

[SS.6.W.2.6](#) Determine the contributions of key figures from ancient Egypt.

[SS.6.W.3.1](#) Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

[SS.6.W.3.18](#) Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development of Ethiopia.

[SS.6.W.4.10](#) Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

Recommended Student Activities

Document analysis

Oral Presentations

Research

RAFT activities

Artifact analysis

Venn Diagrams

Artistic expressions

Cooperative learning with roles

Recommended Individuals/ Topics to Teach

People of African Descent: Diaspora

East African Kingdoms

Description of the Nubian People

Ancient Nubia: Material Adaptation to their Environment

Ancient Nubian Physical Environment

Tobacco and Slavery: Voices from the Past

Recommended Assessment

Projects

Portfolios

Grade level essay writing

Photo response

Document Based Questions

Archeology Questionnaire

Journaling

Artistic Rendering

Novel response

THE AFRICAN DIASPORA AND SPREAD OF AFRICAN CULTURE

Grade 7 African Americans' Role in U.S. Political Development

Focus The students will focus on the Diaspora in the context of the African and African American individuals' roles in the founding and subsequent theoretical, political and practical aspects of citizenship, government policy and life of the United States.

Content **The Role of Africans and African Americans in the civic roles of the Unites States**
Essential Questions

- What role did African slavery play in the creation of the United States Constitution?
- What role did slavery and civil rights play the shaping of US law?
- How have the laws in the US been used to help or hinder African Americans' equality?
- The Jim Crow laws and their impact on African Americans.
- The role of the 13th, 14th, and 15th amendments to the constitution in civil rights?
- The Civil Rights Act of 1964 and the Amendment in 1972.

**Florida
Standards**

Art

[VA.68.H.1.3](#) Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.

[VA.68.H.2.1](#) Describe how previous cultural trends have led to the development of new art styles.

[VA.68.S.1.5](#) Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.

[MU.68.H.1.1](#) Describe the functions of music from various cultures and time periods.

[MU.68.H.2.3](#) Classify the literature being studied by genre, style, and/or time period.

[MU.68.H.3.1](#) Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.

[TH.68.H.1.3](#) Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.

[TH.68.H.1.4](#) Create a monologue or story that reflects ones understanding of an event in a culture different from ones own.

[TH.68.H.2.3](#) Analyze theatre history and dramatic literature in the context of societal and cultural history.

Language Arts

LAFS.7.RL.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.7.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

LAFS.7.RL.1.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

LAFS.7.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

LAFS.7.RL.2.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

LAFS.7.RL.2.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

LAFS.7.RL.3.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or

multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

LAFS.7.RL.3.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

LAFS.7.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LAFS.7.RI.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.7.RI.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

LAFS.7.RJ.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

LAFS.7.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

LAFS.7.RI.2.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

LAFS.7.RI.2.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

LAFS.7.RI.3.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

LAFS.7.RI.3.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

LAFS.7.RI.3.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

LAFS.7.RI.4.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Mathematics

[MAFS.7.EE.1.1](#): Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

[MAFS.7.EE.1.2](#): Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related

[MAFS.7.EE.2.3](#): Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

[MAFS.7.EE.2.4](#): Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

[MAFS.7.NS.1.2](#): Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

[MAFS.7.NS.1.3](#): Solve real-world and mathematical problems involving the four operations with rational numbers.

[MAFS.K12.MP.2.1](#) Reason abstractly and quantitatively.

[MAFS.K12.MP.5.1](#) Use appropriate tools strategically.

Science

[SC.7.L.15.1](#): Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.

[SC.7.N.1.3](#): Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.

[SC.7.N.1.4](#): Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.

[SC.7.N.1.6](#): Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.

Social Studies

[SS.7.C.2.1](#) Define the term "citizen," and identify legal means of becoming a United States citizen.

[SS.7.C.3.7](#) Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

[SS.7.C.3.12](#) Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.

[SS.7.E.2.4](#) Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

[SS.7.G.2.4](#) Describe current major cultural regions of North America.

Recommended Student Activities

Grade level writing
Vocabulary
Political cartoon analysis
Primary and secondary source analysis
Timeline creation Class discussion
Cooperative Learning Groups
Dramatization

Recommended Individuals/ Topics to Teach

Jim Crow Challenges: Ocoee,
1920 Women and Jim Crow
The American Revolution and the Meaning of Equality
Slavery and the U.S. Constitution
The 13th, 14th, 15th amendments
Civil Rights legislation

Recommended Assessment

Essay writing
Research paper
Biography creation

THE AFRICAN DIASPORA AND SPREAD OF AFRICAN CULTURE

Grade 8 Culture and Movement of the Diaspora to the U.S. and Florida

Focus The students will focus on the peoples of the US and Florida by tracing the history of the Native Americans (i.e., Seminoles and others) and African Americans. Further study will include peoples of African descent who migrated to the US and Florida from the Caribbean, South America and Central America.

Content Florida and the Caribbean: Florida's Challenges and Choices

Essential Questions

- How did the Native Americans relate to freed Africans and enslaved Africans?
- How did the Florida experience impact to lives of people of Caribbean descent?
- How can we support a multicultural and ethnically diverse community in Florida?
- What economic challenges impact our community today?
- What were the Florida migrations patterns of people from the Caribbean, Central and South America who came to the United States?
- What were the contributions of the people of the Caribbean, Central and South America to Florida and the United States of America?
- How did the cultural pluralism develop as a concept in multicultural education in Florida?

