

Social Science Updated Curricula Presentation

for Board of Education Meeting 7.15.24

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AP African American Studies Request for Regular Status

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Background

- AP African American Studies College Board Course
 - Full-year course
 - Evidence-based introduction to African American studies
 - Interdisciplinary course (literature, arts & humanities, political science, geography, science) to explore vital contributions and experiences of African Americans
 - Course designed by gathering input from 100+ college faculty through small-group discussions, survey feedback, and analysis of college syllabi
 - 355 college and universities currently signed on to provide college credit (as of March 15, 2024)

Background

- Pilot Program in AP African American Studies for College Board
 - Year 1 (SY22-23): 60 schools nation-wide in pilot*
 - Year 2 (SY23-24): 700 schools across 40 states in pilot*
 - Three HCPS schools in CB Year 2 Pilot: Aberdeen, Bel Air, and Joppatowne HS
- Year 3 (SY24-25): Full implementation

*During 2-year pilot, CollegeBoard gathered data and feedback, made changes to scope and sequence

Course Scope and Sequence

- Unit 1: Origins of the African Diaspora (~900 BCE–16th century)
- Unit 2: Freedom, Enslavement, and Resistance (16th century–1865)
- Unit 3: The Practice of Freedom (1865–1940s)
- Unit 4: Movements and Debates (1940s–2000s)

Course Skills

Skill Category 1: Applying Disciplinary Knowledge	Skill Category 2: Source Analysis	Skill Category 3: Argumentation
<i>Explain course concepts, developments, patterns, and processes (e.g., cultural, historical, political, social).</i>	<i>Evaluate written and visual sources, and data (including historical documents, literary texts, music lyrics, works of art, material culture, maps, tables, charts, graphs, and surveys).</i>	<i>Develop an argument using a line of reasoning to connect claims and evidence.</i>
1A. Identify and explain course concepts, developments, and processes.	2A. Identify and explain a source's claim(s), evidence, and reasoning.	3A. Formulate a defensible claim.
1B. Identify and explain the context of a specific event, development, or process.	2B. Describe a source's perspective, purpose, context, and audience.	3B. Support a claim or argument using specific and relevant evidence.
1C. Identify and explain patterns, connections, or other relationships (causation, changes, continuities, comparison).	2C. Explain the significance of a source's perspective, purpose, context, and audience.	3C. Strategically select sources—evaluating the credibility of the evidence they present—to effectively support a claim.
1D. Explain how course concepts, developments, and processes relate to the discipline of African American Studies.	2D. Describe and draw conclusions from patterns, trends, and limitations in data, making connections to relevant course content.	3D. Select and consistently apply an appropriate citation style.
		3E. Use a line of reasoning to develop a well-supported argument.

APAA in HCPS

- SY23-24
 - 4 sections in 3 schools (67 students total)
 - Aberdeen HS (15 students)
 - Bel Air HS (19 students)
 - Joppatowne HS (33 students)

Feedback from students who took the course in HCPS classrooms

- APAA has:
 - *strengthened my ability to think critically* **85%**
 - *strengthened my ability to analyze information through multiple perspectives* **90%**
 - *deepened my understanding of the world around me* **92%**
 - *broadened my perspective* **93%**
 - *increased my empathy for others* **93%**
 - *better prepared me for college and career* **83%**

Feedback from Students

- Growing toward North Star
 - *strengthened reading skills* **76%**
 - *strengthened writing skills* **80%**
 - *strengthened problem solving skills* **76%**
 - *made students more employable* **75%**

Feedback from Students

- I am likely to recommend APAA to other students. 87%

Feedback from Students

- How as APAA influenced your perspective on contemporary issues?
 - **Broadened my perspective** on current issues by seeing how these current issues **tie back to the past**
 - Helps me **empathize** and further **understand** the black experience in America
 - Has made me **aware** of issues worldwide

Feedback from Students

- What topics or themes particularly resonated with you and why?
 - The loss of culture when [enslaved people] were forcibly brought to America
 - Discussion of mixed-race individuals because I am mixed-race myself and often do not hear much of our **perspectives**
 - Learning about how **developed African communities** were truly
 - The themes of African American culture... provided a new **perspective** on how identity is formed

Feedback from Students

- How effectively do you think the pilot program incorporated diverse voices and perspectives?
 - Incorporating marginalized voices and making **unheard perspectives** heard and taken seriously. It allows **critical thinking** and rethinking of our culture.
 - Brought types of races together and helped us **better understand** each other and our backgrounds.
 - We often look at **heroes** that are not ever taught about in other history courses.

