



## **The Dispelling of Cognitive Dissonance: the Sour Grapes of Common Core Standards and the Scholastic Impact on African-American Students**

**Nkemjika N. Ofodile**

Howard University (United States of America)

[ofodmsa1480@gmail.com](mailto:ofodmsa1480@gmail.com)

### **Abstract**

Understanding how students learn, as opposed to simply generating what they learn, is a concept that for many teachers does not seamlessly fall into the art of creating the viable lesson plan. This is caused by the inadequate funnel that begins with undergraduate teacher preparation programs and moves upwards to professional development that the newly matriculated teacher receives through their central office, be it a public, private or charter school. Best practices must become geared towards student attainment techniques, which is more than just knowledge of classroom management techniques or even the best lesson plans to master the content. This research will show that African American students' acquisition of knowledge, and eventually their academic success, can become more plausible in its real world application by incorporating this thought process. The aspects explored in this research include the concept of creating a more dynamic, student led, lesson plan, thereby training teachers to become adept in their culturally resonant pedagogical approach. The outcomes will be garnered from data analysis focused (a) quantitatively by student samples of work within two teachers' classrooms but within the same content area and grade level and (b) by interviews conducted with students and teachers as well as observations by this researcher. Evaluation of all of these factors may maintain that it is essential to understand and ultimately grasp the role that culture plays within a multi-cultural school setting thereby ensuring that equitable education can transcend from concept to reality. As we have begun to implement the Common Core Standards as a means of certifying student success, these standards should be coupled with the culturally relevant curriculum. This will ensure that there can be equity in the classrooms in Washington, DC and, in turn, nationally, which should tangibly bridge the ever-widening education gap.