- What are the Caribbean cultures and their influence on the cultures of Florida?
- What was the nature of the struggle by African Americans for equity and social justice in the State of Florida and in the United States?
- What is the Nadir?
- What are the holidays and cultural events of the peoples in the Caribbean, Central and South American cultures?
- How was the resistance to slavery and colonialism from the people in the Caribbean (especially Haiti) demonstrated?

Florida Standards

Art

[VA.68.H.1.3](#) Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.

[VA.68.H.2.1](#) Describe how previous cultural trends have led to the development of new art styles.

[VA.68.S.1.5](#) Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.

[MU.68.H.1.1](#) Describe the functions of music from various cultures and time periods.

[MU.68.H.2.3](#) Classify the literature being studied by genre, style, and/or time period.

[MU.68.H.3.1](#) Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.

[TH.68.H.1.3](#) Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.

[TH.68.H.1.4](#) Create a monologue or story that reflects ones understanding of an event in a culture different from ones own.

[TH.68.H.2.3](#) Analyze theatre history and dramatic literature in the context of societal and cultural history.

Language Arts

LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.8.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

LAFS.8.RL.1.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

LAFS.8.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LAFS.8.RL.2.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

LAFS.8.RL.2.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

LAFS.8.RL.3.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

LAFS.8.RL.3.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

LAFS.8.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

LAFS.8.RI.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.8.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

LAFS.8.RI.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

LAFS.8.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LAFS.8.RI.2.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

LAFS.8.RI.2.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

LAFS.8.RI.3.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

LAFS.8.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

LAFS.8.RI.3.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

LAFS.8.RI.4.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Mathematics

[MAFS.8.EE.2.6](#) Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

[MAFS.K12.MP.2.1](#) Reason abstractly and quantitatively.

[MAFS.K12.MP.5.1](#) Use appropriate tools strategically.

Science

[SC.8.N.1.4](#): Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.

[SC.8.N.1.5](#): Analyze the methods used to develop a scientific explanation as seen in different fields of science.

[SC.8.N.1.6](#): Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.

[SC.8.N.2.1](#): Distinguish between scientific and pseudoscientific ideas.

Social Studies

[SS.8.A.1.5](#) Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

[SS.8.A.2.3](#) Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

[SS.8.A.2.7](#) Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

[SS.8.A.3.15](#) Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

[SS.8.A.3.16](#) Examine key events in Florida history as each impacts this era of American history.

[SS.8.A.4.2](#) Describe the debate surrounding the spread of slavery into western territories and Florida.

[SS.8.A.4.4](#) Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

[SS.8.A.4.11](#) Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

[SS.8.A.4.12](#) Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

[SS.8.A.4.18](#) Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

[SS.8.A.5.1](#) Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

[SS.8.A.5.2](#) Analyze the role of slavery in the development of sectional conflict.

[SS.8.A.5.3](#) Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

[SS.8.A.5.7](#) Examine key events and peoples in Florida history as each impacts this era of American history.

[SS.8.A.5.8](#) Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

[SS.8.C.1.1](#) Identify the constitutional provisions for establishing citizenship.

[SS.8.C.1.6](#) Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

[SS.8.E.2.1](#) Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

[SS.8.E.2.3](#) Assess the role of Africans and other minority groups in the economic development of the United States.

Recommended Student Activities

- Grade level writing
- Vocabulary
- Primary source analysis
- Document analysis
- Timelines
- Journaling
- Document creation
- Classroom debate
- SOAPSTONE activity
- Chalk Talk activity

Recommended Individuals/ Topics to Teach

- Haitian Revolution Helps Expand America
- Early Colonial Labor Force: Indentured Servants and Slaves
- Africans in Early American Military History: American Revolution
- Fugitive Slave Act and the Case of Anthony Burns
- Frederick Douglass' Speech: What to a Slave is the 4th of July?
- The American Revolution and the Meaning of Equality
- The First African American Township in the U.S.

Recommended Assessment

- Projects
- Students create PowerPoint presentations
- Research report
- Essays
- 1st Person Narrative Writing
- Creative Writing

Responsive Writing

AFRICAN AND AFRICAN AMERICAN STUDIES CURRICULUM MATRIX



GRADES 9-12
HIGH SCHOOL

AFRICAN AMERICAN STUDIES CURRICULUM MATRIX GRADES 9-12

Grade 9

AFRICAN INFLUENCE ON WORLD CULTURE

Ancient African Kingdoms, Colonies and Modern-day countries
in Africa
African Explorations to Asia, Oceania and the Americas
African and Mediterranean Cultural Experiences
(Ancient and Medieval)
The African Diaspora in Africa

9th Grade Scope and Sequence

Grade 10

THE AFRICAN AND AFRICAN AMERICAN IN DIASPORA'S INFLUENCE ON WORLD CULTURE

World Culture/Geography

10th Grade Scope and Sequence

Grade 11

THE CIVIL RIGHTS MOVEMENT AND ITS IMPACT ON THE FREEDOM AND LEGAL RIGHTS OF AFRICAN AMERICANS

The Black Codes and Jim Crow
Plessy v. Ferguson
The Nadir
The Harlem Renaissance
Brown v. Board Education
Civil Rights Movement and Legislation

11th Grade Scope and Sequence

Grade 12

CONTEMPORARY ISSUES IMPACTING AFRICANS AND AFRICAN AMERICANS

The Founding of Black America
Constitutional Amendments (13th, 14th, 15th)
Black Codes and Jim Crow
"Black Power"
Civil Rights Act of 1964
Voting Rights Act of 1965
Brown v. Board of Education
African Americans and the American Political System

12th Grade Scope and Sequence

THE CONTRIBUTIONS OF AFRICANS AND AFRICAN AMERICANS TO THE WORLD

Grades HIGH SCHOOL 9-12

Focus The students will focus the importance and contributions of Africans and African Americans in the areas of geography, economics, literature, language arts, science, economics, and politics. Contemporary issues will also be explored.