Feedback from Students

- How do you plan to use the things you learned in APAA in the future?
 - Consider **opposing viewpoints** more carefully
 - Learned more about this country's history and the laws and rights that affect demographics of people today. **Exercising my rights** has become my utmost priority.
 - Want to study psychology so I think it is important for me to **understand different points of view.**

Feedback from Teachers

- Valuable course highlighting experiences and events that are omitted from required survey courses
- Provides students with opportunities to evaluate multiple perspectives on complex issues and to formulate their own opinions
- Level of rigor leads to student growth academically and emotionally
- Combats narratives that African Americans are a monolith
- Promotes self-reliance and self-awareness
- Response from students is profound excitement
- Contextualizes the African American experience
- Representation matters

Feedback from Principals

- Students who would not otherwise have considered a rigorous course like AP enrolled in this class because they were interested in the subject matter
- Observed
 - tremendous growth in students
 - increase in engagement in students who were not historically engaged in their learning
 - Increase in achievement of students
- Increase in number of students enrolled for next year speaks volumes

Interest for SY24-25

- 200 students at 8 schools selected APAA during course selection
 - Three schools did not allow students to select it due to limited staffing
- Actual Sections Scheduled (7):
 - ABHS: 1
 - BAHS: 1
 - EDHS: 2
 - HTHS: 1
 - HDHS: 1
 - JOHS: 1

Board of Education Feedback and Concerns

- Concerns about:
 - ensuring we are not teaching about the oppressor versus the oppressed or that we are perpetuating a narrative of victimhood
- Response:
 - Danielson Domain 2
 - "All students feel valued, safe, and comfortable"
 - "Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport)"
 - "Positive interactions among students [and between teacher and students] are mutually supportive and create an emotionally healthy school environment"
 - Implementation and Evaluation Plan
 - Launch Week PD to focus on classroom norms and guidelines
 - Facilitated collaborative planning with APAA teachers, to include professional development, resource identification and analysis, brainstorming, and evaluation of multiple perspectives.
 - Regular classroom walk-throughs, both announced and unannounced
 - Formal observations using Danielson
 - Survey of students, teachers, and parents to gather feedback
 - Evaluation of student product artifacts
 - Focus on multiple perspectives and analysis/evaluation of said perspectives to provide students the opportunity to formulate their own opinions and to defend arguments from multiple perspectives (part of skills requirements by CollegeBoard)

Board of Education Feedback and Concerns

- Concerns about:
 - specific topics not being addressed in CED that specific Board members would like to see included
- Response:
 - Facilitated collaborative planning will include opportunities to evaluate where in instruction topics not explicitly mentioned in CED appropriately and essentially need to be included
 - Social science pedagogy always teaches multiple perspectives and evaluation of sources from range of perspectives to corroborate information and corroborate or challenge claims
 - Some areas of concern regarding perceived omission of content are inherently part of a study of required essential knowledge topics
 - Individual Student Project is a required component of the course which "provides students with an opportunity to examine any topic, theme, issue, or development in the field of African American Studies."
 - Includes 8-minute presentation and oral defense
 - Students must identify, explore, and analyze four related sources on a topic of their choice
 - End of Year opportunities
 - Post AP exam utilized for engaging students in extension opportunities, including a Modern Discussions project, small or whole group debates, and persuasive biographical project

Board of Education Feedback and Concerns

- Concerns about:
 - specific topics not being addressed in CED that specific Board members would like to see included
- Response:
 - Post exam unit menu of options including but not limited to:

Biography Project

- **Essential Question: What famous African American should CollegeBoard add as required essential knowledge and why?**
- Students will choose a famous African American not discussed during required content learning and will do a research project on that person in order to create a persuasive product to convince CollegeBoard to add the subject of their research into the required essential knowledge for the course.
- Parameters of the project will be addressed through a rubric that will outline quality expectations, specific elements or components of the product to be produced, and required content, which include but are not limited to:
 - Biographical information on the person
 - Details on the contributions of the person to the field of African American Studies
 - Persuasive information on the importance of the person and why the person should be included in the CollegeBoard APAA CED
- Students will have a chance to share their research and provide feedback using the rubric on how to strengthen their arguments to support the inclusion of the individuals researched in the APAA CED.