Content **Ancient Africa, Africa in Transition, The Civil Rights Movement, and the Contributions of Africans and African Americans to the World.**

Ancient Africa should be studied because as Davidson (1971) said, “Africa is the world’s second largest continent”. To begin to understand Africa and its peoples, including African Americans, is to understand its pre-slavery period which included African kingdoms. The African Americans living in the United States of America today represent a wide variety of individuals of African descent whose beginning dates back before Columbus’ presence in the Americas and before the beginning of slavery (Coggins, 1994).

SLAVERY: POST-COLUMBUS IN THE AMERICAS – Slavery and European exploitations started around 1490 A.D. and continued for over 300 years. The slavery experience and the journey through the Middle Passage was one of humankind’s worst atrocities. This journey took from three weeks to three months from West Africa to the shores of North and South America. Tolliver (1993) estimates that although 100 million Africans died at the hand of captors, over 25 million made it to shores of the Americas. Slavery, according to Tolliver, was an economic system where profit and exploitation of forced and cheap labor African men, women and children were the centerpieces of the slavery system. Africans brought to this country as slaves, were not allowed to speak their own language, use their own names, practice their own religion, perform their own cultural rituals and most importantly, maintain their governmental system, values and beliefs (Van Sertima, 1990). Thus the slavery that occurred during this period was unlike any other form of slavery practiced in the history of humankind. This painful history of African Americans must be told along with the rich contributions of Africans which predated slavery and continued throughout slavery and the post-slavery

period. The United States of America grew economically because of the cheap labor system fostered by chattel slavery (Coggins, 1994).

NEO-SLAVERY: ABOLITION, CIVIL RIGHTS AND CONSTITUTIONAL RIGHTS – This was a period from 1800 to 1861 which involved the struggle of the abolitionists. Even though the slave trade legally ended in 1808, illegal slave trading continued (Banks, 1991). Despite the abolitionist struggle and Nat Turner’s Slave Revolt of 1831, The Fugitive Slave Act of 1850 posed a great problem for the Abolitionists’ Movement and affirmed that Africans could not be citizens. It was not until 1863 that President Lincoln issued the Emancipation Proclamation, which freed the slaves in those states that were fighting the Union (Coggins, 1994). The struggle for citizenship and freedom was not guaranteed until the passing of the Thirteenth Amendment in 1865, which legally abolished slavery; the Fourteenth Amendment in 1866, which made African American citizens; and the Civil Rights Act of 1866, which gave African Americans civil liberties. In 1817, The Fifteenth Amendment was enacted to give African Americans the right to vote. The struggle for civil and human rights continued from 1817 and continues today where the enjoyment of full civil rights for African Americans remains a struggle.

THE SOUL OF AFRICAN AMERICANS – Oliver (1993) discusses the methods and stories which characterize the values and beliefs which have been historically central to the lives of African peoples on the mainland of Africa and throughout the world; values and beliefs which Karenga (1966) and Useni (1981) have captured in the African American celebration called “Kwanzaa.” These values and beliefs of family, community, spiritualism, and material goods trace its roots to the principles of the MA’AT which dates back to 3200 B.C. – 700 B.C. (Coggins, 1994). The Americans, since Madame C. J. Walker, have been millionaires and today there are many millionaire athletes, business people, performers, and T.V. personalities like Oprah Winfrey. The exploration of economic contributions is important in understanding the roles of African Americans in American society (Coggins, 1994).

CONTRIBUTIONS FO AFRICANS AND AFRICAN AMERICANS TO THE UNITED STATES OF AMERICA AND TO THE WORLD – The contributions of Africans may have been lost in the history books, but careful examination of well documented evidence by Rogers (1991), Van Sertima (1990) and others show that Africans and African Americans have contributed in meaningful ways to areas of art, music, science, literature, politics, and developed inventions which shaped America’s future (Coggins, 1994).

THE CONTRIBUTIONS OF AFRICANS AND AFRICAN AMERICANS TO THE WORLD

Grade 9 African Influence On World Culture

Focus The students will focus on the factors which led to the weakening of Africa through invasions from European and Arab countries. An examination of the advent of slavery in the late fourteenth and early fifteenth centuries will provide perspectives on the slave trade, abolition and resistance to slavery and the eventual colonization of Africa by Europe. This is followed by an exploration African nationalism, independence movements and the emergence of modern African states.

Content

- The understanding of the concepts of Diaspora, migration, immigration, and refugee with respect to human and legal rights.
- The exploration of Diaspora patterns as these developed from Africa to the Americas.
- The impact of the Diaspora on the culture of North and Central America, Caribbean, and South America.
- The migration patterns of people of the Moors and African descent versus European immigrants and immigrants from other areas of North America.
- The impact of European colonization and imperialistic experiences in the Caribbean, South America, Central America, and North America.
- The politics and economic issues which created and maintained the slavery systems.
- The study of the hemispheric impact of the Diaspora and the role of people of African descent and African Americans in shaping the religions, economic, social, and political life of people.
- The weakening of Africa and the ultimate Diaspora of Africans throughout the world.
- Trade with the Europeans and African countries and kingdoms.
- What role did the Olmec dynasty and civilization played in the social, political and economic development of Mexico and South America? What role did Bartholome de Las Casas played in the origins of the enslavement of Africans in the Americas in 1503?

- ❑ The factors of climate (Sahara Desert), tribal conflicts, and political changes brought on by colonialism.
- ❑ The beginning of African slavery by the Portuguese in the late 1490's and early 1500's.
- ❑ The expansion of slave trade to the Americas (i.e., South America, Caribbean and Central America).
- ❑ The political developments in the African continent during this period of 1800-1900.
- ❑ The riches and economic well-being of Africa, and its exploration by the European nations as demonstrated in the African Kingdoms such as the Saharan kingdoms and countries, Empires and kingdoms Of Africa
- ❑ The system of enslavement and Apartheid in Africa.
- ❑ The freedom and independence movements on the African continent and the Diaspora i.e. Caribbean, Central America, South America and North America.
- ❑ The role of colonialism and the response of nationalism as a survival mechanism.
- ❑ Invasion and weakening of Africa by European Colonialism.
- ❑ Post-Pyramid empires in the west (i.e., Ghana, Mali, Songhay, Kanem-Bornu, and Benin).
- ❑ Forest Kingdoms, Congo, Ashanti, Bechuanaland, Zulu Land and others.
- ❑ The development of the arts, sciences and language arts in Africa, and their influence on the world.

Florida Standards

Art

[VA.912.F.1.5](#) Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.

[VA.912.H.1.3](#) Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.

[VA.912.H.1.4](#) Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.

[VA.912.H.1.9](#) Describe the significance of major artists, architects, or masterworks to understand their historical influence.

[VA.912.H.1.10](#) Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

[VA.912.H.2.3](#) Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.

[VA.912.H.2.5](#) Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.

[VA.912.H.2.6](#) Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.

[VA.912.S.1.3](#) Interpret and reflect on cultural and historical events to create art.

[TH.912.F.1.2](#) Solve short conflict-driven scenarios through improvisation.

[TH.912.H.1.1](#) Analyze how playwrights work reflects the cultural and socio-political framework in which it was created.

[TH.912.H.1.2](#) Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich ones perspective of the world.

[TH.912.H.2.1](#) Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.

[TH.912.H.2.2](#) Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

[TH.912.H.2.6](#) Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.

[TH.912.H.3.3](#) Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

[TH.912.O.3.4](#) Create a performance piece to document a significant issue or event.

[TH.912.S.2.3](#) Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

[TH.912.S.3.9](#) Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

[MU.912.H.1.1](#) Investigate and discuss how a culture's traditions are reflected through its music.

[MU.912.H.1.2](#) Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

[MU.912.H.1.3](#) Compare two or more works of a composer across performance media.

[MU.912.H.1.4](#) Analyze how Western music has been influenced by historical and current world cultures.

[MU.912.H.1.5](#) Analyze music within cultures to gain understanding of authentic performance practices.

[MU.912.H.2.1](#) Evaluate the social impact of music on specific historical periods.

[MU.912.H.2.2](#) Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

Language Arts

LAFS.9.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.9.RL.1.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.9.RL.1.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

LAFS.9.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

LAFS.9.RL.2.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LAFS.9.RL.2.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LAFS.9.RL.3.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

LAFS.9.RL.3.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

LAFS.9.RL.4.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LAFS.9.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.9.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.9.RI.1.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

LAFS.9.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

LAFS.9.RI.2.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

LAFS.9.RI.2.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LAFS.9.RI.3.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LAFS.9.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

LAFS.9.RI.3.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

LAFS.9.RI.4.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Mathematics (Algebra)

Science (Biology)

SC.912.L.14.1: Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.

SC.912.L.14.6: Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.

SC.912.L.14.36: Describe the factors affecting blood flow through the cardiovascular system.

SC.912.L.14.52: Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics.

SC.912.L.15.1: Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.

SC.912.L.15.10: Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools.

SC.912.L.15.14: Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow

SC.912.L.16.1: Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.

SC.912.L.16.2: Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles.

Social Studies

[SS.912.A.1.2](#) Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

[SS.912.A.1.5](#) Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

[SS.912.G.2.1](#) Identify the physical characteristics and the human characteristics that define and differentiate regions.

[SS.912.W.1.3](#) Interpret and evaluate primary and secondary sources.

[SS.912.W.1.5](#) Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

[SS.912.W.2.1](#) Locate the extent of Byzantine territory at the height of the empire.

[SS.912.W.2.16](#) Trace the growth and development of a national identity in the countries of England, France, and Spain.

[SS.912.W.3.1](#) Discuss significant people and beliefs associated with Islam.

[SS.912.W.3.3](#) Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.

[SS.912.W.3.9](#) Trace the growth of major sub-Saharan African kingdoms and empires.

[SS.912.W.3.10](#) Identify key significant economic, political, and social characteristics of Ghana.

[SS.912.W.3.11](#) Identify key figures and significant economic, political, and social characteristics associated with Mali.

[SS.912.W.3.12](#) Identify key figures and significant economic, political, and social characteristics associated with Songhai.

[SS.912.W.3.13](#) Compare economic, political, and social developments in East, West, and South Africa.

[SS.912.W.3.14](#) Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.

[SS.912.W.3.15](#) Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.

[SS.912.W.4.14](#) Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

[SS.912.W.4.15](#) Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

[SS.912.W.5.7](#) Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.

[SS.912.W.6.6](#) Analyze the causes and effects of imperialism.