Board of Education Feedback and Concerns

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 - specific topics not being addressed in CED that specific Board members would like to see included
- Response:
 - Post exam unit menu of options including but not limited to:

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Board of Education Feedback and Concerns

- Concerns about:
 - specific topics not being addressed in CED that specific Board members would like to see included
- Response:
 - Post exam unit menu of options including but not limited to:

Modern Discussions Project

Essential Question: How do historical roots and diverse perspectives shape contemporary issues?

- Students will choose a modern-day topic or issue of ongoing societal debate on which to become an expert through research to create an informational product and communicate their own perspective*.
- Parameters of the project will be addressed through a rubric that will outline quality expectations, specific elements or components of the product to be produced, and required content, which include but are not limited to:
 - A brief description of the contemporary topic or issue
 - A thorough historical analysis of the root causes and contributions to how the issue looks contemporarily
 - A balanced presentation of different contemporary perspectives on the issue and a thorough analysis of said perspectives
 - A summary of the student's own perspective, supported by evidence from the research*
 - *Students who do not feel comfortable sharing their own perspective should be offered an alternative component. Teachers may modify the assignment for all students as they see necessary based on the culture and climate of the classroom and the classroom norms that have been established.

Board of Education Feedback and Concerns

- Concerns about:
 - specific topics not being addressed in CED that specific Board members would like to see included
- Response:
 - Post exam unit menu of options including but not limited to:

Philosophical Chairs Debate

- **Essential Question: How do historical roots and diverse perspectives shape contemporary issues?**
- The class will vote on a modern-day topic or issue of ongoing societal debate to use as a topic for a whole-class Philosophical Chairs Debate. Students will engage in research of different perspectives on the issue to formulate their stance and then engage in the Philosophical Chairs protocol. A rubric will be used to communicate expectations for participation in the experience.
- Students will reflect on the experience using a reflection tool to summarize the different perspectives on the issue, reflect on the evolution of their own thinking throughout the course of the experience, evaluate the class's engagement and use of resources to support their claims using the rubric, and provide feedback to teacher and peers about strengths and areas for growth.

Board of Education Feedback and Concerns

- Concerns about:
 - specific topics not being addressed in CED that specific Board members would like to see included
- Response:
 - Post exam unit menu of options including but not limited to:

Small Group Debates

- **Essential Question: How do historical roots and diverse perspectives shape contemporary issues?**
- In small groups, students will choose a modern-day topic or issue of ongoing societal debate to engage in research in preparation for a debate. The group will either be divided or will divide themselves in half, representing the two major sides or thoughts on the issue. Each group will engage in a 15-minute debate, with their peers from other groups observing.
- Parameters of the debate will be addressed through a rubric that will outline the protocol for the debate, expectations for conduct and content, and quality expectations.
- During debates, the class will have an opportunity to ask questions of the teams debating. At the end of the debate, the class will vote on which side was most persuasive. The class will utilize the rubric to provide feedback to each team.

Board of Education Feedback and Concerns

- Concerns about:
 - ensuring a balance of positive narratives told in the curriculum
 - Response
 - There is extensive evidence of celebration and study of African American resiliency, including celebration of diverse African Americans as individuals and as groups in the ways they collectively and individually have overcome adversity and have thrived.
 - Resistance and Resilience is one of the four key themes by which the content is organized.
 - "Each unit highlights a range of methods that African Americans have innovated to resist oppression and assert agency and authenticity politically, economically, culturally, and artistically. These methods often emerged from distinct experiences, perspectives, and approaches for resisting oppression, finding joy, and building community."

Board of Education Feedback and Concerns

- Concerns about:
 - why we should approve this course when we have a home-grown on-level African American History course already in the course catalogue
- Response:
 - Same reason we offer AP Biology, AP Physics, AP Lang, AP Lit, AP US History, AP European History, etc-- an opportunity for a more rigorous course for students that would like to study subjects more in depth
 - Opportunity to earn college credit while in High School
 - Opportunity for students to take an AP level course where they may not have previously due interest in the subject
 - Helps students to see their own potential and the value of their high school experiences where they may not otherwise have seen the value
 - More likely students may pursue college or other rigorous coursework in the future (supports/aligns to the HCPS Strategic Plan goals)
 - Supports our ability to align or respond to Blueprint requirements related to AP pathways