[SS.912.W.8.4](#) Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

[SS.912.W.8.7](#) Compare post-war independence movements in African, Asian, and Caribbean countries.

[SS.912.W.8.8](#) Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.

[SS.912.W.8.9](#) Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

[SS.912.W.9.4](#) Describe the causes and effects of twentieth century nationalist conflicts.

Recommended Student Activities

Grade level writing Vocabulary

Document analysis

Research

Data collection using government sites

Venn Diagram

Recommended Individuals/ Topics to Teach

Islamic Empires of Africa

African Slavery

Colonialism
African Independence
In Search of Opportunity: Minorities and Migration

Recommended Assessment

Graph creation
Essay
Document Based Question

THE CONTRIBUTIONS OF AFRICANS AND AFRICAN AMERICANS TO THE WORLD

Grade 10 The African and African American in Diaspora's influence on world culture

Focus Students will focus on African culture and its diaspora. They will investigate how the movement of Africans around the world has influenced world cultures and how the contributes of Africans and African Americans have influenced the art, music, science, literature, and politics of nations around the world.

Content

Essential Questions

- The influence of African musical traditions on music of the world.
- The contributions of Africans and African Americans to current scientific understanding of the world around us.
- The literature of Africa and its influence on writers throughout the world.
- The literature of African Americans and its influence on the culture and politics of the U.S..
- The role of the courts and the religious institutions in redressing, protecting and advocating for the right of African Americans.
- The Recognition of the role of African and African Americans in the formation of contemporary art.

- The impact of liberation movements in the world on the rights and freedom of African Americans in the United States of America.
- The influence of the Civil Rights movement upon the politics of decent around the world.

Florida Standards

Art

[VA.912.F.1.5](#) Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.

[VA.912.H.1.3](#) Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.

[VA.912.H.1.4](#) Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.

[VA.912.H.1.9](#) Describe the significance of major artists, architects, or masterworks to understand their historical influence.

[VA.912.H.1.10](#) Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

[VA.912.H.2.3](#) Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.

[VA.912.H.2.5](#) Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.

[VA.912.H.2.6](#) Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.

[VA.912.S.1.3](#) Interpret and reflect on cultural and historical events to create art.

[TH.912.F.1.2](#) Solve short conflict-driven scenarios through improvisation.

[TH.912.H.1.1](#) Analyze how playwrights work reflects the cultural and socio-political framework in which it was created.

[TH.912.H.1.2](#) Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich ones perspective of the world.

[TH.912.H.2.1](#) Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.

[TH.912.H.2.2](#) Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

[TH.912.H.2.6](#) Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.

[TH.912.H.3.3](#) Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

[TH.912.O.3.4](#) Create a performance piece to document a significant issue or event.

[TH.912.S.2.3](#) Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

[TH.912.S.3.9](#) Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

[MU.912.H.1.1](#) Investigate and discuss how a culture's traditions are reflected through its music.

[MU.912.H.1.2](#) Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

[MU.912.H.1.3](#) Compare two or more works of a composer across performance media.

[MU.912.H.1.4](#) Analyze how Western music has been influenced by historical and current world cultures.

[MU.912.H.1.5](#) Analyze music within cultures to gain understanding of authentic performance practices.

[MU.912.H.2.1](#) Evaluate the social impact of music on specific historical periods.

[MU.912.H.2.2](#) Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

Language Arts

LAFS.10.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAF5.10.RL.1.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.10.RL.1.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations)

develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

LAFS.10.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

LAF5.10.RL.2.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LAFS.10.RL.2.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LAFS.10.RL.3.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

LAFS.10.RL.3.9 Analyze how an author draws on and transforms source material in a specific work, how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

LAFS.10.RL.4.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

LAFS.10.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.10.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.10.RI.1.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

LAFS.10.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

LAFS.10.RI.2.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

LAFS.10.RI.2.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LAFS.10.RI.3.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LAFS.10.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

LAFS.10.RI.3.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

LAFS.10.RI.4.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Mathematics (Geometry)

Science (Chemistry)

[SC.912.N.1.5](#): Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.

[SC.912.N.2.5](#): Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.

[SC.912.P.8.2](#): Differentiate between physical and chemical properties and physical and chemical changes of matter.

[SC.912.P.8.3](#): Explore the scientific theory of atoms (also known as atomic theory) by describing changes in the atomic model over time and why those changes were necessitated by experimental evidence.

[SC.912.P.10.12](#): Differentiate between chemical and nuclear reactions.

Recommended Student Activities

Grade level writing

Vocabulary

Chart and graph creation

Document analysis

Primary and Secondary Source Analysis

Recommended Individuals/ Topics to Teach

Innovations of the Gilded Age

Power of the Vote

Reconstruction: Controlling African Americans

Strange Fruit

Recommended Assessment

Essay Writing

Campaign Creation

THE CONTRIBUTIONS OF AFRICANS AND AFRICAN AMERICANS TO THE WORLD

Grade 11 The Civil Rights Movement and Its Impact on the Freedom and Legal Rights of African Americans

Focus The students will focus on the impact of the varied Civil Rights movements and non-violent protests in seeking equal rights for African Americans. Students will examine the legal, economic, religious, personal and institutional efforts to rid the United States of America of historic racial discrimination against African Americans and other citizens solely based on their national origin, race, and ethnicity.

Content **The Civil Rights Movement and its Impact on the Freedom and Legal Rights of African Americans**

Essential Questions

- The Fifteenth Amendment of 1870 gave the legal right to African Americans to vote, including abolition of any vestige of slavery.
- The Civil Rights Act of 1964 and the Amendment in 1972.
- The Great Debate between Booker T. Washington and W.E.B. Dubois.
- The role of religion and the church during the Civil Rights era (Southern Christian Leadership Conference). “The Children’s March”, and “Freedom Riders”
- The role of Dr. Martin Luther King, Jr. and others in the Civil Rights Movement.
- The legal cases (i.e., Road to Brown, Brown v. Board of Education, Plessy v. Ferguson, Bakke v. Regents of California.)
- The freedom struggles of blacks in the Caribbean, Central and South America, and the world.

- The building of coalitions with whites and other racial groups.
- The role of women in the Civil Rights struggle (i.e., Fannie Lou Hamer, Rosa Parks, Harriett Tubman, Sojourner Truth, Susan Anthony, Angela Davis, Patricia Harris, Shirley Chisolm, Maya Angelou, Barbara Jordan and others).
- The economic and political characteristics of the Civil Rights era.
- The role of literature and communication for informing the population about civil rights (e.g., *A Raisin in the Sun*, *The Autobiography of Miss Jane Pittman*, “I Have a Dream Speech” by Dr. Martin Luther King, and *Uncle Tom’s Cabin*).
- The non-violent movement of the Civil Rights struggle in the U.S.A.(The children’s march 1963)
- The Resistance to the Civil Rights movement by groups such as the Klu Klux Klan (KKK).
- The role of politics, federal, state, and local governments in the protection of the rights of African Americans and all citizens.
- The development of time -lines for the Civil Rights Movement from 1771 to the present day.
- African American inventors and contributors?
- The Harlem Renaissance as a critical period for defining African American culture.
- The Harlem Renaissance and the contributions of African American Floridians such as Zora Neale Hurston, Savage, Weldon Johnson and others.
- The Jim Crow laws and their impact on African Americans.
- Neo-Slavery and the push for emancipation from slavery in the Americas.
- The abolitionist movements in the Americas.
- The 13th, 14th and 15th Amendments to the Constitution of the United States of America.
- The education of African Americans during slavery.
- The education of African Americans after the Emancipation and constitutional abolishment of slavery.

**Florida
Standards**

Art

[VA.912.F.1.5](#) Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.

[VA.912.H.1.3](#) Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.

[VA.912.H.1.4](#) Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.

[VA.912.H.1.9](#) Describe the significance of major artists, architects, or masterworks to understand their historical influence.

[VA.912.H.1.10](#) Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

[VA.912.H.2.3](#) Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.

[VA.912.H.2.5](#) Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.

[VA.912.H.2.6](#) Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.

[VA.912.S.1.3](#) Interpret and reflect on cultural and historical events to create art.

[TH.912.F.1.2](#) Solve short conflict-driven scenarios through improvisation.

[TH.912.H.1.1](#) Analyze how playwrights work reflects the cultural and socio-political framework in which it was created.

[TH.912.H.1.2](#) Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich ones perspective of the world.

[TH.912.H.2.1](#) Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.

[TH.912.H.2.2](#) Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

[TH.912.H.2.6](#) Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.

[TH.912.H.3.3](#) Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

[TH.912.O.3.4](#) Create a performance piece to document a significant issue or event.

[TH.912.S.2.3](#) Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

[TH.912.S.3.9](#) Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

[MU.912.H.1.1](#) Investigate and discuss how a culture's traditions are reflected through its music.

[MU.912.H.1.2](#) Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

[MU.912.H.1.3](#) Compare two or more works of a composer across performance media.

[MU.912.H.1.4](#) Analyze how Western music has been influenced by historical and current world cultures.

[MU.912.H.1.5](#) Analyze music within cultures to gain understanding of authentic performance practices.

[MU.912.H.2.1](#) Evaluate the social impact of music on specific historical periods.

[MU.912.H.2.2](#) Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

Language Arts

LAFS.11.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LAFS.11.RL.1.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LAFS.11.RL.1.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LAFS.11.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

LAFS.11.RL.2.5 Analyze how an author's choices concerning how to structure specific parts of a text, the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

LAFS.11.RL.2.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

LAFS.11.RL.3.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

LAFS.11.RL.3.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

LAFS.11.RL.4.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

LAFS.11.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LAFS.11.RI.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

LAFS.11.RI.1.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

LAFS.11.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LAFS.11.RI.2.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LAFS.11.RI.2.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

LAFS.11.RI.3.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LAFS.11.RI.3.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

LAFS.11.RI.3.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

LAF5.11.RI.4.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Mathematics

Science (Physics)

[SC.912.E.5.2](#): Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.

[SC.912.N.1.5](#): Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.

[SC.912.N.2.5](#): Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.

[SC.912.P.10.1](#): Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

Social Studies

[SS.912.A.1.2](#) Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

[SS.912.A.1.5](#) Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

[SS.912.A.1.7](#) Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

[SS.912.A.2.1](#) Review causes and consequences of the Civil War.

[SS.912.A.2.4](#) Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

[SS.912.A.2.5](#) Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

[SS.912.A.2.6](#) Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

[SS.912.A.3.5](#) Identify significant inventors of the Industrial Revolution including African Americans and women.

[SS.912.A.3.13](#) Examine key events and peoples in Florida history as they relate to United States history.

[SS.912.A.4.9](#) Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

[SS.912.A.4.11](#) Examine key events and peoples in Florida history as they relate to United States history.