Board of Education Feedback and Concerns

- Concerns about:
 - portrayal of police in negative light
- Response:
 - There are seven places in the CED where the term police or policing is used. Of those:
 - 3 are required essential knowledge:
 1. How different groups responded to school integration as a result of the *Brown v. Board of Education* decision- "local and federal police were used to prevent integration"
 2. How nonviolent resistance strategies mobilized the Civil Rights movement- "The violent response by local police against children was televised and met with shock and anger by many Americans and people around the world."
 3. How African American athletes in the 20th and 21st centuries have contested discrimination and advocated for racial equality "Frustrated by the prevalence of police brutality, in 2016 Colin Kaepernick and other NFL players began kneeling during the playing of the national anthem. This peaceful protest inspired athletes in other sports to do the same, bringing the problem of police brutality into the national spotlight."
 - Balanced by teachers' presentation of diverse perspectives, challenging student assumptions, and selection of diverse resources (especially as it relates to #3 above), which will be strengthened/elevated through the facilitated collaborative planning mentioned in our implementation plan
 - For HCPS Social Sciences, studying any historical individual or group is inherently complex. It is extremely rare to find content, whether general or focused on specific individuals or groups, presented in a way that asserts a definitive stance, such as vilification or unreserved praise.

Board of Education Feedback and Concerns

- Concerns about:
 - the extent to which the course teaches about the nature of "slavery in Africa [as] multifaceted, shaped by indigenous practices, Islamic institutions, and eventually the Atlantic slave trade... [playing] a role in African societies for centuries."
- Response:
 - A course on African American Studies cannot be undertaken without an in-depth and intentional study of the transatlantic slave trade and the ways that American chattel slavery uniquely and inherently shaped the experiences of both those who directly experienced it and American society more broadly.
 - Naturally, the dominant lens through which the topic of slavery is studied in this course is the transatlantic slave trade and American chattel slavery.
 - Other forms of slavery as they relate to a study of the African continent in general and African American experiences more specifically, are included in:
 - Unit 1: Origins of the African Diaspora both inherently and explicitly, which includes information addressing this concern.
 - A study of early civilizations cannot be undertaken without including the ways in which practices of slavery shaped their economic, political, social, and religious existences
 - In some instances, essential knowledge from the CED explicitly addresses pre-transatlantic slave trade practices of slavery on the continent of Africa
 - Unit 2: Freedom, Enslavement, and Resistance

Board of Education Feedback and Concerns

- Concerns about:
 - the extent to which the course teaches about the nature of "slavery in Africa [as] multifaceted, shaped by indigenous practices, Islamic institutions, and eventually the Atlantic slave trade... [playing] a role in African societies for centuries."
- Response:
 - Related Unit 1 Essential Knowledge:
 - Topic 1.4: Africa's Ancient Societies contains a study of civilizations such as Egypt and Nubia (Kush/Cush), Aksumite Empire, and Nok society through the lens of the "features of, and goods produced by, complex societies that emerged in ancient East and West Africa"
 - Topic 1.5: The Sudanic Empires: Ghana, Mali, and Songhai and of the Sudanic Empires studies through the lens of "how the influence of gold and trade shaped the political, economic, and religious development of the ancient West African empires."
 - Topic 1.7: Indigenous Cosmologies and Religious Syncretism includes essential knowledge about "[t]he adoption of Islam... often resulted in their subjects blending aspects of these introduced faiths with Indigenous spiritual beliefs and cosmologies."
 - Topic 1.8: Culture and Trade in Southern and East Africa includes the learning objective "Explain how geographic, cultural, and political factors contributed to the rise and fall of the city-states on the Swahili Coast."
 - **Topic 1.9:** West Central Africa: The Kingdom of Kongo specifically studies the "Kingdom of Kongo's conversion to Christianity and subsequent political ties with Portugal" in order to "[e]xplain how the Kingdom of Kongo's political relations with Portugal affected the kingdom's participation in the transatlantic slave trade."
 - **Topic 1.10:** Kinship and Political Leadership studies how "...kinship often formed the basis for political alliances," as well as an overt inclusion of how African leaders "participated in the slave trade to amass wealth and political influence."
 - **Topic 1.11:** Global Africans includes specific essential knowledge of how "African kingdoms increased their wealth and power through slave trading, which was a common feature of hierarchical West African Societies" and of how "African elites... traveled to Mediterranean port cities, ...[where] free and enslaved Africans" mingled.