[SS.912.A.5.6](#) Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

[SS.912.A.5.7](#) Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

[SS.912.A.5.8](#) Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

[SS.912.A.5.9](#) Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

[SS.912.A.5.10](#) Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

[SS.912.A.5.12](#) Examine key events and people in Florida history as they relate to United States history.

[SS.912.A.6.9](#) Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

[SS.912.A.6.15](#) Examine key events and peoples in Florida history as they relate to United States history.

[SS.912.A.7.2](#) Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

[SS.912.A.7.4](#) Evaluate the success of 1960s era presidents' foreign and domestic policies.

[SS.912.A.7.5](#) Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

[SS.912.A.7.6](#) Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

[SS.912.A.7.7](#) Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

[SS.912.A.7.8](#) Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

[SS.912.A.7.9](#) Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

[SS.912.A.7.11](#) Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

[SS.912.A.7.17](#) Examine key events and key people in Florida history as they relate to United States history.

Recommended Student Activities

Vocabulary
Primary and secondary source analysis
Oral History Projects
Class debate

Recommended Individuals/ Topics to Teach

Jim Crow
Plessy v Ferguson
Harlem Renaissance
Civil Rights Movement
A Conversation With...
Art and Poetry of the Harlem Renaissance
Hitler's Template: The Jim Crow and Nuremberg Laws

Recommended Assessment

Oral History Projects
Essay writing
Non-fiction writing
Presentation
Research essay with scholarly support
Magazine cover design
Creation of multimedia source based on historical event

THE CONTRIBUTIONS OF AFRICANS AND AFRICAN AMERICANS TO THE WORLD

Grades 12 Contemporary Issues Impacting Africans and African Americans

Focus The students will focus on the contributions of Africans and African Americans to the current political and economic institutions which shape America. Students will also focus on areas of art, music, science, literature, important concepts to explore by studying the myths, stories, and history which characterize the values, and beliefs in culture of people of African descent by celebrations and cultural values such as Junetenth, Kwanzaa and the MA'AT.

Content **Contemporary Issues Impacting on Africans and African Americans.**
Essential Questions

- The contribution of African Americans to the political freedoms of all Americans.
- The contributions of African Americans to the United States of America in all areas, (i.e., science, arts, music, literature, mathematics, social studies, and other areas).
- The economic power of African Americans, including the spending power, the development of “Black” businesses; and the role of the “Black” institutions of higher education during in shaping the human capital of African Americans.
- The freedom struggles of people of African descent in the Caribbean, South and Central America, and the world.
- The soul of African Americans as portrayed in the “MA'AT”

- ❑ The focus on current world issues involving Africa, Caribbean, South and Central America and North America providing opportunities to compare and contrast the cultures and statuses of African descent peoples.

Florida Standards

Art

[VA.912.F.1.5](#) Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.

[VA.912.H.1.3](#) Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.

[VA.912.H.1.4](#) Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.

[VA.912.H.1.9](#) Describe the significance of major artists, architects, or masterworks to understand their historical influence.

[VA.912.H.1.10](#) Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

[VA.912.H.2.3](#) Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.

[VA.912.H.2.5](#) Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.

[VA.912.H.2.6](#) Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.

[VA.912.S.1.3](#) Interpret and reflect on cultural and historical events to create art.

[TH.912.F.1.2](#) Solve short conflict-driven scenarios through improvisation.

[TH.912.H.1.1](#) Analyze how playwrights work reflects the cultural and socio-political framework in which it was created.

[TH.912.H.1.2](#) Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich ones perspective of the world.

[TH.912.H.2.1](#) Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.

[TH.912.H.2.2](#) Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

[TH.912.H.2.6](#) Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.

[TH.912.H.3.3](#) Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.

[TH.912.O.3.4](#) Create a performance piece to document a significant issue or event.

[TH.912.S.2.3](#) Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.

[TH.912.S.3.9](#) Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

[MU.912.H.1.1](#) Investigate and discuss how a culture's traditions are reflected through its music.

[MU.912.H.1.2](#) Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

[MU.912.H.1.3](#) Compare two or more works of a composer across performance media.

[MU.912.H.1.4](#) Analyze how Western music has been influenced by historical and current world cultures.

[MU.912.H.1.5](#) Analyze music within cultures to gain understanding of authentic performance practices.

[MU.912.H.2.1](#) Evaluate the social impact of music on specific historical periods.

[MU.912.H.2.2](#) Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

Language Arts

LAFS.12.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LAFS.12.RL.1.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LAFS.12.RL.1.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LAFS.12.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

LAFS.12.RL.2.5 Analyze how an author's choices concerning how to structure specific parts of a text., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

LAFS.12.RL.2.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

LAFS.12.RL.3.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

LAFS.12.RL.3.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics

LAFS.12.RL.4.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

LAFS.12.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LAFS.12.RI.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

LAFS.12.RI.1.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

LAFS.12.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LAFS.12.RI.2.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LAFS.12.RI.2.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

LAFS.12.RI.3.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LAFS.12.RI.3.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

LAFS.12.RI.3.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

LAFS.12.RI.4.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Social Studies

[SS.912.C.2.8](#) Analyze the impact of citizen participation as a means of achieving political and social change.

[SS.912.C.2.16](#) Analyze trends in voter turnout.

[SS.912.C.3.10](#) Evaluate the significance and outcomes of landmark Supreme Court cases.