Board of Education Feedback and Concerns

- Concerns about:
 - the extent to which the course teaches about the nature of "slavery in Africa [as] multifaceted, shaped by indigenous practices, Islamic institutions, and eventually the Atlantic slave trade... [playing] a role in African societies for centuries."
 - Response:
 - Unit 2, the study of Freedom, Enslavement, and Resistance, focuses specifically on the transatlantic slave trade, including:
 - the ways in which slavery in the Americas evolved from the earliest Africans arriving in the early 16th century, some free and some enslaved (Topic 2.1)
 - how commerce on the African continent evolved during the evolution of the slave trade (Topic 2.2 , 2.3)
 - participation in the slave trade by Africans in Africa, including essential knowledge such as "...incentives to use violence to enslave neighboring societies" and "[t]o maintain local dominance and grow their wealth, African leaders sold soldiers and war captives from opposing ethnic groups" (Topic 2.3)

Board of Education Feedback and Concerns

- Concerns about:
 - the extent to which the course includes information about Black scientists
- Response:
 - Topic 4.20: Science, Medicine, and Technology in Black Communities includes the Learning Objective "Describe African Americans' contributions to scientific or technological advancements" and "Describe African Americans' contributions to American medical care, training, and medical advancements" with the following scientists specifically named as examples: George Washington Carver; Katherine Johnson; Mae Jemison; Onesimus; Daniel Hale Williams; Kizzmekia Corbett
 - Due to the broad language of the Essential Knowledge indicators, additional scientists may be added at teacher discretion
 - Black scientists may also be selected as a topic for the individual student project or further developed post-exam

Board of Education Feedback and Concerns

- Concerns about:
 - the lack of "full context" or "incomplete information" about Malcolm X
- Response:
 - The study of Malcolm X is found in Topic 4.9: Black Religious Nationalism and the Black Power Movement under the following Learning Objective: "Explain how the Black Freedom movement strategies transitioned from civil rights to Black Power."
 - Malcolm X, a Muslim minister and activist, championed the principles of Black autonomy and encouraged African Americans to build their own social, economic, and political institutions instead of prioritizing integration.
 - Requires students to compare and contrast Malcolm X's principles of Black autonomy with more mainstream Civil Rights Movement leaders such as Martin Luther King Jr. and their focus on integration
 - Requires students to understand why Malcolm X believed in Black autonomy, which includes his views on White individuals or White society

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 - Response:
 - The study of Malcolm X is found in Topic 4.9: Black Religious Nationalism and the Black Power Movement under the following Learning Objective: "Explain how the Black Freedom movement strategies transitioned from civil rights to Black Power."
 - Malcolm X not only encouraged African Americans to exercise their right to vote, but also to exercise the Second Amendment's right to keep and bear arms. He further urged African Americans to "defend themselves" if the government was "unwilling or unable to defend the lives and the property" of African Americans. His emphasis on self-defense, dignity, and solidarity influenced the political groups that emerged during the Black Power movement.
 - Requires students to understand why the right to bear arms was important to Malcolm X and what he meant by "defend[ing] themselves," which includes his militancy and calls for violent means of protest

Board of Education Feedback and Concerns

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 - the lack of "full context" or "incomplete information" about Malcolm X
 - Response:
 - The study of Malcolm X is found in Topic 4.9: Black Religious Nationalism and the Black Power Movement under the following Learning Objective: "Explain how the Black Freedom movement strategies transitioned from civil rights to Black Power."
 - Malcolm X's ideas evolved over his lifetime. Toward the end of his life, Malcolm X left the Nation of Islam to embrace orthodox Islam. He pursued goals of Black nationalism, pan-African connections, asserting African people's rights as human rights, and protesting injustices internationally.
 - Requires students to understand in what way "Malcolm X's ideas evolved" and why he left the Nation of Islam, including what the Nation of Islam is and what it stood for (Board member concerns over perceived omission of Malcolm X's antisemitism and ties to members of the American Nazi Party, as well as his denouncement by the NAACP and other civil rights groups, as well as the Nation of Islam and Malcolm X's use of the term "white devil")
 - Requires students to understand what the goals of Black nationalism are, including the violent means Malcolm X advocated use of to achieve those goals

Board of Education Feedback and Concerns

- Concerns about:
 - the lack of "full context" or "incomplete information" about Black Panthers
 - Response:
 - The study of the Black Panther Party is found in Topic 4.11: The Black Panther Party for Self-Defense under the following Learning Objective: "Explain how the Black Panther Party pursued political, economic, and social reforms in the twentieth century."
 - The Black Panther Party for Self-Defense was a revolutionary Black Power organization inspired by Malcolm X's arguments. The party's Ten-Point Program called for freedom from oppression and imprisonment, access to housing, healthcare, education, and employment opportunities.
 - Requires students to understand Malcolm X's arguments, which shaped the militancy of the Black Panther Party and their goals