[SS.912.E.2.2](#) Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

[SS.912.E.2.3](#) Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

Recommended Student Activities

Primary Source Analysis

Recommended Individuals/ Topics to Teach

Power of the Vote
Civil Rights Amendments
Civil Rights Legislation

Recommended Assessment

Campaign creation/formation

Document Based Questions
Community Projects

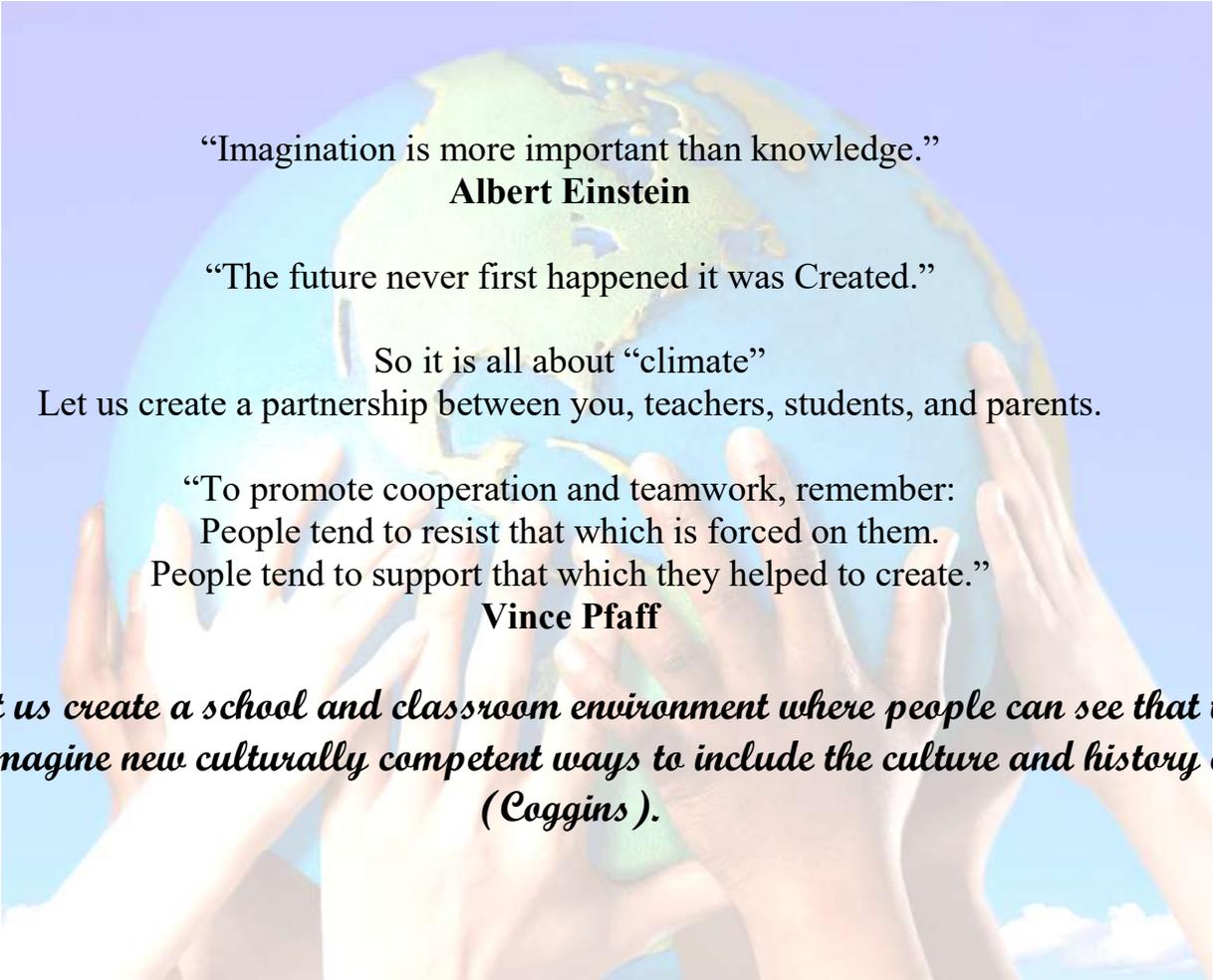
AFRICAN AND AFRICAN AMERICAN STUDIES

SPECIAL NOTE TO READERS:

These curricula outlines are intended to provide teachers with information to begin the development of their lesson plans in teaching African and African American Studies. As in all curricula frameworks, the information provides a suggested focus for the reader. Ultimately, the teacher may add additional information based on the needs of students and the interests of the faculty.



**“THE ATMOSPHERE YOU CREATE DETERMINES THE PRODUCTS
AND RESULTS YOU PRODUCE”**



**“Imagination is more important than knowledge.”
Albert Einstein**

“The future never first happened it was Created.”

So it is all about “climate”
Let us create a partnership between you, teachers, students, and parents.

**“To promote cooperation and teamwork, remember:
People tend to resist that which is forced on them.
People tend to support that which they helped to create.”
Vince Pfaff**

Therefore, let us create a school and classroom environment where people can see that there is a willingness to imagine new culturally competent ways to include the culture and history of everyone (Coggins).

PERSONAL RESPONSIBILITY PRINCIPLE

“The price for greatness is taking responsibility for what you **say** and **do**.”
(Winston Churchill)

I cannot be responsible for someone I cannot change and that is you. I must be responsible for myself and the things I say or do in the conduct of myself. Only you have the power to change the things you do and yourself.

If you will accept personal responsibility for your own behavior,
and I accept personal responsibility for my behavior,
the together we will influence others around us to accept
the same responsibility for the things they say or do and their behavior.
(Coggins, 2000)