Board of Education Feedback and Concerns

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- Response:
 - The study of the Black Panther Party is found in Topic 4.11: The Black Panther Party for Self-Defense under the following Learning Objective: "Explain how the Black Panther Party pursued political, economic, and social reforms in the twentieth century."
 - The Black Panthers' platform cited the Second Amendment to promote and justify the right to bear arms in self-defense. The party's calls for violent resistance to oppression resulted in armed conflicts. In turn, the FBI waged a campaign against the Black Panthers as a threat to national security.
 - Requires students to understand what is meant by violent resistance and its conflict with the FBI, including it being listed as an extremist group. This also includes understanding that the group's ties to communism and "revolutionism" were part of the reason for the FBI investigation.

Board of Education Feedback and Concerns

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 - Response:
 - The study of the Black Panther Party is found in Topic 4.11: The Black Panther Party for Self-Defense under the following Learning Objective: "Explain how the Black Panther Party pursued political, economic, and social reforms in the twentieth century."
 - Local Black Panther offices were frequently led by women, who made up about half of the party's membership. The organization quickly expanded, with chapters in dozens of United States cities, to advocate for other social reforms. The Black Panther Party implemented what they termed "survival programs" to provide help for low-income communities: the Free Breakfast for School Children Program, legal aid offices, and relief programs that offered free medical care and clothing.
 - Requires students to understand where these ideas for the survival programs were learned, which leads students to a study of how the Black Panther Party had ties to communism.

Board of Education Feedback and Concerns

- Concerns about:
 - the lack of "full context" or "incomplete information" about Rosa Parks' role in the NAACP and Montgomery Bus Boycott (1955), e.g. "she was chosen and prompted by a group."
 - Response:
 - Rosa Parks is not included in any essential knowledge or learning objectives
 - She is mentioned only in the Source Notes for Unit 4 as follows:
 - The "Big Four" civil rights organizations mobilized nonviolent direct protest among various groups: The National Association for the Advancement of Colored People (NAACP) was formed in 1909 as an interracial organization that fought discrimination and racial violence primarily through legal campaigns. W.E.B. Du Bois and Ida B. Wells-Barnett were among the founders. Rosa Parks, a local NAACP secretary, helped to launch the Montgomery Bus Boycott (1955).
 - The learning objective Rosa Parks most closely aligns with is "Explain how nonviolent resistance strategies mobilized the Civil Rights Movement."
 - If included by a teacher, the inclusion of Rosa Parks as a discussion point would naturally include the fact that:
 - ⑩ a number of Black women had refused to give up their seats on the same bus system and were quietly fined before fifteen year-old Claudette Colvin was arrested for the same action nine months before Rosa Parks' famous actions
 - ⑩ Black civic leaders had been strategizing how to address segregated Montgomery buses for years
 - ⑩ Rosa Parks, a secretary of the local NAACP chapter, was chosen as a test case because of her "natural gravitas," the fact that she was an adult with an unimpeachable reputation, and because fit the profile of what would make a "good icon" for the movement, including her skin texture and dress

Board of Education Feedback and Concerns

- Concerns about:
 - the lack of "full context" or "incomplete information" about Angela Davis and whether or not she is a civil rights hero
 - Response:
 - The only mention of Angela Davis in the CED is in a source note for Topic 1.14
 - "Writers such as Angela Davis and Toni Morrison detailed experiences of gender within the context of race, sexuality, and class."
 - Knowledge about her, her work, or her writings are not required/essential knowledge
 - However, as with any social science study of an individual person, an inclusion of any one individual in learning experiences would be centered on a balanced presentation of information and would not assert a definitive stance, such as vilification or unreserved praise.

General Course Information for Request

- School Level: *High School*
- Department: *Social Sciences*
- Course Title: *AP African American Studies*
- Course Credit(s): *1 elective credit*
- Weighted Grade Y/N *Yes*
- Dual Enrollment Y/N *No*
- Duration: *Year-Long*
- Course Description: *This interdisciplinary course explores the vital contributions and experiences of African Americans through the lens of literature, arts and humanities, political science, geography, and science.*
- Status: *Regular*
- Effective Date : *SY24-25*
- Potential Cost *\$1299/teacher to attend APSI (on an as-needed basis)*
- Technology needs *N/A*

Request

The Office of Social Sciences requests that the AP African American Studies course be approved for regular status on the recommendation of the Superintendent.

Questions Regarding APAA